

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This chapter discusses the research findings as well as the research itself. The finding is the facts gathered from the field, whereas the discussion is the process of arriving at a choice or a conclusion on the research issue, which is the activities of language program of speaking carried out by the language section and the difficulties faced by the language section in carrying out the language program of speaking conducted at An-Najah Cindai Alus Islamic Boarding School For Girls. The following is an explanation of the findings and discussion:

1. The activities of language program of speaking carried out by the language section conducted at An-Najah Cindai Alus Islamic Boarding School For Girls

Based on the results of observations and interviews, it is known that An-Najah Cindai Alus Islamic Boarding School For Girls has two parts responsible for developing the language of students in Islamic boarding schools. The two divisions in charge consist of the LIS language section and the LAC language section, each of which has its own activities and its own targets.

1). LIS Language Section

The LIS language section is the language section that has full responsibility for the language of students in Islamic boarding schools

from grade 1 to grade 4. The LIS language section teaches English to all students and controls students' language for 24 hours.

The LIS language section is the language section under the responsibility of the LAC language section. Any language program carried out by the LIS language section must be approved by the LAC language section because the LAC language section is the central language section which has full responsibility for all students at An-Najah Cindai Alus Islamic Boarding School For Girl without exception.

The LIS language section is a language section whose members consist of students. The activities of language program of speaking carried out by the language section include daily speaking, vocabulary giving, english announcement, language improvement, daily conversation, giving pearls of wisdom and language exams.

a). Daily Speaking

Daily Speaking is a daily activity carried out by students. In this activity, all students are required to always use English in daily communication to anyone and anywhere. The existence of this daily speaking program is able to make students more enthusiastic in terms of memorizing vocabulary and practicing speaking English well and confidently.

There are special exceptions for new students in this daily speaking program, namely new students are not required to speak

English when speaking everyday but must speak Indonesian. Because not all new students have English language skills, the first program for new students is to leave the local language by using Indonesian as a substitute within 3 months after entering the Islamic boarding schools. After 3 months or when entering the 4th month new students will be required as old students to use playing language in Islamic boarding schools, namely one week in English and one week in Arabic.

This daily speaking program applies to all students, but in terms of the person in charge there are differences. Students from grades 1 to 4 are under the full responsibility of the LIS language section, while students of grades 5 and 6 are under the responsibility of the LAC language section. So if a student commits a violation such as using Indonesian or regional languages, then the student will get a punishment in the form of physical or non-physical punishment by the responsible language section according to the realm of responsibility.

Physical punishments include being erected in front of the teacher's office, pulling grass, cleaning up trash and so on. Meanwhile, non-physical punishments include memorizing 50 new vocabulary words, writing copies of English stories from story books, making sentences of 10 pages and so on. The punishment given will adjust to the violation that has been committed.

b). Vocabulary Giving

The activity that is routinely carried out by the LIS language section every morning after the dawn prayer is to provide English vocabulary to students. Every day students are given 3 English vocabularies to memorize so that they can be used in daily communication. This vocabulary is given in groups according to each class with one LIS language tutor.

The implementation system for giving this vocabulary is that every single vocabulary word is read first by the new tutor the students follow. Continued after reading together repeatedly, then the tutor will test whether the students have been able to memorize the given vocabulary by asking the meaning of the vocabulary randomly. The tutor also asked some students to try to make a sentence by entering the vocabulary that has been given in the sentence. After some students have been able to answer questions and make sentences in English correctly from the tutor, the tutor will end the activity.

Based on the observations, the students were very enthusiastic in participating in this vocabulary giving activity. The students repeat reading the vocabulary that has been given by the tutor in a very loud voice.

The provision of this vocabulary serves to improve students' English language skills. With so many vocabularies that students have, it will make it easier for students to speak English in everyday speaking and make it easier for students to understand English.

Based on the results of interviews with the LIS language section, in this activity the LIS language section uses a small blackboard as a tool to provide vocabulary to students by writing 3 English vocabularies along with their meanings on the small blackboard so that students are easy to memorize and know how to write vocabulary given correctly.

c). English Announcement

This program is a program to train students' listening. In everyday life at An-Najah Cindai Alus Islamic Boarding School For Girls, there will always be an announcement from the reception office. Because every guest from students who come will definitely report to the reception clerk to ask for their children to be called. So, the officer will call the names of students who get visits from their parents using English.

Another activity that uses this english announcement program is when you want to hold an association between classes or rooms or organizations or between groups.

According to Ms. Bila, the purpose of this program is to train students' listening to get used to understanding the English sentences they hear. With this kind of habituation, for old students or students who have just entered the Islamic boarding school, it will have a positive impact on their ability to speak English.

d). Language Evaluation

The language evaluation program is a program that is carried out once a week. This program is carried out on Sunday mornings for students from grade 1 to grade 4. The implementation system of this program in the LIS language section will provide material related to errors that often occur or an error in students' language when communicating daily. Next, the LIS language section will explain to students about these language errors with examples of the correct language.

Based on the results of observations, it appears that students are very enthusiastic in participating in this activity because students will realize the mistakes that are commonly used when communicating everyday. This can be seen clearly on the faces of the students smiling because they have only just realized the language mistakes so far.

According to one of the tutors in the LIS language section, Ms Diah said that this language evaluation program is very

supportive of improving students' English skills, both in terms of writing and speaking. Because when language improvement activities take place, students are immediately taught how to write correctly and are also taught how to read it correctly.

e). Daily Conversation

Daily Conversation is a program to train students' speaking and train students' self-confidence when communicating with their interlocutor. This activity is routinely carried out every Sunday morning before the sport starts. This activity takes about 15 minutes. This activity applies to all students from grade 1 to grade 6 under the supervision of the LIS language section and the LAC language section.

Based on the results of the interview Ms. Bila saying the implementation of this activity by making students stand in a row facing each other or each student standing opposite each other in pairs. Then, students are invited to have a conversation with their interlocutor by following the guidelines from the conversation book. In the conversation book there are various themes along with the conversation. So, when this daily conversation activity takes place, each student is required to hold a conversation guide book that has been provided by the LIS language section.

f). Giving Pearls of Wisdom

The implementation of this program only takes a few minutes, which is about 5-7 minutes. This activity is an additional activity after the daily conversation activities are completed which is then continued with the activity of giving pearls of wisdom to all students.

The system for implementing this activity is that one of the tutors from the LIS language section will stand in front of all students, then read a sentence of aphorisms in a loud and loud voice. The tutor will read it repeatedly three times and give examples of expressions and intonations in reading it, then the tutor reads and the students follow by repeating it three times. After students are able to read fluently, the tutor will instruct students to memorize the aphorisms that have been given by giving time to memorize in the range of 1 minute. Then, the tutor will test the student's memorization by asking again the aphorisms that have been given to students at random.

The activity of giving aphorisms aims to increase students' memorization of English vocabulary and train students to be able to use expressions and intonation when speaking. With this, students will find it easier to use English in daily conversation.

g). Language Test

The language test is an activity of the LIS language section which is carried out every six months or every semester. This language test is applied to students from grade 1 to grade 4. This language test aims to evaluate students' ability in mastering English both in terms of mastery of writing, reading, listening and speaking.

The language test implementation system is to hold written, oral and listening exams. Each LIS language section tutor will enter student classes and administer exams. The language test time is one hour.

Based on the results of interviews with the LIS language section, this language test is also very helpful for the LIS language section to find out how successful the language program they have designed to teach and improve students' language skills is. The language test also helps the LIS language section to find out the students' weak points in language, so that the next language program will be evaluated according to the needs of students at An-Najah Cindai Alus Islamic Boarding School For Girl.

2). LAC Language Section

The LAC language section is the central language section that functions as a guide and controller for the LIS language section.

The LAC language section is a language section consisting of teachers where the LAC language section has special language activities designed for 5th and 6th grade students. There are four activities owned by the LAC language section, namely daily conversations, weekly conversations and Friday's talk.

a). Daily Conversation

Daily conversation is a conversation activity that is carried out every day in pairs by 5th graders. In this activity, the LAC language section provides a theme for the conversations carried out. This activity was carried out in the evening at 20.30 WITA, lasted for 15 minutes

Based on the results of the interview, Ms. Sofia said that the purpose of this program is to train the speaking skills of 5th and 6th graders so that they can be examples and at the same time teach their juniors good English.

The program for implementing this activity is carried out every day for one month with direct supervision and teaching by the LAC language section.

b). Weekly Conversation

This program is almost the same as the conversation program held by the LIS language section, which is held every Sunday morning. However, what is different is that if the LIS

language section is responsible for teaching and controlling grade 1 to grade 4 students when the conversation program takes place, the LIS language section teaches and controls specifically for grade 5 and 6 students only.

This weekly conversation program is a conversation activity between students by following the conversation guidelines from the book provided by the LIS language section, namely the "daily conversation" book.

c). Friday's Talk

Friday's talk is an activity that is held every Friday in the afternoon at 17.00 WITA by inviting speakers from among teachers. This activity applies to all students from grade 1 to grade 6. In this activity, the speaker will provide motivations to all students about mastering foreign languages.

So, in this activity the speaker will provide motivation about language which is usually the motivation given is a direct experience that has been experienced by the speaker. That is, the speaker will tell his learning experience to the students using English. In addition to being based on experience, usually motivational material can also come from books owned by the speaker.

Based on the results of interviews with Ms. Sofia as one of the members of the LAC language section said that this is done to always encourage students' enthusiasm in learning languages so that they don't feel bored and even give up learning languages. In this activity, students will also be trained to hone their listening skills because the speakers from the Friday's Talk program do not use Indonesian at all but use English. Ms Sofia also added that it was very clear that after this program, there was an increase in students' language skills and confidence in using English when communicating everyday.

2. The difficulties faced by the language section in carrying out the language program of speaking conducted at An-Najah Cindai Alus Islamic Boarding School For Girls

Based on the results of interviews and observations, it is known that the language section is a unit that is fully responsible for the language of students in the cottage. Various kinds of language programs have been programmed to teach and improve students' language skills. However, it is also known that in carrying out the language program of speaking there are also various kinds of difficulties faced by the language section.

Ms. Bila said the difficulties faced by the language section in carrying out the language program of speaking in order to develop the

language of students in Islamic boarding schools were divided into two factors, namely factors from the language section and students.

The factor of the language section is the limitation in the ability to provide an attractive language dedication to students. Due to these limitations, teaching materials and teaching methods are less varied and interesting.

The factor of the first student is that students often violate the discipline of the language program by using the local language secretly so that it hinders fluency in speaking English. Ms. Diah said students who often use regional languages tend to have low skills in speaking English due to lack of practice in applying vocabulary that has been given by the language department, and lack of practice in speaking English. The second factor is the difference in students' ability to receive lessons.

This has an impact on the students themselves, namely having difficulty receiving lessons from the language section so that these students have poor skills in speaking English. So the existence of obstacles from students can affect the achievement goals in language programs.

B. Discussion

The discussion provides an explanation of data analysis based on the study's research problem. Based on the research findings, the researcher finds two sub divisions, these are; the activities of language program of speaking carried out by the language section and the difficulties faced by the language

section in carrying out the language program of speaking conducted at An-Najah Cindai Alus Islamic Boarding School For Girls.

1. The activities of language program of speaking carried out by the language section conducted at An-Najah Cindai Alus Islamic Boarding School For Girls.

The language program is a language management system at An-Najah Cindai Alus Islamic Boarding School For Girls to carry out learning and teaching speaking activities. The language section has full responsibility for the running of the language program at the Islamic boarding school. Language section is also the main institution that teaches and controls student activities. “The role of the teachers is that of facilitator and guide” (Brown, 1986, p. 43). Many activities are organized so that students learn and practice speaking easily and effectively.

According to Borwn (2001), There are seven principles for designing speaking techniques :

- a. Use techniques that range from the language-based focus on accuracy to the message-based focus on interaction, meaning, and fluency.
- b. Providing Essentially Motivational Techniques.
- c. Encourage the use of real languages in meaningful contexts.
- d. Provide appropriate feedback and corrections.
- e. Use the natural connection between speaking and listening.
- f. Give students the opportunity to start oral communication.

The activities of language program of speaking carried out by the LIS language section includes:

a). Daily Speaking

Daily speaking is a mandatory activity for students to use English when speaking everyday. Students in a communicative class ultimately have to use the language, productively and receptively in unrehearsed contexts outside the classroom (Brown, 1986, p. 43). Students will be punished if they violate this program. So, students must use English in daily communication. According to Ur (2009), the successful of speaking activity is learners talk a lot. With daily speaking, students are trained to speak using English and create a good environment to support students' speaking skills.

b). Vocabulary Giving

Vocabulary giving is an activity that is carried out every day by the language department by giving three new vocabularies to students. In this activity the tutor will be an example for students in pronouncing the correct vocabulary. According to Lasren (2000), to be responsible for providing the students with a good model for imitation. The students will listen well when the tutor gives examples

of pronunciation which is repeated three times, after that the students imitate by repeating the pronunciation three times. With this activity, it helps students to increase their English vocabulary so that it becomes easier for students to speak English and understand English.

c). English Announcement

English Announcement is a program used to provide information orally to all students at An-Najah Cindai Alus Islamic Boarding School For Girl. English Announcement is important information that must be understood orally by students. English Announcement uses this technique because it is intended to inform listeners. With this activity, students can practice speaking and listening. “Students achieve this by forming new habits in the target language and overcoming the old habits of their native language”(Lasren,2000, p. 45).

d). Language Evaluation

Language evaluation is an activity carried out by the language section once a week to correct language errors in students. The language section will convey the correct use of language by writing on the blackboard and giving examples of how to pronounce it aloud. According to

Lasren (2000), the teacher is like an orchestra leader, directing and controlling the language behavior of the students. This program has an impact on improving students' language skills for the better. Because every time there is an incorrect use of language, it is always corrected by the language section.

e). Daily Conversation

Daily conversation is a role-playing activity in a dialogue. This activity is carried out once a week, namely on Sunday mornings for about 15 minutes. In this activity, all students are required to hold a guidebook for dialogue with their interlocutor in front of each. So, students will play roles in dialogue according to the roles already in the guidebook. This program uses the role play method "Role play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people or the students can be themselves enacting a novel situation" (Nunan, 2003, p.52). The purpose of this program is to practice speaking and to train students' self-confidence when speaking to their interlocutor.

f). Giving Pearls of Wisdom

The activity of giving pearls of wisdom is carried out every Sunday morning. In this activity the language section will provide two aphorisms by reading them repeatedly. The tutor will give examples of the correct pronunciation and give examples of intonation and expression. So, in this activity the main goal is for students to be trained to use intonation and expressions when speaking English according to the current situation. Because mastery of intonation and expression when speaking is an important thing that a person must have when communicating. “In speaking, it is necessary to have intonation and expression so that the meaning conveyed can be easily understood by those who listen. Like native English speakers in speaking using variations in the volume and speed of voice, variations in tone and stress in certain parts of speech, as well as showing physical expressions of how you feel at that time” (Harmer, 2007,p .269). In addition, this activity can also increase students' vocabulary mastery so as to improve the quality of students' speaking.

g). Language Test

The language test is an evaluation activity for students as well as an evaluation for the language section. In this activity, students will be given a written test regarding mastery of the language. This activity is carried out once every six months or every semester. This program aims to determine students' language skills and to determine the success of the language program that has been implemented for one semester. So, the existence of a language test can help the language department to determine the success of achieving the goals of the language program. Because every language program must have a goal in every activity carried out. "The goals of communicative language teaching are students can use language as a tool to communicate, students can use language as a tool to express something, students can use language expressions appropriately when communicating, students must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors and students must also be able to manage the process of negotiating meaning with their interlocutor" (Lasren, 2000, p. 128).

The activities of language program of speaking carried out by the LAC language section includes:

a). Daily Conversation

The daily conversation carried out by the LAC language section is a dialogue activity in pairs by playing roles. This program is specifically for 6th grade students only. This program is carried out every day at night at 20.30 – 20.45 WITA. In this activity, the LAC language section will provide a theme, then students must have a dialogue and act out situations that are in accordance with the given theme. ” Role play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people or the students can be themselves enacting a novel situation” (Nunan, 2003, p.52). This program aims to train the speaking skills of 5th and 6th graders so that they can be examples and at the same time teach their juniors good English. Because some students from grades 5 and 6 are members of the LIS language section which has the responsibility of teaching and improving students' language. Harmer (20020) stated, “In English teaching and learning process, the teacher is as a centre of learning

who knows everything. She must join with the students in the learning process”.

b). Weekly Conversation

Weekly conversation is a dialogue activity in pairs by 5th and 6th graders which is held every Sunday in the morning. In this activity students must have a dialogue and take roles according to the dialogue listed in the guidebook. Nunan (2003) stated, “In a role play, students are given particular roles in the target language”. So, in weekly conversation, every student must have a dialogue guide book. The purpose of this program is to make students accustomed to communicating in English. ” Role plays give learners practice speaking the target language before they must do so in a real environment” (Nunan, 2003, p. 52).

c). Friday’s Talk

Friday's talk is an activity to provide motivations about mastering English to all students. The motivators in this activity are teachers who have good language skills. The motivator will convey motivations based on life experiences or sourced from books using English. The purpose of this program is to grow and increase the spirit

of language in students so that students do not feel bored, afraid or feel less confident when using English in communicating. Because fear and lack of confidence can hinder the improvement of language skills. Ur (2009) stated, “Problem with speaking activity is learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”.

2. The difficulties faced by the language section in carrying out the language program of speaking conducted at An-Najah Cindai Alus Islamic Boarding School For Girls.

There are two factors that cause difficulties faced by the language section in carrying out the language program of speaking, namely factors from the language section itself and factors from students.

a. Factors from the Language Section

The factor of the language section is the limitation in the ability to provide an attractive language dedication to students. Due to these limitations, teaching materials and teaching methods are less varied and interesting. Harmer (2002) stated, “The teacher may help the students to think creatively in the learning speaking and in english teaching and learning process, the teacher is as a centre of learning who knows everything”.

b. Factors from students

The first factor from students is that students often violate the discipline of the language program by using the local language secretly so that it hinders fluency in speaking English. Ur (2009, p. 121) stated, "the usage of mother tongue causes complications with speaking activity. Because it is strange for students to converse in a foreign language, and they feel less 'exposed' when they converse in their mother tongue. It can be difficult to get some classes, particularly the less disciplined or motivated ones, to stick to the target language while they are speaking in small groups".

The second factor is the difference in students' ability to receive lessons. This has an impact on the students themselves, namely having difficulty receiving lessons from the language section so that these students have poor skills in speaking English. So the existence of obstacles from students can affect the achievement goals in language programs. "There are also some problems in the teaching speaking. Not all students understand English very well. In which they have different characteristic in accepting the materials. The teacher must be careful when he/she uses the contractions and elisions in teaching that can make the students confuse with the words" (Brown, 2015, pp. 350-351).