

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Language Section Strategies In Improving Students' Speaking at Darul Istiqamah Boarding School for Boys

Based on the observation, interview and documentary that the writer conducted in Darul Istiqamah For Boys the writer aims to look at the strategies that used by language center in improving students' speaking at the tenth grade of Darul Istiqamah and the difficulties that found by language section to actuate language especially in improving students' speaking. the writer gets some strategies that the language section used in improving students' speaking for the new student that was held from 25th of March 2016 until 25th of May 2016:

a. Giving and Controlling Vocabulary

Based on the observation and interviews result that have been conducted with language section and *advisor* of language section who implemented English language at Darul Istiqamah boarding school for boys about two months, the strategies in improving students' speaking was giving and controlling students' memorization of vocabulary that has been given by managers to all students especially new student in tenth grade dormitory.

Language section and *mudabbir* (advisor from twelfth grade who lived in tenth grade dormitory) stated that giving and controlling students' vocabulary memorization is an urgent strategy in improving students' speaking, because with this strategy students are demanded to master all the given vocabulary by *mudabbir* to use it in daily life communication.

Here is the explanation of giving and controlling new vocabulary (*match, smoke, fire wood, saw dust, dining table, tie, glove, blousa, sock, stocking, shoe, uniform, pocket, wallet, blanket, towel, button, string, look, begin, ask, proud, anxious, galty, painful, thankful, step on, go right, gow left, drop in*) that the writer discovered in the tenth grade dormitory of Darul Istiqamah for boys. All of new students of Darul Istiqamah in this case is in tenth grade are put in a special dormitory which has some chosen *mudabbir* who have certain skill in language; good in Arabic and English from the eleventh or twelfth grade. All of students in Darul Istiqamah required to pray in the mosque together five times daily .

Every morning, all students of the tenth grade are gathered in the dormitory after subuh prayer to attend the distribution of new vocabulary (*match, smoke, fire wood, saw dust, dining table, tie, glove, blousa, sock, stocking, shoe, uniform, pocket, wallet, blanket, towel, button, string, look, begin, ask, proud, anxious, galty, painful, thankful, step on, go right, gow left, drop in*) from *mudabbir*. They all have to pay attention to one manager in front of them in distributing some vocabulary. *Mudabbir* give new vocabulary about five to ten new vocabularies every morning except Sunday morning because in this morning there is another program that language section do every week.

Firstly, *mudabbir* only convey the vocabulary without writing the vocabulary on the whiteboard for the student. That manager spoke up in front of the students in order to make them listen clearly to the pronunciation of the vocabulary that he said. All students repeated after manager saying. Saying new vocabulary was repeated until 3 or 5 times but sometimes depends on the students' mastery in pronouncing the vocabulary (*match, smoke, fire wood, saw dust, dining table, tie, glove, blousa, sock, stocking, shoe, uniform, pocket, wallet, blanket, towel, button, string, look, begin, ask, proud, anxious, galty, painful, thankful, step on, go right, gow left, drop in*). To memorize the vocabulary, *mudabbir* used group repetition and individual repetition. For using these strategies *mudabbir* recite the vocabulary which followed by the students together. From the first vocabulary to the last vocabulary students followed the recited vocabulary. To ensure students' memorization, *mudabbir* indicates for some students to repeat the vocabulary individually. Then, *mudabbir* gave the examples how of use the vocabulary in sentences and asked them to repeat the sentence from what *mudabbir* said. Then, *mudabbir* asked to student to guess what is the meaning from the vocabulary that *mudabbir* said. That is *mudabbir* did every new vocabulary. Then, when all vocabulary has been distributed, then the manager showed the vocabulary that written on the whiteboard and ordered students to write on their vocabulary note book.

To increase the strength of students' memorization, all *mudabbir* in each room are already commanded to check their memorization, and it is conducted when the student have breakfast in the morning, when the student have lunch after

zhuhur praying, and when they have dinner after Magrib praying. Not only check the students' memorization in vocabulary, but also they are asked to bring their vocabulary note book wherever they go in the boarding school except to the bathroom and sport. It was believed by the language section as a better way to keep their vocabulary that given by *mudabbir* in tenth grade dormitory. Kept checking their memorization of vocabulary before they go out from room, go eating, do activities after praying was the great strategy in maintaining the students' memorization.

Mudabbir in each room had a big responsibility to check their vocabulary exactly, they must actively pay attention to the students about their development in mastering language by checking students' vocabulary note book, by encouraging students to speak formal language, to obey the discipline, and to study their school lessons, and to live in boarding school.

In the students' freetime, language section controll to all dormitory and class to look for the student who didn't speak English and Arabic. The student who was found speaking Banjarese or Bahasa Indonesia got punishment immediately.

b. Conducting The Vocabulary Test

Based on the observation and interview with language section and *mudabbir*, there is a strategy that applied by member of language section and *mudabbir* to improve student's ability in speaking, it is conducting the test the students' vocabulary every Saturday. *Mudabbir* hold test to check up the student's vocabulary memorization that they gave in a week. if the students' mastery in

vocabulary is low, *mudabbir* have to repeat the vocabulary and kept the strength students' memorization (*match, smoke, fire wood, saw dust, dining table, tie, glove, blousa, sock, stocking, shoe, uniform, pocket, wallet, blanket, towel, button, string, look, begin, ask, proud, anxious, galty, painful, thankful, step on, go right, gow left, drop in*).

c. Giving punishment

In Darul Istiqamah Boarding School there are many rules. One of the role is in speaking two languages that actuated by language section. The descipline is for all students. When the student contravene the rule of discipline from the language section, language section gave the punishment. Giving punishment was considered one of the urgent strategies by language section in Darul Istiqamah. In Darul Istiqamah, punishment for students, it is included by some kinds of action that will be given to the students who did or broke the rule of language section. They believed that the effect of punishment/betterment will encourage students to think twice in breaking the language in Darul Istiqamah. There are some variation of punishment that will be given by language section if they found the student break the rule :

- 1) Standing in front of students when others read Al-Qur'an or after pray in mosque.
- 2) Giving the duty to students like writing new vocabulary, cleaning the dormitory.
- 3) Paying to the language section about 1000 – 2000 Rupiah.

4) And asking the students to come to the language section room to accept advices from instructor or member of language section.

In this case, the member of the language section has rights to decide the appropriate punishment to the students who broke the language. It depends on the level of violations committed by the student. If the violation is fatal the language section gave the appropriate punishment.

There are two special place in Darul Istiqamah Boarding School For Boys, it is mosque and kitchen. Student that found didn't speak English and Arabic will be punished by language section to pay about two thousand Rupiah. Different with another place that students have to pay only a thousand Rupiah when they found speak Banjarese or Bahasa Indonesia.

There is one task must be done when students become member of language section in Darul Istiqamah is to monitor the whole of students language in 24 hours every day. For this reason, language section member in darul Istiqamah are only six persons they cannot watch language only with members of language section, so they used the students who been the language court to be spy in monitoring the other student who broke language in Darul Istiqamah. Therefore, the rules of language section run as well in Darul istiqamah.

Every night there is language court in front of language section's room that was enforced by the language section membe. Sometime language court held in the afternoon it depends on the situation in the boarding school, when the breakers of language wrote in language court the language section will call the breakers. If the breakers didn't come to the language section room until 3 times

they will be submitted to the office of language section to give him punishment bald.

Being spy was a secret task from the language section and breakers language. Therefore, no student knows who would be the next spy. The task of spy is writing the others breakers to be called to language court.

d. Language Area

Based on the observation that was conducted on 25th March 2016 through 25th May 2016, the writer really felt the great area of language learning in Darul Istiqamah boarding school, the writer really felt language atmosphere around the buildings, making language atmosphere around Darul Istiqamah environment was a really good and important strategy that happened in Darul Istiqamah boarding school, supported by useful vocabulary that put by language section in everyplace, when the writer listened to the announcement that come from all member of Organization student in Darul Istiqamah Boarding School it is also called OPPM. The announcer used formal language. In Darul Istiqamah, language section divided the time into two, they are a week for speaking Arabic and two weeks for speaking English. In English week, all member of OPPM have to announce English. It is forbideen to announce use Arabic in English week. It is different with Arabic week, in this week the announcer have to use Arabic but also possible use English. when the writer listened to some people in canteen, mosque, dormitory, field they used formal language. All the things that happen every day must be formal language there (Arabic or English language). Even when students have break time they have conversation around the dormitory.

Language area was an environment that was created by members of language section in Darul Istiqamah. They have a slogan “*language is our crown*”. Many slogan was put in the area of boarding school. Another slogan also “*Explore the world by language*”. In every slogan has a meaning itself. Then, it will influence the students’ development to be better in language. So, while students are still learning and mastering language and vocabulary they also have to be accustomed with the environment of language. The students can directly practice their language with their friends in the same level “new student” step by step. Language area in Darul Istiqamah uses Constructivism Theory by making students feel like in real situation. In other word, with the interaction to all people around will help students to gain the experience of learning language target. And cognitive strategies, as we know cognitive strategies is steps or operation for learning process and analyze the students problem. Cognitive learning strategies are verification, guess, practice, and memorize. In Darul Istiqamah applied similar with what the theory and the strategy above that language section’s program in learning English especially in Speaking skill.

e. Watcher

Based on the interview result that writer conducted with language section that have authority of the betterment and punishment in running language activeness of Darul Istiqamah boarding school for boys. The writer found another good strategy of the language section in controlling students’ language in Boarding School. It is watcher.

Besides language area there is also one strategy that really supported in forcing students to speak formal language whenever and wherever they are, it is watcher. When the watcher found students didn't speak formal language, he will write the name who broke the language to enter language court that in language section. In this court if the breaker doesn't come to the language court until three times he will get punishment, for this case the punishment is bald from language section. By this strategy every students have to speak formal language wherever and whenever they are. Every students can be watcher if the they entered to the language court.

f. Scheduled Conversation

Based on the observation and interviews result that the writer have conducted with members of language section in Darul Istiqamah boarding school for boys. It was found that the students have Scheduled conversation is held once in a week. it is on Sunday morning before the students have jogging. According to the members of language section statement that giving the students time is a helpful strategy to support the other strategies such as controlled certain vocabulary, after they get useful and daily vocabulary, they can use the vocabulary in the scheduled conversation to speak with their friends continuously.

This activity was enforced by the language section in Darul Istiqamah every Sunday morning with different languages. Every week should be truns two languages they are English and Arabic. In the conversation time, the students were asked to make a long line with their friends in pair. The line of conversation based on their class, in other word Class one has to make line with class one, and class

two with class two until class five have to make conversation in pair. It is possible to speak with different class according to their friends in building. And they are asked to speak with their peer about various topics, like their activities in one week before, and one week after. In this activity the language section assists to *mudabbir* and also students if they have questions to ask. Such as question related to vocabulary which is the students didn't know it, and making sentences. All Students of Darul Istiqamah must participate scheduled conversation. Scheduled conversation begins after Subuh prayer on Sunday morning. The conversation that conducted by students is free topic, but it suggested to use the vocabulary which is they got in a week when vocabulary distribution.

After Subuh Prayer one member of language section announce that the students have conversation before jogging. There, language section told student for the time and place where the student have to gathered after subuh prayer. All students must get together make a line with their pair. They can choose any topic for their conversation that will be discussed by the students with some supporting vocabularies that *mudabbir* has given in every morning. The students have to speak with the new topic and vocabulary every week on Sunday based on the distribution vocabulary in the morning. This kind of learning strategy is used to train the students to speak fluently, confident, and easily. This strategy makes students feel happy and enjoy in a conversation because it is a very effective strategy for the students who learn language especially in English.

Scheduled conversation is similar with metacognitive strategies. It has role to control and set the students learning process as a scheduled conversation in

Darul Istiqamah Boarding school that have scheduled conversation in improving students' speaking skill . Students have topic for conversation with other students and they share about the topic. If some of students don't know about the vocab, they can share each other or ask one member of language section who controlled conversation, the strategies will make student more active in learning process.

g. Speech Presentation

Based on observation and interviews result that have been conducted with the members of language section and also advisor of language section in Darul Istiqamah that control mudabbir's job in the tenth grade dormitory at Darul Istiqamah Boarding School For Boys . The writer found another strategy that language section used. The strategy is scheduled speech presentation in three languages (English, Arabic, Bahasa Indonesia). For this research is in improving speaking in English.

In conducting speech presentation language section had the main goal for students that students are more confident to speak in front of a lot of people, it doesn't matter right or wrong, the more important is student can stand and speak although they are really afraid of and nervous. It is a step that they must face in public speech in order to accustom them to control the situation of their own confidence. Speech presentation held on Friday night after isya prayer. In the speech presentation the audience asked to pay attention what the speaker convey in his speech. After the speaker finished his speech one of advisor asked one audience to correct the speaker in wrong spelling in the speech presentation. For the topic in speech presentation, the writer found some topics which is taken by

student, such as *boarding school, the important of learning and to be bookish, the important of knowledge, the role of classroom in learning, prayer.*

This activity was always exist in improving speaking skill. The speech presentation is a practice that must be done by all students, especially for the new student or tenth grade student. In this activity students are divided to some groups with mixed class among class two, three, and four. Each group has 15 to 20 students. All students will get the turn to be speaker, and Master of Ceremony in the speech presentation. All students have memorized the text for speech agenda and the text is collected to advisor.

The language section gave the opportunity to the student who have consultation about the speech presentation topic and content. The topic or title that they should speak is created by themselves that they have consulted it. From the explanation above, we know in speech presentation program, language section uses metacognitive strategies, because in that program, students get a turn to speak in front of other students. As we know in metacognitive learning strategies control or self-direct language learning. They involve different procedures as planning, prioritizing, setting goals, and self-management.

Speech Presentation is an agenda in which needs a planning and a goal when it is done. And of course before it is run by language section they have made a management of implementation of speech presentation in the field; therefore, they talked to mudabbir each building to cooperate in arranging students for training before performance.

h. Drama

From the interview that writer conducted in Darul Istiqamah Boarding School, the drama is a useful way that used to make the process of learning English more active, and more interest. This is based on the theory from Hafeez (2010, p. 157) reviews that drama is fun, relaxed and informal way to learn English and motivates the student.

Drama is one of the most preferred activities in developing speaking skill. The use of drama in developing students' speaking skill, to practice self confidence in speaking, develop ideas and creative thinking of the students and so on. In drama activity there are five component in a good speaking skill they are pronunciation, grammar, vocabulary, fluency and comprehension. These component can be known when the students play a script in front of the public. In Darul Istiqamah Boarding school, drama will be held on Jamrana, it is a competition between Darul Istiqamah Boys and Girls. One of drama that played by student in Darul Istiqamah is *The Legend of Malin Kundang*.

i. Special English Class

Beside drama, in Darul Istiqamah Boarding School since two years ago have new program it is Special English Class. Based on the interview with language section, Special English Class is for tenth grade student who has passed in Junior High School in Darul Istiqamah. It means the student from tenth grade who has not graduated from Darul Istiqamah or new student can not participate in Special English Class.

Special English Class executed only two months in a year. The student in Special English Class only learn English without any other lesson for two months. For two months the student were guided to master English as well as possible by the teacher who has designated to guide in Special English Class. Every day they learn English not only the theory but also the practice of language it means they practice English immediately with their classmate interaction or communication by speaking English each other.

After two months they have learnt English, they continue their learning English in Pare as an English village for studying English more. They have study English about two weeks in Pare to make their English better. In this village they practiced their English with other person who has different educational background and culture. They can practice English well when they interact and communicate in the daily life in new area or environment which is using English.

To practice students' speaking ability in English, the teacher bring them up to practice speaking with the native speaker in some tourisms that many tourists come there. In the tourism the students asked to look some native speakers to communicate using English fluently. In this oppurtunity, the students build their confidence and mental especially in practicing English in the real life.

j. Scouting With English

Based on the interview that writer do with language section in Darul Istiqamah Boarding School, the writer found another strategy that used in Darul Istiqamah. It is a scarce strategy that used by language section in the scouting ceremonial on the Saturday. In Darul Istiqamah, scouting is one of ekstrakurikuler

that followed by all student in the boarding school. The scouting in Darul Istiqamah Boarding School devided into three groups, they are : Underground, Marvelous, and Marvel Mania. Every groups has mixed graduation from class seven to class eleven.

To improve students' memorization in English, language section asked student to become official of scouting ceremony in rotation, it is a good strategy they use English in the ceremony. The master of ceremony use English the reader of *Dhasa Dharma Pramuka* used English etc. To improve their memorization in English sentence, the official of scouting ceremony have trained by the senior in his group by giving somes texts in English one of them is *Dhasa Dharma* in Scouting. Everyone have to memorize it to make all of student got ready whenever and wherever they were asked to become an official in scouting. In reading *Dhasa Dharma* the reader has to read it clearly without any text with him or her. To keep the right text, the students have to have a good memorization in memorizing words and sentences to make the meaning of text can be achieved by the scouting participant clearly. It is a good strategy in developing students' speaking because when they have been an official ceremony, they have to use English. It makes students confident in conveying a text orally.

2. The Difficulties that the Language Section Finds in Improving Students' Speaking at The Tenth Grade of Darul Istiqamah Boarding School for boys

In observing and conducting interviews to members of language section and mudabbir who stay in the tenth grade at Darul Istiqamah Islamic boarding

school, the writer found some difficulties that language section faced to run language in improving students' ability in speaking.

a. Difficult to Control Student in 24 Hours

All of member language section are six persons. The strategies that language section implements in Darul Istiqamah were good for improving students' speaking, it is impossible for six person of member language section to control student twenty four hours. They cannot control 24 hours wherever, and whenever the student. As the explanation above, They had responsibility to control the students' duty to speak formal language (Arabic and English language).

By doing interview with members of language section in Darul Istiqamah Boarding school. it was known that the complicated problem of the language center is controlling them in 24 hours. That is known that language section's member also as student in Darul Istiqamah Boarding School. They have same obligation with other student it is studying. The language section's member is from twelfth grade student that they have to face National Examination. It was really difficult and impossible to controll 24 hours. Some of them also still learnt in improving their skills of the languages. They were more demanded to have good management of time. They have to be good model as the activator language in Darul Istiqamah.

In this case, the members of the language section must be a good person to do positive or benefit activities such as studying for their future and running work projects as language section. Therefore, being a member of the language section

needs hard work and big awareness to keep motivated in finishing studies and the duties as member of language section in Darul Istiqamah Boarding school.

b. Lack of Model from a Certain Section in OPPM

The other problem that faced by language section in running language in Darul Istiqamah Boarding School is less of good model in speaking English, as the explanation above, to run language activeness in Darul Istiqamah Boarding School cannot be accomplished only from language section but also all the member of OPPM (Organization of Pondok pesantren Modern) or other section as a senior student. All section in Darul Istiqamah have to cooperate in giving a good model in using formal language and pay attention students who do not speak formal language everywhere. All senior student were a model for the new students to speak formal language (English and Arabic), it was a mandate from the head of Darul Istiqamah Boarding School to all senior classes to give good example for junior classes. Therefore, when all sections such as security section, teaching section, cleaning section, sport section and another section did not cooperated in giving good model to speak formal, it will be more difficult to language section in growing students' motivation and awareness about the advantages of mastering languages.

c. Lack of Awareness the Important in Using Language

Lack of awareness among all students also happened in learning languages In Darul Istiqamah. In the boarding school the students speak bilingual it means not only speak English but also speak Arabic. In Darul Istiqamah Boarding School, to practice language divided into two they are: a week for speaking

Arabic and two weeks for speaking English or English week. Many students speak non formal language it means student didn't speak English or Arabic. They speak in Bahasa Indonesia or Banjarese when they are incontrolled by language section or watcher. In some cases the student asked when they want to speak, "are you watchman?" it is to avoid language court although he spoke in Bahasa Indonesia or Banjarese.

The other problem is lack of awareness in using language well. In Darul Istiqamah the students are from many province not only from South Kaimantan but also in other province. But most of the student were banjarese. In this cases students usually speak formal language well but they mix with Banjarese language to make the student understand what he said such as " *pang, leh, kah*, etc". It makes language that they spoke disorder.

B. Discussion

The writer has stayed for several days in this boarding school, and as the writers knew from the interview with some students and members of language sectin in Darul Istiqamah boarding school that serving as language section was really difficult. Only some particular people who were trusted by the language section supervisor, for being language section they must be ready to be hated by a lot of students because some students who entered language court hated in receiving punishment and hated language section, but for students who really have a big motivation to master languages they will do respect to language section.

Many people from outside of east Kalimantan are in Darul Istiqamah, with many different cultures, dialect, and accents exist in Darul Istiqamah Boarding

School. As a modern boarding school, The interesting thing that the society believed about Darul Istiqamah is learning strategies there mixed and balanced between religion aspect and general aspect of knowledge. In Darul Istiqamah, students were not only taught reading the holy Qur'an, and learning Arabic but they were taught to become expert English teachers, good computer users, great sportsman, amazing agenda organizers, and hard worker or inspiring entrepreneur and etc. those things make students life be more joyful and language learning process will not be boring.

According to the book *Learner Strategy in Language Learning*, by O'malley (2004 p. 12) research and theory in second language learning strongly recommend that good language learners should use a variety of strategies to assist them in getting new language skill. By implication, less competent learners should be able to improve their skills in a second language through training on strategies evidenced among more successful language learner. That means learning strategies support students for improving their skills. In this research of foreign language learning strongly suggest that good language learner used the variety of strategies.

1. Descriptive about Language Section Strategies in Improving Students' Speaking at The Tenth Grade of Darul Istiqamah Boarding School for Boys

First, giving and Controlling Vocabulary has a great factor and effect to support students' ability in speaking, especially for the tenth grade in Darul Istiqamah Boarding School, the distribution of new vocabulary that given by *mudabbir* here was managed from easy level to difficult level. Language section

use cognitive and memory strategies.. The distribution vocabularies were mixed it was not only noun but also verb, and adjective. Sometimes, veryday will be different kind of vocabulary it is drilling for giving vocabulary. For instance: the distribution vocabulary today is noun, it is different with the distribution of vocabulary for tomorrow. A vocabulary was an urgent component for who wanted to master language. Everyone can not speak English without knowing the vocabulary that he or she want to say. By giving and controlling vocabulary language section in Darul Istiqamah wanted to all *mudabbir* run it seriously and checked their development every day. It is similar with the Brown said in the previous chapter that one of component in speaking is vocabulary.

Second is Giving punishment, giving punishment was considered one of the urgent strategies by language section in Darul Istiqamah. This second strategies happend in metacognitive startegies where the students evaluate themselves when they get punishment from language section. In Darul Istiqamah Boarding School there are many rules. One of the role is in speaking two languages that actuated by language section. The descipline is for all students. When the student contravene the rule of discipline from the language section, language section gave the punishment. Giving punishment was considered one of the urgent strategies by language section in Darul Istiqamah. In Darul Istiqamah, punishment for students, it is included by some kinds of action such as writing vocabulary, standing in front of the mosque, paying to language section. It will be given to the students who did or broke the rule of language section. They believed

that the effect of punishment/betterment will encourage students to think twice in breaking the language in Darul Istiqamah.

Third is language area, language area was an environment that was created by members of language section in Darul Istiqamah. So, while students are still learning and mastering language and vocabulary they also have to be accustomed with the environment of language. They do this interaction of memory, compensation, cognitive, and social strategies. The students can directly practice their language with their friends in the same level “new student” step by step. Language area in Darul Istiqamah uses Constructivism Theory by making students feel like in real situation. In other word, with the interaction to all people around will help students to gain the experience of learning language target. And cognitive strategies, it is known that cognitive strategies is steps or operation for learning process and analyze the students’ problem. Cognitive learning strategies are verification, guess, practice, and memorize. In Darul Istiqamah applied similar with what the theory and the strategy above that language section’s program in learning English especially in Speaking skill. Then language area was an urgent aspect in language development because the student immediately life in the real language atmosphere.

Fourth strategy is watcher, wathcer or in the other name called spy man, they help the language section to control language in Darul Istiqamah Boarding School it is in metacognitive strategies. It is impossible for language section to control only six members of language section. Therefore they create a watcher or spy man to to control students’ language all the time. The watcher are who entered

the language court. The watcher wrote about three people who broke the language in Darul Istiqamah. Every student has to be careful with them, automatically they have to speak with formal language. It is appropriate with Bialystok in the previous chapter that formal practicing and monitoring such as involving a strategy that used to practice a language in a class, and inferencing like guessing meaning with looking at the context. He also offered a model to emphasize learning process in real life. It is a strategy that monitors the acts of students in obeying the language regulation, like speaking formal language. Then, watcher is an urgent aspect in improving language regulation in Darul Istiqamah Boarding School because the watcher who are from student itself involved in developing language.

Fifth is using fun and interesting activities, this is affective strategies where student can learn foreign language by some interesting activity. There are many fun and interesting activities conducted by language section in Darul Istiqamah such as Conversation in the Sunday morning, speech presentation, and drama. These are the activity involve student to be communicative in participating the activity. The effect of using fun and interesting activities is student are not affraid in making mistake when they have speech presentation. To motivate students in EFL contexts, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson. Therefore, the strategies that language section in Darul Istiqamah used should be fun and enjoyable, and at the same time achieved academic goals, language section should choose activities that enhance students' learning. These were fun and interesting

activities that was conducted by language section in improving students' speaking at Darul Istiqamah: Scheduled Conversation, Speech Presentation, and Drama. by these strategies hopefully students will be encouraged to speak English. It is appropriate with the Khameis in previous chapter to use fun and interesting activities in learning language.

Sixth strategy is special English class, special English class executed only two months in a year. This program conducted by language section by using cognitive and social strategies. The student in Special English Class only learn English without any other lesson for two months. For two months the student were guided to master English as well as possible by the teacher who has designated to guide in Special English Class. Every day they learn English not only the theory but also the practice of language it means they practice English immediately with their classmate interaction or communication by speaking English each other. It is a good strategy in developing students' language especially in speaking English because the student focus on learning English, the student have more time in using English. Therefore the student who is in special English class have opportunity to master English well. The progress of students' development in language was better when they follow the special English class because they have learnt English focusly. In Special English Class, the students asked to focus in learning English as well as possible and practice it in true life. It is similar with Cohen and Oxford in the previous chapter that in improving students' speaking with the interaction and communication in the true life. it is based on the theory in previous chapter, *Social strategies* are those activities

learners engage in which afford them opportunities to be exposed to and practice their knowledge.

Seventh is scouting with English, Based on the interview that writer do with language section in Darul Istiqamah Boarding School, the writer found another strategy that used in Darul Istiqamah. It is a scarce strategy that used by language section in the scouting ceremonial on the Saturday. It makes students' confident in conveying a text orally. It is similar with the previous theory there are six major in language learning one of them is *memory strategies* that means strategies which focus on the storage and retrieval used of language. It means the strategies of memorizing new vocabulary or sentence in using language. By memorizing vocabulary or sentence, students will be more confident in speaking or practicing the language in the public place. In other side, it helps student pronunciation in conveying the text orally. It is similar with Brown in the previous said pronunciation was an urgent component for student who wanted to master language. Pronunciation can be fatal error in speaking if the speaker pronounce the word in a wrong pronunciation. It can make misunderstanding among speakers and listeners. A fluency was also an urgent component in mastering speaking skill. In this case, fluency must be mastered by the reader when he or she convey the text in front of the scouting participant.

2. Description about The Difficulties that Faced by Language Section in Improving Students' Speaking at The Tenth Grade of Darul Istiqamah Boarding School for Boys

Difficult to Control them in 24 Hours and less awareness, Speaking is an event that can occur anytime, when students were far from language section they

can speak non formal language with their friends. 24 hours was a time that obligated students to speak formal without a control they were really able to break the discipline from language section. So awareness from students was really emphasized. If they had awareness in themselves interest and motivation will appear in themselves, because the best thing in learning English is an awareness of the student. Language section and watcher can not monitor all the time to speak formal. Sometimes, the student speak informal and broke the discipline by speaking in Bahasa Indonesia and Banjarese with their friend. To solve it language section suggested to look more watcher for controlling student wherever they are because the students can speak in Bahasa Indonesia and Banjarese caused limited wathcer in controlling 24 hours. For student who have an awareness didn't need monitor al the time because he or she have been aware what should be better for him or her.

Lack of Model from a Certain Section in OPPM (Organization of Pondok Modern). A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like. We learn through them, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. The other problem is less of good model in speaking English, as the explanation above, to run language activeness in Darul Istiqamah boarding school cannot be accomplished by only from language section but all the sections have to cooperate in giving a model in using formal language and warning students who do not

speaking formal language everywhere. Role of model was needed to motivate students in learning English.