

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. General Description of the Research Location

a. Brief History of Darul Istiqamah Male Boarding School

The research was done at Darul Istiqamah Male Boarding School Barabai which is located on Haji Ahmad Safawi Street around Murakata Street Barabai-Central Hulu Sungai. At the beginning, this school was established in 1989. Firstly, the teaching and learning at the boarding school is a traditional teaching and learning or *salafi*. Then on July 14, 1990, the founding father of the Boarding School changed it into Modern Boarding School which followed the teaching and learning method of Pondok Modern Gontor, Ponorogo.

Darul Istiqamah Male Boarding School is divided into three educational institutes: Junior High school, Senior High School, and Vocation High School.

Darul Istiqamah Male Boarding School has a strategic location, it takes at the side of farmland at the town, it is about 300 meters from highway. It is very near with Damanhuri General Hospital Barabai. It is about a kilometer from central of the town and about half kilometers of Pasar Baru Barabai.

The name of Darul Istiqamah Boarding School was given by main founding father, K.H. Hasan Basuni, B.A. Darul Istiqamah is taken from Arabic word, which means house for people who have strong principle, pure intention, and *istiqamah* spirit. The naming is based on expectation of K.H. Hasan Basuni, B.A. that his students will always keep *istiqamah* spirit in studying at the Boarding School, not change their intentions, have strong desire, and never give up before finish.

Another reason in building Darul Istiqamah Boarding School is the escrow from K.H. Hasan Basuni's teacher, K.H. Imam Zarkasi, the leader of Pondok Modern Gontor Ponorogo. Before doing the mandate from his teacher K.H. Kasan Basuni, B.A. firstly asked some suggestions from the late K.H. Mahfuz Pamangkih which at the time he was still alive. In building the boarding school, the founding father supported by his close friends, H. Muhammad Husni and H. Achmad Safawi. The three founding fathers discussed and worked hard together in finding the suitable location to build the boarding school. Then, H. Achmad Safawi decided to give his land about 1,4 hectare as the location for building the boarding school with an agreement, if the boarding school expands and runs well, the land will become its property. But if the boarding school does not run well, H. Achmad Safawi will retake the land in one year.

At the beginning, the boarding school only got the fund from the three founding fathers. Finally, with a hard working spirit and never giving up, they

success to develop the boarding school and made it runs well until now. On 22nd October 1990, Darul Istiqamah Boarding School got the letter of School Founding Permission from Regional Officer of Religious Affairs of South Kalimantan No. W.o/6/152/V.III/SKT/1990, And got Boarding School Founding Charter at June 28,1994 from Regional Officer of Religious Affairs of South Kalimantan No. W.o/6.a/PP.03.2/1141/94 with the Institution Statistic Number (*Nomor Statistik Madrasah (SNM)*): 512630704003.

Darul Istiqamah Boarding School is led by K.H. Hasan Basuni, B.A. since early year of its founding until recent time.

Vision and mission of Darul Istiqamah Boarding School as follows:

- Vision

“Faithful, accomplished, and skilled”

With the indicators as follows:

- 1) Adherence to religion
- 2) Achievement in reaching the value of subjects
- 3) Race activities and excel in Islamic nuanced
- 4) Good in Arabic and English speaking

- Mission

- 1) Cultivate the discipline of students in the teachings of the religion of Islam, by forming a religious environment

- 2) To prepare and implement effective learning so that students are able to absorb the material presented
- 3) Implement training and guidance to students who have the potential nuances of Islamic art
- 4) Implement activities that encourage and assist students in developing skills in foreign languages (Arabic and English)

b. Description of Darul Istiqamah Male Senior High School

Darul Istiqamah Male Senior High School is one of the Educational Institute that managed by Foundation of Darul Istiqamah Boarding School beside of Junior High School and Vocation High School. The existence of Senior High School works systematically since the Boarding School was legitimated on October 22, 1990 with registered status. Which is passing years the students always blooming and increasing, because of progressing the students' performance more and more, then since academic year 2000/2001 the status change to be legitimated.

Since the foundation of Darul Istiqamah academic year 1990/1991 until now, the headmasters changed into eight times. We can see them on the appendix. (Table 4. 1: Name of Headmasters of Darul Istiqamah Male Senior High School)

c. Description of Teachers, Administration Staff, Students, and Facilities of Darul Istiqamah Male Boarding School

1) Teachers

Based on the decision letter of Darul Istiqamah Senior High School Barabai No. MA.w.o/6/PP.03.2/130/2012 about “Teachers’ assignment divisions in Teaching and Learning Activities academic year 2012/2013”, it has 20 teachers. To know more clearly about teachers at Darul Istiqamah Male Boarding School, this can be seen from the appendix. (Table 4. 2: The Name of Teachers at Darul Istiqamah Male Senior High School Barabai Academic Year 2012/2013)

From the table, we know that there are four English Teachers at Darul Istiqamah Male Senior High School Barabai. For clearly it can be seen at the appendix. (Table 4. 3: Names of English Teachers at Darul Istiqamah Male Boarding School Barabai Academic Year 2012/2013)

2) Administration Staff

Darul Istiqamah Male Boarding School Barabai has four administration staff. For further information it can be seen in appendix. (Table 4. 4: Names of Administration Staff at Darul Istiqamah Male Boarding School Barabai)

3) Students

Beside the description about teachers and administration staff, we also have to know about the students’ description. For clearly information

about the numbers of students at Darul Istiqamah Male Boarding School Barabai, it can be seen in the appendix. (Table 4. 5 Numbers of Students At Darul Istiqamah Male Boarding School Barabai Academic Year 2012/2013)

And the names of students can be seen on the appendix (Table 4. 6 Names of Students At tenth grade of Darul Istiqamah Male Boarding School Barabai Academic Year 2012/2013).

4) School Facilities

School facilities are very important thing in every school especially for Darul Istiqamah Boarding School Barabai. The facilities that are available at Darul Istiqamah Boarding School Barabai can be seen in the appendix. (Table 4. 7: Facilities of School at Darul Istiqamah Boarding School Barabai Academic Year 2012/2013)

2. Problems Findings

Based on the observation that the writer have conducted in Darul Istiqamah male Boarding School Barabai. The writer finds the strategies that the teacher uses to improve students' ability in speaking are:

1) Jigsaw classroom

From observations and interviews results that have been conducted with English teachers of tenth grade at Darul Istiqamah Male Boarding School Barabai on 25th April until 03th May 2013, based on teacher's strategies in

improving speaking skill is to apply the jigsaw classroom. According to the teacher's statement that "jigsaw is one of the strategy that is very helpful in improving students speaking skill, because with this strategy students are required to provide insight to students in other jigsaw groups".

Here is the jigsaw classroom that the writer found in tenth grade of Darul Istiqamah class. All students in the class are divided into small groups of five or six students each. Suppose their task is to learn about World War II. In one jigsaw group, Rahmatullah is responsible for researching Hitler's rise to power in pre-war Germany. Another member of the group, Kadir is assigned to cover concentration camps, Arif is assigned Britain's role in the war, Fuji is to research the contribution of the Soviet Union, Jepri will handle Japan's entry into the war, Muda will read about the development of the atom bomb.

Eventually each student will come back to her or his jigsaw group and they will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting.

To increase the chances that each report will be accurate, the students are doing the research do not immediately take it back to their jigsaw group. Instead, they meet first with students who have the identical assignment (one from each jigsaw group). For example, students assigned to the atom bomb topic meet as a team of specialists, gathering information, becoming experts on their topic, and rehearsing their presentations. We call this the "expert"

group. It is particularly useful for students who might have initial difficulty learning or organizing their part of the assignment, for it allows them to hear and rehearse with other "experts."

Once each presenter is up to speed, the jigsaw groups reconvene in their initial heterogeneous configuration. The atom bomb expert in each group teaches the other group members about the development of the atom bomb. Each student in each group educates the whole group about her or his specialty. Students are then tested on what they have learned about World War II from their fellow group member.

2) Classroom discussion

Based on the observations and interviews result that the writer have conducted with the English teacher of tenth grade at Darul Istiqamah Male Boarding School Barabai on 25th April until 03th May 2013. The writer found another strategy of the teacher's. The strategy is conducting a discussion classroom.

In conducting classroom discussion, the own goal of the teacher's is the students are more active in speaking. It does not matter right or wrong, the more important is the argument expressed in the form used in the discussion in order to communicate something.

Here is the illustration of classroom discussion. A week before class the teacher assigns three students in a group to prepare the paper to discuss in

the class. Then when the class is started the teacher asks a student to be a moderator in a discussion for controlling the classroom discussion. But before the discussion begins the teacher always suggested to his students to be active in the discussion. And then the teacher is only controls the discussion behind the class.

3) Classroom debate

The next strategy that the teacher uses to improve students' ability in speaking skill at tenth grade of Darul Istiqamah Male Boarding School is by organizing a classroom debate or a simple debate.

Not much different from the above strategy, this strategy aims to improve speaking skills of students. All students are required to be active in these activities, and efforts are done with supervision by a teacher when the debate is running.

In observing Darul Istiqamah male Boarding School Barabai on 25th April until 03th May 2013, the writers also found any problems that difficult teacher in improving students' ability in speaking. The problems are:

1) Teacher's difficulties in enriching students' vocabulary

All the strategies above will not be implemented well without mastering vocabularies for students at first. Because of all the strategies above

implemented by communicative activities. And in communicative activities, mastering vocabulary is the most fundamental thing to approach.

By doing the interview with the English teacher of tenth grade of Darul Istiqamah Male Boarding School barabai (Fitri Efendi, S. Pd.) on 25th April until 03th May 2013, it was known that the complicated problem of the teacher was in enriching students' vocabulary.

But in provoking students mastering vocabulary, the teacher of tenth grade of Darul Istiqamah Male Boarding School got some difficulties to enrich his students' vocabulary. Until the teacher conscious that he should to awakes students' interest in mastering English. Because in learning English, interest in English is very important. By interest, the students are easier to understand the lesson given by the teacher. For example, the student who have not interest in English lesson, he/she will not get anything from which is taught by the teacher. On the other hands, students whose interest, will study hard and easy to understand English lesson, because he/she is interested in subject.

Then the teacher got the best formula to ward off that complicated problems. That is by giving the new English vocabulary to the tenth grade students every day at the morning as a means to enrich students' vocabulary. And it is managed by the guardian class as the responsibility to give minimal 5 new English vocabularies in a day. All students are required to have a dictionary of the English language. And each student is also required to have a

special pocket book for vocabulary and must be taken every day wherever they go.

2) Teacher's difficulties in increasing students' self confidence in speaking English in front of public

From the observation and interviews that have been conducted on 25th April until 03th May 2013, the writer found that the other teacher's difficult in improving students' speaking skill is lack of confidence to speak in front of the public (class).

The teacher states: "although it is jigsaw, discussion or debate, when student do not have self confidence to speak in front of public, the strategies would not help to increase the students' speaking". Because of that students' self confidence is very important to improve for helping students in speaking English in front of public (class).

B. Discussion

This part is intended to present result of the data analysis and their interpretation which could be derived from the analysis. This part deals with the result of the study based on some facts found in the data. It covers of the teachers' strategies in improving students' ability in speaking skill and the problems that difficulties teacher in improving students' ability in speaking skill.

1. Description about the teacher's strategies in improving students' ability in speaking at tenth grade of Darul Istiqamah Male Boarding School Barabai
 - a. Jigsaw Classroom

Jigsaw has a great influence toward English in tenth Grade of Darul Istiqamah male Boarding School, especially for improving students' ability in speaking. Just as in a jigsaw puzzle, each piece and each student's part are essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential and that is precisely what makes this strategy so effective.

Based on the indicator above and from the writer's interview with English teacher, the writer concludes that jigsaw is the strategy that is very helpful in improving students' ability in speaking at tenth grade of Darul Istiqamah male Boarding School Barabai.

- b. Classroom Discussion

Getting students to have a free discussion gives them a chance to improve students' English speaking skill. It is a way for students to get the feel of what communicating in the foreign language really feels like. Class discussions offer students opportunities to test their ideas and opinions against the ideas and opinions of their peers.

Generally, the goal of teaching by discussions as follows:

- a) To increase students' comfort with the specialized language and methods of a field
- b) To develop critical thinking
- c) To develop problem-solving skills.

Based on the interview that the writer conducted with the English teacher at tenth grade of Darul Istiqamah male Boarding School, by conducting the discussion the teacher hopes the students are more active in speaking. The teacher states, "It does not matter right or wrong, the more important is the argument expressed in the form used in the discussion in order to communicate something".

Then the writer concludes that the discussion is one of the strategies that is very helpful in improving students' ability in speaking at tenth grade of Darul Istiqamah male Boarding School Barabai.

c. Classroom Debate

The next strategy that the teacher uses to improve students' ability in speaking skill at tenth grade of Darul Istiqamah Male Boarding School is by organizing a classroom debate or a simple debate. The classroom debates are exercises designed to allow students to strengthen their skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation.

The rules are not much different from the debate and discussion, this strategy aims to improve speaking skills of students. All students are required to be active in these activities, and efforts are done with supervision by a teacher when the debate is running.

Based on the interview with the English teacher, this strategy has an important role in improving students' speaking. Because in debating a topic the students have to express their ideas by oral communication, and it is very helpful in improving students' speaking skill.

d. Enriching Students' Vocabulary

By mastering vocabulary, all the strategies above will be implemented well. Because all the strategies above implemented by communicative activities. And in communicative activities, mastering vocabulary is the most fundamental thing to approach.

But it is important to be known, based on the observation the writer concludes that vocabulary is the most important part and the main problem in practicing English. Without good mastery of vocabulary, the students still feel difficult to communicate. So, students' mastery on vocabulary influence very much on their ability in speaking.

2. Description about teacher's problems or difficulties in improving students' ability in speaking skill at tenth grade of Darul Istiqamah Male Boarding School Barabai
 - a. Teacher's difficulties in enriching students' vocabulary

Vocabulary is so important in producing a language. Therefore, having sufficient number of vocabulary as well as mastering the use of vocabulary is so important in order to be able to use the language well.

Mastering English words must be followed by pronunciation of each word. In other words, when somebody learns new words he/she also learns the words in the same way of the native speakers.

In SMA/MA, it is stated that the students have to master vocabulary as much as 500 words minimally, because most of the learning material is about reading. So, to avoid misinterpretation in reading texts is very important to master vocabulary as much as possible.

Before learning vocabulary, the teacher should awake students' interest in mastering English. Because in learning English, interest in English is very important. By interest, the students are easier to understand the lesson given by the teacher. For example, the student who have not interest in English lesson, he/she will not get anything from which is taught by the teacher. On the other hands, students whose interest, will study hard and easy to understand English lesson, because he/she is interested in subject. According to Syaiful Bahri Djamarah (1994, p.48) in his book *Prestasi*

Belajar dan Kompetensi Guru state that: *"minat adalah kecenderungan yang tetap untuk memperhatikan dan mengenang beberapa aktivitas. Seorang yang berminat terhadap suatu aktivitas akan memperhatikan aktivitas itu secara konsisten dengan rasa senang"*. Therefore, interest is determining factor and very important for improving the ability of the students in learning English.

The best formula to ward off the problems is by giving the new English vocabulary to the students as many as possible. Until the students have the big knowledge about English especially for the English vocabularies.

Based on the observation and interview that the writer conducted, the writer concludes that the teacher should have a good strategy in enriching students' vocabulary. Because of vocabulary is the one important rule to do when learning practicing English.

b. Teacher's difficulties in increasing students' self confidence in speaking English in front of public

Self-confidence is one aspect of personality which is very important in humans' life. People who believe themselves sure of their own abilities and have realistic expectations, even when their expectations are not realized, they stayed positive and can take it.

Everyone actually had a problem with this one term. There are people who feel a sense of confidence has been lost in almost all areas of his life. Self confidence is related to a matter of crisis of self, depression, loss of control,

feeling helpless staring at bright side of the future, and others. There are also people who do not feel confident in what he was doing or with what is practiced. There are also people who feel less confident when faced with certain situations or circumstances. Based on the practice of living, it can be concluded that the latter is normal in the sense that experienced by all men.

According to Thantaway in *Guidance and Counseling* (2005, p.87), self-confidence is a mental or psychological condition of a person who gives a strong belief in himself to do or perform any act. People who do not believe themselves have a negative self-concept, lack of confidence in his ability, because it is often shut down.

When it is associated with the practice of everyday life, people who have low confidence or have lost confidence, tend to feel / behave as follows:

- 1) Do not have anything (desires, goals, targets) which fought energetically.
- 2) Does not have a decision to step decisive (floating)
- 3) Easily frustrated or give up when faced with problems or difficulties
- 4) Less motivated to go forward, lazy or half-and-half
- 5) Often fails to accomplish its tasks or responsibilities (not optimal)
- 6) Awkward in dealing with people
- 7) Can not demonstrate the ability to speak and listen capabilities convincing
- 8) Often have unrealistic expectations
- 9) Too perfectionist
- 10) Too sensitive (flavorings)

Conversely, people who have good self-confidence, they have positive feelings toward themselves, have strong confidence on him and had accurate knowledge of the capabilities. People who have good self-confidence is not the only person who feels capable but the person who knows that he is capable of based on experience and calculation.

But to increase the self confidence of students is not easy. Strategy adopted (jigsaw classroom, classroom discussion and classroom debate) should be implemented continuously so that students become accustomed to the English language to communicate and express in public (class).

From the indicators, it can be seen that in practicing speaking English everybody or almost students have the difficulty to speak English in front of public for the first time. Because every people quite nervous in doing something for the first time, so by practicing English in front of public.