

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. General Description of the Research Location**

##### **1. Brief History of Darul Istiqamah Islamic Modern Boarding School Barabai**

Darul Istiqamah Islamic Boarding School Barabai is a part of educational institution of Modern Islamic Modern Boarding School Barabai. This educational institution consists of Islamic junior high school (MTs) and Islamic senior high school (MA). These schools are divided based on the gender (male and female) and they have separated area.

The building was built in 1989. Firstly, the teaching and learning at the boarding school is traditional (*salafy*). Then, at 14 July 1990, the founding fathers of boarding school changed into Modern Boarding School which followed the teaching and learning method of Gontor Islamic Modern Boarding School, Ponorogo East Java.

Generally, Darul Istiqamah Islamic Boarding School Barabai was established in 1989 and got the legitimating from department of Religious Affair on October 22<sup>nd</sup>, 1990 with SK No: W.06/152/V.III/SKT/1990.

Darul Istiqamah Islamic Boarding School is located on Haji Ahmad Syafawi Street around Murakata Street Bukat village, Barabai District Central Hulu Sungai regency. It is very near with Damanhuri general hospital Barabai. It is about one kilometer from town center, Barabai.

## **2. Curriculum that is Used at MTs Darul Istiqamah Islamic Boarding School Barabai academic year 2008/2009**

As like others schools in general, Darul Istiqamah Islamic Boarding School Barabai use curriculum based on study (KTSP) curriculum also. It is purposed for students to follow national examination.

Besides that, Darul Istiqamah Islamic Boarding School Barabai also use curriculum Islamic Boarding School which is relating to Gontor Islamic Boarding School Ponorogo. This is done for students to master language learning better.

## **3. Description about Teachers an Administration Staff Condition**

Based on the observation and interview result, MTs Darul Istiqamah Islamic Boarding School Barabai is led by headmaster and supervised by a director. The headmaster's name is Hj. Siti Shalehah, S.Pd.I and director's name is K.H. Hasan Basuni, BA. The school has 27 teachers. The description of the teachers can be seen in this following table:

**Table 4. 1. Teachers and Staffs Description at MTs Darul Istiqamah Islamic Boarding School Barabai Academic Year 2008/2009**

N0.	Names	Educational background	Occupation	Subject
1.	Hj. Siti Shalehah, S.Pd.I	S1	Head Master	-
2.	Nurhasni, S.Sos	S1	Adm. Staff	-
3.	Khairiannor, A.Ma	D2	PTY	Fiqih
4.	Tamjidillah, A.Ma	D2	PTY	B. Arab/Speech
5.	Norzikri, A.Ma	D2	PTY	B. Inggris/Speech
6.	Taufik Hidayat, A.Ma	D2	PTY	Qur'an H.
7.	Baidhaul Ilmi	SLTA/MA	PTY	English Lesson
8.	Mahrian	SLTA/MA	PTY	Grammar
9.	Riza Abidin	SLTA/MA	PTY	Mahfuzhat
10.	Abdul Bani	SLTA/MA	PTY	PPKn
11.	Safwan Hadi	SLTA/MA	PTY	Qur'an Hadist
12.	Parid Ramadhani	SLTA/MA	PTY	Tajwid
13.	Abdan Rahim	SLTA/MA	PTY	Qur'an Hadist
14.	Abdur Rahman N. H.	SLTA/MA	PTY	PPKn
15.	Alfian Widya Nanda	SLTA/MA	PTY	Grammar
16.	Ahmad Rizqi Zaidi	SLTA/MA	PTY	B. Inggris
17.	Arif Rahman Hakim	SLTA/MA	PTY	Mothalaah
18.	Arip Hidayat	SLTA/MA	PTY	B. Inggris
19.	Fitri Effendi	SLTA/MA	PTY	Insya
20.	M. Sirajul Munir	SLTA/MA	PTY	Tajwid
21.	Rahmani H.S	SLTA/MA	PTY	Nahwu Wadhih
22.	Rahmani M	SLTA/MA	PTY	Mothalaah
23.	Rahma Fajeri	SLTA/MA	PTY	IPS
24.	Taufiq Rahman	SLTA/MA	PTY	Aqidah Akhlak
25.	Samsiat, S.Pd	S1	Hnr dr PNS	Biologi
26.	H. Maslan, S.Pd	S1	Hnr dr PNS	Matematika
27.	Norizati Rahmah, S.Pd	S1	Hnr dr PNS	B. Indonesia
28.	Wardah, S.Pd	S1	Hnr dr PNS	Fisika
29.	Sulaiman, A.Ma	D2	PTY	B. Inggris/Speech

Source: Document of administration staff of MTs Darul Istiqamah Islamic Boarding School for boys Barabai academic year 2008/2009

Notes:

PTY : Pegawai tetap yayasan

Hnr dr PNS : Honor dari pegawai negeri sipil

#### **4. Facilities MTs Darul Istiqamah Islamic Boarding School Barabai Academic Year 2008/2009**

Based on the school data, known that facilities in MTs Darul Istiqamah Islamic Boarding School Barabai academic year 2008/2009 can be seen in the following table:

**Table 4. 2. Description of Facilities at MTs Darul Istiqamah Islamic Boarding School Barabai academic year 2008/2009**

<b>No.</b>	<b>Facilities</b>	<b>Number of Facilities</b>	<b>Notes</b>
1.	Headmaster's room	1	Permanent
2.	Class room	9	Permanent
3.	Teachers' room	1	Permanent
4.	Staff administrations' room	1	Permanent
5.	Library	1	Permanent
6.	Mosque	1	Permanent
7.	Science laboratory	1	Permanent
8.	Computer	2	Permanent
9.	Students' shop	1	Semi permanent
10.	Unit of Students' Health	1	Semi permanent
11.	Sport field	4	Semi permanent
12.	Water Closes	2	Permanent
13.	Boy scoot room	1	Semi permanent
14.	Parking area	3	Semi permanent
15.	Guiding counseling room	1	Semi permanent
16.	Language laboratory	1	Permanent

Source: Document of administration Staff of Darul Istiqamah Islamic Boarding School Barabai for boys in 2008/2009

### **5. Students' Condition at the Eighth Grade of MTs Darul Istiqamah Islamic Boarding School for boys Barabai Academic Year 2008/2009**

In academic year 2008/2009, the total numbers of students at the eighth grade of MTs Darul Istiqamah Islamic Boarding School for boys Barabai who are administratively registered are 77 students. Detail information can be observed in the table below:

**Tabel 4. 3. Students' Description at the Eighth Grade of MTs Darul Istiqamah Islamic Boarding School for boys Barabai Academic Year 2008/2009**

<b>No.</b>	<b>Class</b>	<b>Number of Students</b>
1.	VIII A	28
2.	VIII B	24
3.	VIII C	25
	Total	77

Source: Document of administration staff of MTs Darul Istiqamah Islamic Boarding School for boys Barabai academic year 2008/2009

### **B. Data Presentation**

On this data presentation the writer describes about the result of research on the field that collected by technique of data collection, they are test, observation, interview, questionnaire and documentary.

By observation, interview, written test, and questionnaire technique it is known more about some uses of making English speech text in improving their English vocabulary, the improvement of English vocabulary through making English speech at the eighth grade of MTs Darul Istiqamah Islamic Boarding School for boys Barabai academic year 2008/2009, and the factors that influence the students vocabulary skill improvement through English speech text. By using

documentary techniques it is known about data like the amount of teachers, the students and the facilities of school.

In this research process, the writer carries out three meetings. In the first meeting, the writer and the English teacher of the school are collaborated. In this section, the teacher explains about how to make a good speech and how speech can improve students' vocabulary and English writing skill. The teacher wrote vocabularies list from students' speeches that have collected last week. Then taught them how to read and put them to good sentences. After the teacher had explained those materials, he expected some comments about his explanation from students.

Before the meeting ended, the teacher asked the students to practice making good speech text using many words from dictionaries. Because in the next meeting they will make good English speech text using 0 – 200 words where the theme was appointed.

In the second meeting students are ordered to make English speech texts. He distributed the test paper to the students and reminded them the following things; 1) The theme was about idiomatic terminology, (2) The words used should be 0 – 200 words, 3) the allotted time to do the test which was 2X45 minutes, should be heeded and 4) the test should be done individually.

This activity done to know the uses of making English speech texts for students and their total words result that used in making English speech texts.

In the third meeting, writer administered a vocabulary test, this test done to know the improvement of the students' individual ability in English vocabulary through making English speech texts.

Presenting this data is classified in turn that is suitable with the formulation problem that the writer has made before in order to be easier in presenting and analyzing.

**1. Some Uses that are Found from Making English Speech Text by Students and the Students' Total Words Results that Used in Making English Speech Texts in Improving English Vocabulary at the Eighth Grade of MTs Darul Istiqamah Islamic Boarding School for Boys Barabai Academic Year 2008/2009.**

**a. Some Uses that are Found from Making English Speech Text by Students**

Passing through observation and questionnaire to the students at the eighth grade of MTs Darul Istiqamah Islamic boarding school for boys Barabai in the class, the writer found that there are some uses of making English speech text by students in improving English vocabulary, such as:

- 1) Enrich their new words or number of words.
- 2) Finding the stated or suggested meanings of unfamiliar words from their English speech text.
- 3) Increasing their knowledge about prefixes, suffixes, antonyms, synonyms and other parts of words.
- 4) More frequency of using or open a dictionary to find definitions, spelling and other information about words.
- 5) Increasing students' pronunciation.

- 6) Increasing students' receptive and expressive vocabulary.
- 7) Motivate students to make word list from their speech.
- 8) Motivate students to read reference books in English especially about religious terminology.

Based on the observation and questionnaire sheet, the writer has known some uses of making English speech text by students in improving English vocabulary.

The following is description of each uses from making English speech text by students.

- 1) Enrich their new words or number of words.

In making English speech text, students begin from words selection, arrange them to be a good sentence, and then reorganize to be a coherent paragraph at last. In this process, students directly will be motivated to explore their ideas, and enrich their vocabularies or new words.

- 2) Finding the stated or suggested meanings of unfamiliar words from their English speech text.

In the process of writing or making English speech text, students used many references book for getting information or inspiration sometimes in the references book there more many difficult words. The sense of the paragraph gives significance of the word – even that students have never seen before. They naturally become eager to know the definition stated or suggested meaning of unfamiliar words and order to understand the sentences. They guess its meaning and confirmed or corrected theirs guess by referring to the dictionary.



- 3) Increasing their knowledge about prefixes, suffixes, antonyms, synonyms and other parts of words.

Within writing or composing speech, students found many components of words, such as prefixes, suffixes, synonyms, or antonyms. In students' English speech contents, students used many components of words, according to the topic that they have been taken.

Example from students' English speech texts, there are many component of words:

- a) Antonym : bed, lie, darkness, disbelieve
- b) Synonym : good, honest, lightness, believe
- c) Prefixes : recite, immorality
- d) Suffixes : darkness, lightness, namely, oneness
- e) Adjective : clever, strong, mighty, holy
- f) Noun : struggle, unity, foundation, peace
- g) Adverb : hereafter, now, firstly
- h) Conjunction : because, and, so, but, for, or
- i) Preposition : by, after, of, on, to, with, from

- 4) More frequency of using or open a dictionary to find definitions, spelling and other information about words.

Students stated that they used more frequency of open a dictionary when write or compose English speech for looking or finding definition, spelling. And this activity happens too out of making English speech. And become good habit in the way of improving of their vocabularies.

5) Increasing students' pronunciation.

While making English speech, they found difficult of words to say or difficult pronunciation of the text. For knowing the pronunciation they directly open or look up the dictionary. And try to pronounce the words in daily conversation.

6) Increasing students' receptive and expressive vocabulary.

In writing process activity, students found new words for listening or reading (receptive vocabulary) from reading they found when they read reference book and listening they find when they listen their teacher explanation or their friends' speech delivering in public speaking activity. And expressive words they use when they speak or write. Writing English speech text increase their receptive and expressive vocabulary.

7) Motivate students to make word list from their speech.

Based on observation and questionnaire, students always make word list of the English speech texts. They said it will make easy for them to understand and remember the words, and applied it in daily conversation. Moreover in this boarding school obligate all of the students to speak English two weeks in a month.

8) Motivate students to read reference books in English especially about idiomatic religion.

Making English speech text and the relation to public speaking skill provide valuable tools for the improvement or critical analysis ideas. The uses of supportive materials or reference books are very important. That's why students

read more reference books to help them in organizing their ideas in writing or looking information about the topic that have been chosen. Most of their topic speed is about idiomatic religion. From reading many reference books they found many new words. And of course it enriches their English vocabulary.

**b. The Students' Total Words Result that Used in Making English Speech Texts**

**Table 4. 4. The Result of Making English Speech Text Using 0 – 200 Words at the Eighth Grade Students of MTs Darul Istiqamah Boarding School for Boys Barabai.**

<b>Respondent Number</b>	<b>The Test Result</b>	<b>Respondent Number</b>	<b>The Test Result</b>
1.	160	40.	139
2.	154	41.	172
3.	119	42.	134
4.	146	43.	125
5.	160	44.	140
6.	151	45.	121
7.	154	46.	162
8.	119	47.	164
9.	135	48.	118
10.	142	49.	116
11.	140	50.	156
12.	118	51.	143
13.	158	52.	128
14.	145	53.	130
15.	139	54.	150
16.	143	55.	166
17.	152	56.	120
18.	170	57.	118
19.	153	58.	152
20.	158	59.	140
21.	140	60.	134
22.	118	61.	121
23.	119	62.	124
24.	162	63.	116
25.	117	64.	119
26.	120	65.	127
27.	168	66.	130
28.	140	67.	128

29.	120	68.	155
30.	133	69.	123
31.	126	70.	150
32.	130	71.	138
33.	152	72.	160
34.	143	73.	168
35.	140	74.	120
36.	138	75.	136
37.	119	76.	140
38.	165	77.	116
39.	158		

**Table 4.5. The Frequency Distribution of Making English Speech Text Using 0 – 200 Words at the Eighth Grade Students of MTs Darul Istiqamah Boarding School for Boys Barabai.**

No.	Total Words	Frequency	Percentage	Category
1.	160 – 200 (Very Good)	11	14.28 %	Very low category
2.	120 - <160 (Good)	54	70.12 %	High category
3.	80 - <120 (Average)	12	15.58 %	Very low category
4.	40 - <80 (Bad)	0	0	-
5.	0 - <40(Very Bad)	0	0	-
Total		77	100	

The tables above confirm that is 11 students who can make English speech texts more than 160 words that are got very good score; it is included to very low category (14.28 %). Than 54 students can make English speech texts under 160 words that is got good score, it is included to high category (70.12 %). 12 students can make English speech texts under 120 words that is got average score; it is included to very low category (15.58 %). And none of students make speech text under 80 words.

## 2. Data about the Improvement of the Students' Individual Ability in English Vocabulary through Making English Speech Texts.

### a. English Vocabulary Ability at the Eighth Grade Students of MTs Darul-Istiqamah Boarding School for Boys Barabai.

In accordance to the vocabulary test that is gave by English teacher at the Eighth grade students of MTs Darul-Istiqamah Boarding School for Boys Barabai, the test result showed the highest score is 85 and the worst is 35, the Average rate is 68.7 ( $5290 : 77 = 68.7$ ). Clarification of the rate able to look at the table as follows:

**Table 4. 6. English Vocabulary Mastery at the Eighth Grade Students of MTs Darul-Istiqamah Boarding School for Boys Barabai.**

No	Score	Frequency	Percentage	Category
1.	80 – 100 (Very Good)	15	19.5%	Very low category
2.	60 - <80 (Good)	57	74.02%	High category
3.	40 - <60 (Average)	4	5.19%	Very low category
4.	20 - <40 (Bad)	1	1.3%	Very low category
5.	0 - <20 (Very Bad)	0	0	0
	Total	77	100	

If we look at the table above, there are 77 students participated to the test of English vocabulary mastery, that is got very good score are 15 students (19.5%); they included to very low category, got good score are 57 students (74.02%); they included to high category, got average score are 4 students (5.19%); they included to very low category, got bad score is 1 students (1.3%); they included to very low category and got very bad score are nothing (0%).

**b. The Improvement of the Students' English Vocabulary Ability at the Eighth Grade of MTs Darul-Istiqamah for Boys Barabai.**

The result of the vocabulary test at the eighth grade students of MTs Darul-Istiqamah for boys Barabai:

**Table 4. 7. The Students' Score in Vocabulary Test at the Eighth Grade A of MTs Darul-Istiqamah Boarding School for boys Barabai Center Hulu Sungai Regency Academic Year 2008/2009.**

Respondents Numbers	SCORE			
	MC	TF	A	Total
1	30	32	14	76
2	28	28	10	66
3	30	28	10	68
4	22	26	14	62
5	36	28	18	82
6	26	28	10	64
7	22	22	8	52
8	26	26	8	60
9	28	30	10	68
10	30	30	14	74
11	28	26	10	64
12	30	30	10	70
13	32	30	10	72
14	28	24	8	60
15	28	28	10	66
16	30	22	10	62
17	38	36	18	92
18	30	30	12	72
19	28	26	12	66
20	30	30	18	78
21	28	28	10	66
22	30	30	12	72
23	32	34	18	84
24	30	36	10	76
25	28	24	8	60
26	26	32	10	68
27	28	26	10	64
28	30	24	14	68
Total	812	794	326	1932

From the tests result above, the calculation to the average value that is obtained by students as below:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{1932}{28} \\
 &= 69.00
 \end{aligned}$$

**Table 4. 8. The Students' Score in Vocabulary Test at the Eighth Grade B of MTs Darul-Istiqamah Boarding School for boys Barabai Center Hulu Sungai Regency Academic Year 2008/2009.**

Respondents Numbers	SCORE			
	MC	TF	A	Total
1	26	30	20	76
2	30	30	10	70
3	30	24	14	68
4	30	32	10	72
5	30	30	18	78
6	34	36	16	86
7	28	24	10	62
8	30	28	10	68
9	34	32	14	80
10	24	20	10	54
11	28	28	12	68
12	30	32	10	72
13	30	32	10	72
14	36	38	14	88
15	24	28	10	62
16	34	36	16	86
17	28	28	10	66
18	28	34	12	74
19	34	34	18	86
20	30	30	12	72
21	34	32	18	84
22	38	36	18	92
23	34	32	12	78
24	26	28	10	64
Total	730	734	314	1778

From the tests result above, the calculation to the average value that is obtained by students as below:

$$M = \frac{\sum X}{N}$$

$$= \frac{1778}{24}$$

$$= 74.08$$

**Table 4. 9. The Students' Score in Vocabulary Test at the Eighth Grade C of MTs Darul-Istiqamah Boarding School for boys Barabai Center Hulu Sungai Regency Academic Year 2008/2009.**

Respondents Numbers	SCORE			
	MC	TF	A	Total
1	33	32	16	80
2	22	24	10	56
3	28	24	8	60
4	30	30	12	72
5	30	26	10	66
6	36	38	16	90
7	28	24	10	62
8	28	30	8	66
9	30	26	8	64
10	34	36	18	88
11	28	30	12	70
12	28	22	10	60
13	24	26	12	62
14	28	24	8	60
15	26	26	14	66
16	34	32	16	82
17	30	30	12	72
18	30	30	10	70
19	28	26	12	66
20	26	30	10	66
21	32	36	16	84
22	22	24	10	56
23	26	24	10	60
24	28	32	14	74
25	36	36	18	90
Total	724	708	290	1722



From the tests result above, the calculation to the average value that is obtained by students as below:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{1722}{28} \\
 &= 68.9
 \end{aligned}$$

According to the vocabulary test, the highest score is 92 and the lowest is 52. So, the average rate is 70.5 (5432: 77 = 70.5). Clarification of the rate is able to look at the table as follow:

**Table 4. 10. Frequency Distribution of the Students' Improvement in English Vocabulary Ability at the eighth grade Students of MTs Darul Istiqamah Boarding School for Boys Barabai.**

No	Score	Frequency	Percentage	Category
1.	80 – 100 (Very Good)	15	19.48 %	Very low category
2.	60 - <80 (Good)	58	75.32 %	High category
3.	40 - <60 (Average)	4	5.19%	Very low category
4.	20 - <40 (Bad)	0	0	-
5.	0 - <20 (Very Bad)	0	0	-
	Total	77	100	

If we look at the table, there are 77 students participated to the test of vocabulary, that got very good score are 15 students (19.48%) they included to the very low category, got good score are 58 students (75.32%) they included to the

high category, got average score are 4 students (5.19%) they included to very low category and none who got bad and very bad score.

### **3. Data about Factors that Influence the Students Vocabulary Skill Improvement through English Speech Text at the Eighth Grade Students of MTs Darul-Istiqamah Boarding School for Boys Barabai.**

#### **a. Teacher's Factor**

##### **- Teacher Guidance in Making English Speech Text**

Teacher's guidance in making English speech text is applied in this boarding school. Which is teacher has corrected students' English speech text before they deliver it in public speaking room. They has guided their students how to deliver English speech in public speaking as good as well. And give the opinion and direction to the students' English speech writing or English speech delivery.

For giving descriptions about accuracy of descriptions about teacher's guidance in making English speech can look at table below:

**Table 4. 11. Frequency Distribution of the Usefulness of Teachers' Guidance in Making English Speech Text.**

No.	Category	Frequency	Percentage
1.	Very Useful	77	100
2.	Less Useful	-	-
3.	Useless	-	-
Total		77	100

Based on the table above, it shows teacher's guidance in making English speech is very useful for students. This table shows that 77 students (100%) stated the teacher's guidance in making English speech text is very useful; it is included to very high category. And none of students state less useful or useless for teacher's guidance in making English speech text.

**Table 4. 12. Frequency Distribution of the Teacher Clarity in Explaining Materials that Related to the Speech Organization (techniques and methods in writing English speech).**

No.	Category	Frequency	Percentage
1.	Very Clear	64	83.12
2.	Less Clear	13	16.88
3.	Unclear	-	-
Total		77	100

Based on the table, it shows that the students who stated very clear when the teacher explains materials that related to the speech organization are 64 students (83.12%) with very high category and 13 students (16.88%) with very low category. There is no one who stated unclear.

**Table 4. 13. Frequency Distribution of Teaching Vocabulary and Sentence Structure**

No.	Category	Frequency	Percentage
1.	Ever	77	100%
2.	Never	-	-
Total		77	100

Based on the table above, the students who stated teacher ever taught vocabulary and sentence structure such as vocabulary approach of writing English speech are 77 students (100%) with the very high category.

**Table 4. 14. Frequency Distribution of Teacher Correction to the Students' Writing English Speech Text.**

No.	Category	Frequency	Percentage
1.	Always	77	100%
2.	Once in a while	-	-
3.	Never	-	-
Total		77	100

The table above shows that the teacher's guidance in making English speech text within exploring students' vocabulary and improving their writing skill English most active. It is got from the students who stated the teacher always gives correction are 77 students (100%) with the very high category. It is giving prediction to the students about teacher's correction such as a basic of students writing skill in improving and exploring their vocabularies.

#### **b. Students' Factors**

According to the result or questionnaire, students' interest of teaching and learning process, formal or informal, able to look at indicators in the table as follows:

**Table 4. 15. Frequency Distribution of Students' Interest to the English Lesson.**

No.	Category	Frequency	Percentage
1.	Very like	58	75.32%
2.	Like enough	19	24.68%
3.	Dislike	-	-
Total		77	100

Based on the table above, it shows the students' interest of teaching and learning English are 58 students (75.32 %) with high category, who stated very like in English teaching. Then 19 students (24.68%) stated like enough, it is included to low category and none of the students answer dislike.

**1) Students activeness within participation teaching and learning English activities**

**Table 4. 16. Frequency Distribution of Students' Activeness in Attending the English Class.**

No.	Category	Frequency	Percentage
1.	Always	77	100%
2.	Once in while	-	-
3.	Never	-	-
Total		77	100

It is giving indication to 77 students (100%) are always present; they are included to the very high category. There is no anyone of students stated once in a while and never present.

**Table 4. 17. Frequency Distribution of Students' Attention to the English Class.**

No.	Category	Frequency	Percentage
1.	Always	56	72.73%
2.	Once in while	21	27.27%
3.	Never	-	-
Total		77	100

That is giving indications that to 56 students (72.73%) are always pay attention, they are included to high category, 21 students (27.27%) are occasionally pay attention, they are included to low category and no one students answer never pay attention.

**Table 4. 18. Frequency Distribution of Students' Actively to Write Words List.**

No.	Category	Frequency	Percentage
1.	Always	52	67.53%
2.	Once in while	25	32.47%
3.	Never	-	-
Total		77	100

That is giving indications to 52 students (67.53%) are always write words list after studying English lesson or making English speech text, they are included to high category, 25 students (32.47%) are writing words list after studying English lesson or making English speech text once in a while, they are included to low category and there is none of the students answer never write it.

**Table 4. 19. Frequency Distribution of Students' Actively to Ask English Lesson.**

No.	Category	Frequency	Percentage
1.	Always	31	40.26%
2.	Once in while	39	50.65%
3.	Never	7	9.09%
Total		77	100

That is giving indications to 31 students (40.26%) are always asking to the lesson, they are included to sufficient category, 39 students (50.65%) are asking to the lesson once in a while and they are included to sufficient category too and 7 students (9.09%) are never asking to the lesson, it is included to the very low category.

**Table 4. 20. Frequency Distribution of Students' actively to repeat English lesson.**

No.	Category	Frequency	Percentage
1.	Always	30	38.96%
2.	Once in while	37	48.05%
3.	Never	10	12.99%
Total		77	100

It is giving indications to 30 students (38.96%) are always repeating English lesson in the home, they are included to low category, 37 students (48.05%) are repeating the lesson on in a while, they are included to sufficient category and 10 students (12.99%) are never repeating the lesson, they are included to the very low category.

**Table 4. 21. Frequency Distribution of Students actively to write English Speech Text.**

No.	Category	Frequency	Percentage
1.	Always	77	100%
2.	Never	-	-
Total		77	100

Based on the table above, it shows 77 students (100%) are writing English speech actively. They are included to the very high category.

## **2) Students Creative within Improving Text of English Speech**

**Table 4. 22. Frequency Distribution of Students Creatively to Read Reference Books in Improving Vocabulary to Make English Speech Text.**

No.	Category	Frequency	Percentage
1.	Always	52	67.53%
2.	Once in while	15	19.48%
3.	Never	10	12.99%
Total		77	100

That is giving indications to 52 students (67.53%) are always reading reference book, they are high category, 15 students (19.48%) seldom reading it, they are included to very low category and 10 students (12.99%) are never read it, they are included to the very low category.

**Table 4. 23. Frequency Distribution of Students creatively to improve vocabulary building through writing text of English speech.**

No.	Category	Frequency	Percentage
1.	Always	52	67.53%
2.	Once in while	10	12.99%
3.	Never	15	19.48%
Total		77	100

It is giving indications to 52 students (67.53%) are always improving writing text of English speech that has given correction by English teacher, they are included high category, 10 students (12.99%) are improving writing text of English speech once in a while, they are included to very low category, 15 students (19.48%) are never improving their writing text of English speech by themselves and they are included to the very low category.

### **c. Environment Factors**

#### **1) School**

The result of observation and interview that was done by the writer is found that the environment is very support to students active creative within improving vocabulary skill though English speech. It is obligated to the students to speak English either in classroom or out side and write English speech text once a week according to the list that has prepared. The students must collect their



text one week before performance of English speech text. It is pointed to give correction about vocabulary and writing text of English speech. Discussion among the students is applied too in this school. Speech computation in three languages is hold either in boarding school or out side.

## **2) Community**

Community is also very supporting teaching and learning process. MTs Darul-Istiqamah boarding school for boys in calm and pleasant place, it is about one kilometer from town center Barabai. It is becoming perfect place to operate teaching and learning process, because the students are avoid from noise and crowded.

The other sides, the villager has understood about the rule and regulation at this boarding school. They cannot enter to the students' boarding school without permitted before. So, the students can do their studying activities well.

## **3) Facilities**

The objectives of teaching and learning process can reach if supported by the complete facilities. Facilities preparation will be a connecting media between a teacher and students. The lacks of facilities are being inhibited in studying fluency.

### **a) Physical facilities**

Such as explanation about description of facilities in the MTs Darul-Istiqamah boarding school for boys (Table 4. 1) are supported to the teaching and

learning very well. The other sides, the complete required and supported book can look at the table below:

**Table 4. 24. Frequency Distribution of Students' Book of Methods and Techniques of English Speech**

No.	Category	Frequency	Percentage
1.	Have	46	59.74 %
2.	Nothing	31	40.26 %
Total		77	100

Based on the table above, it shows 46 students (59.74%) have book of methods and techniques of English speech, they are included to sufficient category and 31 students (40.26%) do not have it, they are included to sufficient category.

**Table 4. 25. Frequency Distribution of Students' English Book that is taught in the School**

No.	Category	Frequency	Percentage
1.	Have	71	92.20 %
2.	Nothing	6	7.8 %
Total		77	100

Based on the table above, it shows 71 students (91.20 %) have English book, they are included to very high category and 6 students (7.8 %) do not have it, they are included to the very low category.

**Table 4. 26. Frequency Distribution of Students' Wordlist or Vocabulary notebook**

No.	Category	Frequency	Percentage
1.	Have	77	100 %
2.	Nothing	-	-
Total		77	100

Based on the table above, it shows 77 students (100%) have wordlist or vocabulary notebook, they are included to very high category and no one of the students do not have it.

**Table 4. 27. Frequency Distribution of Students' Additional Book that Related to the Vocabulary Building**

No.	Category	Frequency	Percentage
1.	Have	69	89.61 %
2.	Nothing	8	10.39 %
Total		77	100

Based on the table above, it shows 69 students (89.61 %) have additional book, they are included to very high category and 8 students (10.39 %) do not have it, they are included to very low category.

**Table 4. 28. Frequency Distribution of Students' Guide Book of English Grammar and Sentences Structure**

No.	Category	Frequency	Percentage
1.	Have	63	81.82 %
2.	Nothing	14	18.18 %
Total		77	100

Based on the table, it shows 63 students (81.82 %) have grammar book, they are included to very high category and 14 students (18.18 %) do not have it, they are included to very low category

**Table 4. 29 Frequency Distribution of Students' English - Indonesian Dictionary**

No.	Category	Frequency	Percentage
1.	Yes	77	100 %
2.	No	-	-
Total		77	100

Based on the table above, it shows 77 students (100%) have dictionary of English- Indonesia, they are included to the very high category.

**Table 4. 30 Frequency Distribution of Students' Indonesian-English Dictionary**

No.	Category	Frequency	Percentage
1.	Yes	77	100 %
2.	No	-	-
Total		77	100

Based on the table above, it shows 77 students (100%) have dictionary Indonesian-English, they are included to the very high category.

#### **b) Non-physical facilities**

It likes body movement, time allocation, activity cost and rule and regulation in the school. According to explanation before, there are some influential factors where is related to non-physical facility. They are activities, (table 4. 15 – 4.21), rule and regulation (Environment factors) and the last is time allocation, it can be seen to the table below:

**Table 4. 31. The Frequency Distribution of Students' Ability in Using Time Allocation to Write English Speech Text in Improving Vocabulary Skill**

No.	Category	Frequency	Percentage
1.	One week	63	81.82 %
2.	Two week	7	9.09 %
3.	Three week	5	6.49 %
4.	A month	2	2.60 %
Total		77	100

It is giving indication to 63 students (81.82 %) able to write text of English speech in a week, they are included to very high category, 7 students (9.09 %) stated two weeks, they are included to very low category, 5 students (6.49 %) stated three weeks, they are included to the very low category and the last 2 students (2.60 %) stated a month, they are included to the very low category.

### **C. Data Analysis**

The data is gotten by writer from observation, interview, written test, and documentary are processed and presented in the table and described in data presentation. Then the data is analyzed and reported systematically based on the statements of problem that is about the uses of making English speech texts, the total words result that students used in making English speech texts, the students' improvement in English vocabulary through making English speech texts and the factors that influence it.

**1. Some Uses that are Found from Making English Speech Text by Students and the Students' Total Words Results that Used in Making English Speech Texts in Improving English Vocabulary at the Eighth Grade of MTs Darul Istiqamah Islamic Boarding School for Boys Barabai Academic Year 2008/2009.**

**a. Some Uses that are Found from Making English Speech Text by Students.**

Based on data presentation and questionnaire, it can be founded some uses from making English speech texts by students at the eighth grade of MTs Darul Istiqamah Islamic boarding school for boys. There are:

- 1) Enrich their new words or number of words.
- 2) Finding the stated or suggested meanings of unfamiliar words from their English speech text.
- 3) Increasing their knowledge about prefixes, suffixes, antonyms, synonyms and other parts of words.
- 4) More frequency of using or open a dictionary to find definitions, spelling and other information about words.
- 5) Increasing students' pronunciation.
- 6) Increasing students' receptive and expressive vocabulary.
- 7) Motivate students to make word list from their speech.
- 8) Motivate students to read reference books in English especially about religious terminology.

From the description above, it can be conclude that making English speech texts is very useful and there are some uses that students' founded and felt in improving their English vocabulary. Making English speech texts as a part of

extracurricular program that is applied at Islamic modern boarding school Darul Istiqamah Murakata Barabai for boys. Generally, this program is very useful for students in learning English language especially in improving their vocabulary.

**b. The Students Total Words Result that Used in Making English Speech Texts.**

From the result of the written speech texts, it can be concluded that students' achievement of English speech writing used 0-200 words is in high category. It can be seen from the result that more 54 students can make English texts under 160 words. The following is description of each total words result that students used in making English speech texts; 11 students who can make English speech texts more than 160 words that is got very good score; it is included to very low category (14.28 %). Than 54 students can make English speech texts under 160 words that is good score, it is included to high category (70.12 %). 12 students can make English speech texts under 120 words that is got average score; it is included to very low category (15.58 %). And none of students make speech text under 80 words.

**2. Students English Vocabulary Improvement through Making English Speech Text at the Eighth Grade Students of MTs Darul-Istiqamah Boarding School for Boys Barabai.**

From the data is gotten, it has known that students' vocabulary ability mean scores at the eight grade students of MTs Darul-Istiqamah boarding school for boys Barabai is 68.7. It increased to be 70.5 (Look at the table 4. 6 and 4. 7).

There are 77 students participated to the test of vocabulary; 15 students (19.48 %) got score (80 - <100) they are included to the very low category, 58 students (75.32 %) got score (60 - <80) they are included to high category, 4 students (5.19 %) got score (40 - <60) they are included to very low category and got bad (20 - <40) and very bad score (0 - <20) are nothing.

After all the data are collected, so got the average score (mean) of all the students' at the eight grade students of MTs Darul-Istiqamah boarding school for boys Barabai in vocabulary test are 70.5.

From the description above, it has known that students' score of vocabulary ability through applying English speech text as one of extracurricular at the eight grade of MTs Darul-Istiqamah boarding school for boys Barabai is improved. So, the teacher role here is very important to pay more attention and guide students in making English speech text. So the procedures of English speech and public speaking as one activity in improving vocabulary in this boarding school can be more improved.

### **3. The Factors that Influence the Students' Vocabulary Skill through Making English Speech Text at the Eighth Grade of MTs Darul-Istiqamah Boarding School for Boys Barabai.**

#### **a. Teacher's Factors**

Based on the result of observation, teachers' guidance in making English speech text and vocabulary building are applied in this boarding school. The kinds of guidance that given by teacher to the students such as; explaining materials that



related to the speech organization, teach them about vocabulary and sentence structure, giving correction to the students writing text of English speech.

Meanwhile, the questionnaire result of students on the table 4. 11- 4. 14. 77 students that 77 students (100%) stated the teacher's guidance in making English speech text are very useful; it is included to very high category. And none of students state less useful or useless for teacher's guidance in making English speech texts. Students who stated very clear when the teacher explains materials that related to the speech organization are 64 students (83.12%) with very high category and 13 students (16.88%) with very low category. There is no one who stated unclear. Students who stated teacher ever taught vocabulary and sentence structure such as vocabulary approach of writing English speech are 77 students (100%) with the very high category. Students who stated the teacher always gives correction are 77 students (100%) with the very high category. this matter show that the teacher's guidance in making English speech texts is very useful and run well.

From explanation above teacher's guidance in making English speech texts is included to high category.

#### **b. Students' Factors**

Based on the writer observation, factor that influence students' vocabulary skill through making English speech text are:

##### **1) Students interest to the English lesson.**

Based on the writer's observation, interview and questionnaire, within increases the students' interest to the English. English teacher has given

instruction to the organization of students Darul Istiqamah boarding school for boys Barabai, to memorize vocabularies that given by teacher in vocabulary class every morning, make some English writing activities. So, they held English speech and wall magazine every week, held drama using three languages (Indonesia, English and Arabic).

Table 4. 15 shows 58 students (75.32%) stated very like in English teaching included to high category. Then 19 students (24.68%) stated like enough included to low category and none of the students answer dislike.

## **2) Students Active in Attending to Teaching English**

There is rule and regulation that is accustomed to the students just for active in participating all of activities, either formal or non formal. The teachers of Darul-Istiqamah boarding school for boys always control to the students' dormitory, when an activity are being held. The students who does not permit and he does not participated it, he will get punishment. So, the rule and regulation here has important role within creating the students active in all condition. It is giving indication to 77 students (100%) are always present; they are included to the very high category. There is no anyone of students stated once in a while and never present.

The other sides, students active in present of studying English perhaps they do not leave a lesson.

## **3) Attention to the Teachers' Explanation**

Students' attention to the teachers' explanation, it is influenced by some factors; students interest of the lesson, technique and method that is used by a

teacher, media or tool and environment. If those are being consideration, students' attention can be reach. That is giving indications that to 56 students (72.73%) are always pay attention, they are included to high category, 21 students (27.27%) are occasionally pay attention, they are included to low category and no one students answer never pay attention.

Students' attention is pointed to avoid misunderstanding of the lesson.

#### **4) Students' Actively to Write Word List**

The students' actively in writing word list after studying or making English Speech text is improving their vocabulary building and making easy to the students to reinforce and repeating all of words in class. Whereas in fact as remember tool accurately, than using brain. That is giving indications to 52 students (67.53%) are always write words list after studying English lesson or making English speech text, they are included to high category, 25 students (32.47%) are writing words list after studying English lesson or making English speech text once in a while, they are included to low category and there is none of the students answer never write it.

#### **5) Asking about the Lesson**

Asking about clarifications about the lesson is need for students. That is giving indications to 31 students (40.26%) are always asking to the lesson, they are included to sufficient category, 39 students (50.65%) are asking to the lesson once in a while and they are included to sufficient category too and 7 students (9.09%) are never asking to the lesson, it is included to the very low category.

It is gives direction to the students to understand the lesson as well as possible. In order to make easy within mastery it well.

#### **6) Repeating Lesson in the Home**

Repeating a lesson in the home should do by students. Because we cannot consider more study in the school. So, many subjects have given, but just a little can remembered. It needs repeating to reinforce understanding and mastering of the lesson. It is giving indications to 30 students (38.96%) are always repeating English lesson in the home, they are included to low category, 37 students (48.05%) are repeating the lesson on in a while, they are included to sufficient category and 10 students (12.99%) are never repeating the lesson, they are included to the lowest category.

#### **7) Writing Test of English Lesson**

Based on the result of observation, the students must write and collect text of English speech one week before delivering text to public. It is pointed to the students just for applying the lesson got in the school. Within writing text of English speech the students demand to perform their idea and opinion. It is not free from lessons that have gotten in the school. Based on the table above, it shows 77 students (100%) are writing English speech actively. They are included to the very high category.

**8) Students creative for Looking Information and Reading Reference Book or Dictionaries in Improving Vocabulary and Making English Speech Text.**

Besides the lessons are basics to present idea and opinion. The students demand to be creative in looking for information and reading reference book to improve their vocabulary building and it will help them within writing text of English speech. At the location of research, the writer found the students asking the ways to write text of English speech from senior class. The other sides, the problem that often present about their daily activities, especially related to behavior and education of religion. So, they often use verses of Al-qur'an and Hadist as reference. That is giving indications to 52 students (67.53%) are always reading reference book, they are included to high category, 15 students (19.48%) seldom reading it, they are included to very low category and 10 students (12.99%) are never read it, they are included to the very low category.

**9) Improving Vocabulary Building**

After the text has done and collected to the teacher gives corrections about the writing. It is pointed to the students can improve their writing is become perfect. Based on the result of interview to the English teacher of MTs Darul-Istiqamah boarding school for boys, students' mistakes of choosing appropriate words, mistake of writing, explanation about the content are expanded and grammatical mistakes. But, through corrections and explanations that have given by the teacher, they can improve their vocabulary building and writing step by step till become well. It is giving indications to 52 students (67.53%) are always improving writing text of English speech that has given correction by English

teacher, they are included to sufficient category, 10 students (12.99%) are improving writing text of English speech once in a while, they are included to very low category, 15 students (19.48%) are never improving their writing text of English speech by themselves and they are included to the very low category.

Then, after the explaining above can be known that students' active within participation in teaching and learning English activities at the eighth grade students of MTs Darul Istiqamah boarding school Barabai for boys is included to high category and the students' creative within improving texts of English speech at the eighth grade students of MTs Darul Istiqamah boarding school Barabai for boys is included to high category.

### **c. Environment Factors**

Environment factor consist of school and community. They are supported to the students' writing skill improvement at the eighth grade of MTs Darul-Istiqamah boarding school for boys, because this location is calm and pleasant for the students.

#### **1) School**

The result of observation and interview that was done by the writer is found that the environment is very support to students active and creative within improving vocabulary building through making English speech text. It is obligated to the students to write text of English speech once a week according to the list that has prepared. The students must collect their text one week before performance of English. It is pointed to give corrections about words selection and writing text of English speech.

## 2) Community

Community is also very supporting teaching and learning process. MTs Darul-Istiqamah boarding school for boys is calm and pleasant place, it is becoming perfect place to operate teaching and learning process.

The other sides, the villager has understood about rule and regulation at this boarding school. So the teaching and learning can be done well and the students can do their studying activities well.

### d. Facilities

Based on the result of observation, MTs Darul-Istiqamah boarding school for boys has comfortable and complete facilities. There are two kinds of facilities they are:

#### 1) **Physical Facilities, such as place and Equipment of Teaching and Learning in the Class, Caption, required Book and Supported Book, Library, Practical Places (laboratory, teaching art, religion, sport, etc)**

Book is sufficient and also learning facility that can be neglected. Every subject that is given to the students by the teacher always relate to the book and so in improving vocabulary building and writing English speech. Dictionary and reference book are sufficient facilities for students. Studying without book can cause the knowledge will be gone easier with the change of time. Thus, ownership of the handbook is very important for the students in order to support English learning process.

On the table 4.24, can be seen that students who have own book of technique and methods of English speech reach 59.74 % of whole students, it is

included to sufficient category. And 40.26% of them do not have it. It is included to sufficient category.

On the table 4.25, students who have English book that is taught in the school reach 92.20 % of whole students, it is included to very high category. And just 7.8% of whole students do not have it.

On the table 4.26, students who have own wordlist or vocabulary notebook reach 100 %. It is included to very high category. And no one of students stated “do not have” it.

On the table 4.27, students who have additional book that related to the vocabulary building are 89.61 % they are included to very high category. And just 10.39 % do not have it.

On the table 4.28, can be seen students who have guidebook of English grammar and sentence structure reach 81.82 %. It is included to very high category. And 18.18 % of whole students do not have it. It is included to very low category.

From the explanation above physical facility factors at the eighth grade students of MTs Darul Istiqamah boarding school Barabai for boys is included to very high category.

## **2) Non-Physical Facility likes body movement, time allocation, activity, cost, rule and regulation in the school**

The allocation is one of influential factor where is related to non-physical facility. On the table 4.31, can be seen that student’s ability in using time allocation to write English speech text in improving vocabulary building. Reach



81.82 % able to write text of English speech in a week. It is included to very high category 9.09 % stated two weeks to write text of English speech; they are included to very low category. 6.49 % stated three week to write it, it is included to very low category and the last 2.60 % stated a month, they are included to very low category.

From explanation above non-physical facility factors at the eighth grade students of MTs Darul Istiqamah boarding school Barabai for boys is included to very high category.