

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

Based on the results of observations and interviews with the language section at Darul Hijrah Islamic Boarding School and several students in grades 8, 9 junior high school and grade 10 senior high school that were carried out ranging from 12 December 2022 to 12 February 2023 the researcher found several strategies used by the language section of the Islamic boarding school Darul Hijrah and what problems students experience when using English as the language of everyday conversation. Based on the research question in first chapter.

#### **A. Findings**

##### **1. Data Presentation**

###### **a. Darul Hijrah Students' Problem in Language Use**

In searching for data in this section the researcher interviewed 3 other students from grades 8, 9 and 10 each one where they had studied at the boarding school for a long time when compared to grade 7 students. The researcher found the following things:

- 1) Difficulty English in Speaking, Grammar and Listening

###### **First Informant:**

The first informant, who was in junior high school, said that he had difficulty with pronunciation as well as

distinguishing homophones and homographs. Then also distinguish consonant sounds and vowels in a word or sentence. As for the grammar of the first informant, they do not really understand the use of verbs 2 and 3. This is based on the results of interviews with the first informant as follows:

*“I'm still having a bit of difficulty in pronunciation, and how to distinguish homographs and homophones the writing is the same but the sound is different and also I can't really distinguish the pronunciation of consonants and vowels, as for grammar for tenses I haven't really mastered how to use verbs 2 and verb 3 so I use the present tenses together”* (Interviews, 07 February 2023).

#### **Second Informant:**

The second informant, who was from grade 9 junior high school, said that he had no difficulty speaking in terms of pronunciation or differentiating consonants and vowels. As for his grammar, the second informant used the present tense, past tense, and future tense. This is based on the results of interviews with second informants as follows:

*“Alhamdulillah I don't really have problems with pronunciations for words that I often hear as well as homographs and homophones, and for tenses, I mostly use present tense, past tense, and future tense”*. (Interviews, 07 February 2023). And for listening, the second informant said: *“Alhamdulillah for short sentences it's clear but long sentences are a bit difficult”*. (Interviews, 07 February 2023).

### **Third Informant:**

The third informant, who was from class 10 senior high school, said that he is still experiencing difficulties in pronunciation; this is due to the influence of the accent of the local language that he often uses. As for grammar, in terms of explaining the material in class, for example, he understands the use of tenses theoretically, but he has difficulty using them in everyday conversation. This is based on the results of interviews with third informants, as follows:

*“I still have difficulty in pronunciation because I'm still mixed with regional languages, and in theory I understand grammar in terms of tenses, but in daily use it's still a bit difficult”*. (Interviews, 07 February 2023). And for listening, the third informant said, *“Alhamdulillah I can still understand the sound of short sentences but for words that aren't used often it's rather difficult”*. (Interviews, 07 February 2023).

Apart from pronunciation such as homophones and homograph as example for words: (here-hear), (hard-heart), (leave-leaf), (won-one), (knew-new) , and (read-read), some students also has problems in grammar in the form of different tenses with the use of regional languages that do not have tenses similar to English tenses as example, ” you ready kah eat” , they have difficulty in expressing something that has passed in other words, the use of the past tense in grammar.

## 2) Cause Difficulties in English such as Internal or External Factors

### **First Informant:**

The first informant, who was from grade 8 junior high school, said that he had no difficulty memorizing vocabularies, but for vocabularies that were rarely used, it was rather difficult to remember. External factors became one of the difficulties that made his English less developed, namely the factor of friends not supporting him when using English. This is based on the results of interviews with the first informant, as follows: *“Sometimes I use English but there are friends who answer using Banjar language and there are times when i don't remember the vocabulary so i mix it by local languages”*. (Interviews, 07 February 2023).

### **Second Informant:**

The second informant was from junior high school and said that he had no problem with English errors arising from his internal factors. This is based on the results of interviews with the second informant, as follows: *“I like English and that's one*

*of the reasons why I entered this boarding school to study English*". (Interviews, 07 February 2023).

However, he said that the difficulties were caused by friends who did not support him when he spoke good English. this is based on the results of interviews with the second informant, as follows: *"If in daily conversation I find it difficult to explain to friends using English by grammar, so, I mix it up with local languages"*. (Interviews, 07 February 2023).

### **Third Informant:**

The third informant, who was from grade 10 senior high school, said that he did not experience difficulties in English from his own internal factors or lack of self-motivation to learn English; however, as with other informants, it was external factors that made it difficult for him to speak good English. namely, the friend factor. This is based on the results of interviews with the third informant, as follows:

*"The most difficult thing is when a friend doesn't support me when I use English, it gets mixed up using language or word-by-word translation, the reason according to my friend is that it's important to use English, it doesn't matter if it's right or wrong, so you don't get punished."* (Interviews, 07 February 2023).

## **b. The Language Center Strategies in Solving Students' Problem in Language Use**

Based on the results of observations and interviews with the language section of the Islamic boarding school students at Darul Hijrah as the fourth informant of this research was conducted on 1-7 February 2023, the researchers found that as for the system in Darul Hijrah Islamic Boarding School there is a student organization (OSDA) they come from class 12 senior high school and serve as administrators for all student activities from grade 7 junior high school to grade 10 senior high school covering the entire Darul Hijrah Islamic Boarding School environment both in terms of language, discipline, cleaning, and providing food for students 3 times a day and directly guided by Ustadz at Darul Hijrah Islamic Boarding School. Then there are also room administrators who serve as mentors for students within the scope of their dormitory, called *Mudabbir*. Also, the researcher found several strategies that they applied to help students speak English, as follows:

### **1. Giving The Morning Vocabularies**

Based on the results of observations and interviews with the language division of Darul Hijrah Islamic Boarding School, it was found that the distribution of vocabularies was carried out every day after the morning prayer in each hostel where the

distribution of vocabularies was carried out by the dormitory administrator called the *Mudabbir*. The division of vocabulary is done in the following below:

First, the *Mudabbir* or administrator gathers all the students in front of their respective dormitories which are divided based on their class from grades 7-10 then each administrator says a short sentence and practices each verb that will be given in a language that is almost the same as the verb aim

Second, after practicing and explaining the vocabulary, then the *Mudabbir* asks the students to guess the intended vocabulary

Third, after the students have succeeded in guessing the intended vocabulary, then the administrator writes it on the blackboard and reads it clearly and correctly in terms of the pronunciation of the words and asks each student to write it down in a notebook.

Fourth, after the three stages above have been carried out, the *Mudabbir* asks several students randomly to give examples of sentences based on the vocabulary that has been given. As for the number of vocabularies given each day, it is for grades 7-9 junior high school ranging from 3-5 vocabularies and for

grade 10 senior high school is 3 vocabularies in a day. (Obsevation, 1-7 February 2023).

## 2. The Language Center Has Language Movement

From the results of observations and interviews, it was found that the language section of the Islamic boarding school students at Darul Hijrah, or what is called The Language Center is in charge of managing the language section of the students as a whole from grades 7–10, and they have management representatives in each dormitory called *Mudabbir* who come from grade 11 senior high schools. The *Mudabbir* is directly chosen by the teachers at the Darul Hijrah Islamic boarding school, whose job is to assist The Language Center in developing language in the Darul Hijrah Islamic boarding school environment. The *Mudabbir's* duties include dividing the vocabulary directly with The Language Center and then also supervising and guiding the use of English and Arabic in the dormitory environment. (Observation, 1-7 February 2023).

## 3. Giving The Morning Conversation

Based on the results of observations and interviews with The Language Center as part of the Darul Hijrah Islamic boarding school, the researchers found that they held a morning



conversation once a week, namely every Sunday in the morning after the distribution of vocabularies. The morning conversation process is as follows:

First, every student starting from grades 7-10 is collected in the dormitory yard assisted by the dormitory administrator or *Mudabbir*.

Second, then they are paired facing each other with their respective forces while having a conversation for 10 minutes by the topic “watching Panggung Gembira at Darul Hijrah” that has been given by The language Center. (Observation, 1-7 February 2023).

The task of The Language Center is to share the topics of conversation that will be discussed by each student. While the students carry out The Language Center conversation, assisted by the dormitory administrators, they walk around while paying attention to the conversations being carried out by the students and also helping the students if they want to ask questions about the vocabularies they want to know.

#### 4. Giving The Self Development and Deeping Language Lesson to Students

Based on the results of observations and interviews with The Language Center Darul Hijrah Islamic boarding school, the

researcher found that The Language Center made a program called the English Course or English Club which was attended by several students who wanted to and was held every Wednesday by the language section in which there was deeper learning about English as an example of learning about pronunciation and slang which are not taught in more detail in class. As for the students in general who are not from the English course or the English club in the regular language section, they take turns studying in each room every night after the evening prayer and are guided by themselves alternately. (Observation, 1-7 February 2023).

##### 5. Controlling The Memorizing Vocabularies

Based on the results of the interviews and observations, the researcher found that the task of The Language Center in the process of distributing vocabulary was not to provide it directly to the students, but to provide daily vocabulary to be distributed by the hostel administrators or *Mudabbir*. As for the evaluation of the distribution of vocabularies, The Language Center holds vocabularies exams for grades 7-10 students of the Darul Hijrah Islamic boarding school every semester and also examines the vocabularies' notebooks which are also assisted by the

dormitory administrator or *Mudabbir*. (Observation, 1-3 February 2023).

The researcher made observations in this section for 3 days and found some of the vocabularies given to students in grades 8-10, including:

a. First day

8<sup>th</sup> grade: to plant (*menanam*), to get worship (*menyembah*), to warn (*memperingatkan*), agriculture (*pertanian*), farmer (*petani*), fresh (*segar*).

9<sup>th</sup> grade: to remind (*mengingatkan*), to receive (*menerima*), to complain (*mengadu*), mad (*gila*), pure (*murni*)

10<sup>th</sup> grade: tend (*cenderung*), throughout (*sepanjang*), briefly (*singkat*), equipment (*peralatan*)

b. Second day

8<sup>th</sup> grade: to slice (*mengiris*), to across (*menyeberang*), to submit (*menyerahkan*), lighter (*pematik*), knowledge (*pengetahuan*), heath (*padang rumput*)

9<sup>th</sup> grade: to defend (*mempertahankan*), to compare (*membandingkan*), to develop (*mengembangkan*), nail (*paku*), hammer (*palu*)

10<sup>th</sup> grade: odd (*aneh*), grave (*kuburan*), root (*akar*), reasonable (*masuk akal*)

c. Third day

8<sup>th</sup> grade: to survive (*bertahan*), to ignore (*mengabaikan*), attempt to (*mencoba untuk*), meat (*daging*), broth (*kuah*), tap (*keran*)

9<sup>th</sup> grade: to relieve (*menghilangkan*), to drown (*menenggelamkan*), to bury (*mengubur*), riverside (*tepi sungai*), clothesline (*jemuran*)

10<sup>th</sup> grade: straw (*sedotan*), shoelace (*tali sepatu*), valley (*lembah*), branch (*dahan*). (Observation, 1-3 February 2023).

6. Using The Language Repairing

Based on the results of interviews and observations with The Language Center Darul Hijrah Islamic boarding school, the researchers found that The Language Center used language improvement methods by giving punishments to students who did not use English in daily conversations as well as students who mixed English with local languages. Meanwhile, to get students who violate the official language provisions at Darul Hijrah Islamic Boarding School, they use spy sheets that are given to several students from grades 7-10 which contain the following: Name of the language offender, grade, spoken word, interlocutor, time and place of speech. Then they are given

around 17 hours a day to look for language offenders after obtaining the spy sheet and submitting it to The Language Center to be corrected. The punishment given is in the form of making a paragraph containing 100-250 words which will then be checked by the central or the language section of the Darul Hijrah Islamic boarding school. (Observation, 1-7 February 2023).

There is also language repairing which is carried out every Sunday after the morning run and all students are gathered next to the Darul Hijrah Islamic boarding school. The system they do is to control the use of language every day by students and if they find errors that are often found, they summarize them and then provide corrections and explanations of how to use them correctly to all students. (Observation, 1-7 February 2023).

## 7. Giving Speech Training

Based on the results of interviews and observations with The Language Center Darul Hijrah Islamic boarding school, researchers found that speech training activities were carried out 3 times a week on Tuesday nights, Friday nights and afternoons after Friday prayers. This activity is usually carried out in groups whose distribution ranges from 15 students from grades

7-10 and is carried out in the dormitories of each group. As for the implementation time, when at night it starts from after the evening prayer until 22.00 WITA and during the day on Friday it starts after the Friday prayer until 15.30 WITA. Then, from around 15 students in each group, 4 will be selected as speakers, 1 person for each class and 1 other student as moderator, while the other students will be selected as speakers and moderators in the coming week. Each of the speakers will be given about 7-10 minutes to speak in front of other students. The task of The Language Center in speech training is to supervise and mentor students in grades 7-10 who are assisted by students from grade 12 and they also provide a speech manual for each Islamic boarding school student at Darul Hijrah. (Observation, 1-7 February 2023).

#### 8. Doing Bilingual Contest and Bilingual Fun

Based on the results of interviews and observations with The Language Center Darul Hijrah Islamic boarding school, researchers found that bilingual contest activities are usually carried out once a year while the activities carried out are in the form of a speech contest in which the participants consist of representatives from each speech training group which are then re-selected based on dormitories and buildings such as Al -

Arqom 1 which contains 5 rooms. Then after being selected, the final was held which was witnessed by the leadership of Darul Hijrah Islamic Boarding School and the teachers. The teacher also served as a judge in this competition. As for the assessment in the form of linguistic insights, delivery techniques, and the contents of the speech.

Bilingual fun at Darul Hijrah Islamic Boarding School usually contains small competitions such as scrambles, charades, opening dictionaries and other things related to language. These competitions are usually held by hostel administrators or *Mudabbir* who also work closely with The Language Center or the language section of Darul Hijrah Islamic Boarding School.

#### 9. Using Wall Magazine and Music Media

Based on the results of interviews and observations with The Language Center of the Darul Hijrah Islamic boarding school, the researcher found that as a method used to develop the English language of the students, the language department of the Darul Hijrah Islamic boarding school usually plays music that can be heard in the Islamic boarding school environment through speakers provided by the language department, this helps students in developing their listening skills which, as it is

well known that the use of electronic devices such as cellphones, as well as mp3 players are prohibited from being carried by all junior or senior students, therefore the provision of music playback provided by this language section is very helpful for students. As for the music that is played, all of it must be in Arabic or English, while all songs that are not from these two languages are prohibited from being played at the Darul Hijrah Islamic boarding school. For students who are caught playing songs that are not from these two languages, they will be penalized. If the student is from class 7–10, then the Santri language section or The Language Center will give sanctions, and if those who are found to have committed the violation are from the senior class, namely class 11–12, then the teacher from the supervisor of the language section gives sanctions to them. Apart from playing music, the language section also provides a wall magazine that uses both English and Arabic to convey news outside the Darul Hijrah Islamic boarding school. Then there is also vocabulary that is attached to the object intended for the vocabulary in the Darul Hijrah boarding school environment to help students remember the vocabulary. (Observation, 1-7 February 2023).



## 10. Giving Awards to Students

Based on the results of interviews and observations with The Language Center Darul Hijrah Islamic boarding school, researchers found that there were two awards given to students, the first being weekly and annual awards.

Weekly awards are usually given every Sunday morning after the morning conversation and morning run activities, usually all students are gathered in the Darul Hijrah Islamic boarding school field to provide motivation and share other important matters. The awards given are to students in the form of certificates and so on which make students enthusiastic in speaking English and Arabic. Here the language section usually gives a job to every student who wants to make a paragraph whose theme they determine then the awards will be given to them every week. (Observation, 1-7 February 2023).

The annual awards are usually given when the management of the language section or The Language Center changes. As for the things that make students get awards are like students who rarely violate language and so on. The awards given can be in the form of certificates, dictionaries, and things related to language that motivate students to use good and correct language, as is the case with foreign student exchange programs from private parties and local governments that have

been obtained by several Darul Hijrah Islamic Boarding School students.

**c. The Language Center Difficulties in Solving Students' Problem in Language Use**

Based on the results of interviews and observations with the language section of Darul Hijrah Islamic Boarding School, or what is commonly called The Language Center (LC). The researchers conducted interviews with the chairman of The Language Center. From some of the strategies they use and apply above, the researcher found some of the difficulties they had, which the researcher summarized in several groups as follows:

1. To Give Vocabularies, To Give Morning Conversation, To Has Language Movement, Bilingual Contest and Bilingual Fun.

**Fourth Informant:**

In this part, the difficulty that CL has is the lack of coordination between CL's language department and the dormitory management, where they often find dormitory administrators who don't carry out their duties properly. This is based on the results of an interview with the chairman of The Language Center as the fourth, as follows:

*“There are no difficulties for the students but rather the administrators of the dormitory who are usually diligent and some are lazy, we as a part of the language usually find there are administrators who do not collect their members to be given vocabulary according to the way we have suggested, they only give vocabulary by simply writing it on the blackboard without giving examples and the pronunciation of the vocabulary”.* (Interviews, 07 February 2023).

It's the same with the morning conversation, the chairman of The Language Center said,

*“The difficulty that is obtained is more to control the dormitory administrators who are often late in coordinating their members to quickly gather, because the time is short and after the morning conversation the students are required to run in the morning so the time needed for the morning conversation is not enough”.* (Interviews, 07 February 2023).

Likewise, with the bilingual contest and bilingual fun the same thing is also obtained by the language department, namely coordination between the board and the language department.

## **B. Discussion**

The researcher conducted observations and interviews with several students from the Darul Hijrah Islamic boarding school from the language section who were in charge of educating students from grades 7–10 in the use of English in their daily conversations starting on December 12, 2022, to February 12, 2023, and found students' problems in language use, the LC's strategies, and the LC's difficulties in solving the students' problems.

The problems that students get in speaking skills from internal factors are that most of them have difficulties in pronunciation which are still mixed with regional accents, this is according to the following theory According to Sholeh, Muhaji (2015) poor pronunciation abilities can be attributed to a number of issues, including 1) a strong mother language impact, 2) difficulties pronouncing consonants and vowels correctly, 3) difficulty recognizing homographs and homophones, and 4) difficulty pronouncing vocabulary. According to Setyowati, et al (2017) pronunciation is one of the most difficult parts of learning English. Errors in pronunciation can make the meaning of a sentence different. Likewise, with what was said Alkhuli (1983) stated that the main problem in teaching and learning English pronunciation is that there are differences in the sound system between English and the learner's native language so that a student mispronounces some English sounds because he does not find these sounds in his mother tongue.

Apart from pronunciation such as homophones and homograph as example for words: (here-hear), (hard-heart), (leave-leaf), (won-one), (knew-new) , and (read-read), some students also has problems in grammar in the form of different tenses with the use of regional languages that do not have tenses similar to English tenses as example, ” you ready kah eat” , they have difficulty in expressing something that has passed in other words, the use of the past tense in grammar, this is in accordance based on Qodariah (2010) Martin Parrott said in Grammar for English

Teachers: sometimes confused by the tense and pronoun changes that can occur in reported speech, especially if their native language does not imply similarity or concurrent change.

Apart from the internal factors, some of the students who were interviewed said that external factors that did not support them made it difficult for them to speak good and correct English, namely the factor of friends who did not support it, as explained by Irham (2013) said that there are several factors that cause students to experience learning difficulties caused by two factors, namely internal and external factors. External factors that contribute to students' lack of motivation during learning include: a) the teacher's status as a student's peer; b) facilities and infrastructure; c) appraisal policy; d) the student's social environment at school; and e) the curriculum of the school. Based on this theory, it can be concluded that peers in the school environment are also a factor in the success of student education.

From several strategies that were found by researchers in the process of interviews and observations in this section the researcher summarized the findings with strategies that were appropriate to the problems experienced by students, namely most of them still had difficulties with pronunciation and some with grammar. Strategies here are methods carried out by the language section or LC as defined by strategies according to Majid (2017) an intentional and planned approach to carrying

out a certain activity or action is called a strategy. The strategy covers all aspects of the activity, including the goals, participants, participants' identities, content, method, and facilities. There are 11 strategies used as mentioned in the findings section which is based on Efrizal (2012) Boarding Schools can use a variety of speaking exercises to teach speaking, which lists the following exercises as examples, 1) Morning vocabulary, 2) Language movement, 3) Morning conversation, 4) Self-development, 5) Memorizing vocabulary, 6) Deeping language, 7) Language repairing, 8) Speech training, 9) Bilingual contest and bilingual fun, 10) Using wall magazine and music media and 11) giving awards. Then from those 11 strategies, researcher summarize and find several strategies that match the problems that students get.

First, to give morning vocabularies, to control the memorizing vocabulary and to use wall magazine and music media, in which these strategies are interrelated. The process of distributing vocabularies to help at Darul Hijrah Islamic Boarding School is useful for students in word pronunciation. The use of music playback media by LC is useful in helping students listen to the correct pronunciation as According to Suryato (2021) Students have trouble with their listening abilities because they struggle to comprehend what they hear and to manage how quickly words are said when speakers are pronouncing their words. According to Safranji (2015) said, song can be utilized to help you practice your listening skills. From this the researcher concludes that apart from being

useful in listening to music playing skills it is also good in developing student pronunciation. Likewise, using wall magazines can help students in grammar while developing student vocabularies as well. Lee, Juhee, et al (2015) mention that, reading English journals or articles can be incorporated into extended reading. But in addition to improving reading ability, substantial reading also helps with mastery Grammar. Then, the reading strategy can also be applied to vocabulary to regulate and emphasize it. Taking vocabulary notes can be helpful for learning new words because it helps students expand their vocabulary based on Walters, & Bozkurt (2009).

Second, English repairing is in the form of giving punishments. This method helps students to have a sense of fear or deterrence from not using good and correct language and also serves as motivation for the students themselves, then giving awards as additional motivation for students to use good and correct English.

In the process of solving students' problems the LC encountered several difficulties as explained by the researcher in the findings section from the results of observations and interviews. The main problem in implementing the strategy used is as follows: to give vocabularies, to give morning conversations, to has language movement, to do bilingual contest and bilingual fun. The main problem is in the management section under the language section or LC, namely the dormitory administrator or

*Mudabbir* where caretakers often find negligence in taking care of room members from grades 7- 10.