



**AN ANALYSIS OF STUDENTS' SPEAKING SKILL IN DAILY
ACTIVITY AT DARUL AZHAR ISLAMIC BOARDING SCHOOL**

A SKRIPSI

**Submitted to the Tarbiyah and Teachers Training Faculty, State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirement for
the Degree of Sarjana Pendidikan**

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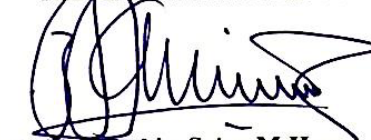

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Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang serahkan ini benar benar merupakan hasil karya saya sendiri, kecuali kutipan kutipan dan ringkasan ringkasan yang telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah saya yang diberikan oleh Universitas batal saya terima.

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ABSTRACT



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Speaking skill is taught to the students in order to able to use English in the real communication. This research explain about an analysis of students' speaking skill in daily activity at Darul Azhar islamic boarding school. This research used qualitative research method. The researcher chose 10 students at eight grade which consists 20 students in all. In collecting the data, the researcher used observation, interview and documentation. The researcher used three major phases of the data analysis, they were; data reduction, data display and conclusion drawing. From the data analysis, the researcher found the ability of students' speaking skill in average level based on the research rating in the observation and the researcher found there were some students reasons lazy to use English in interview as follows: lack of vocabulary, lack of confident, lack of motivation, fear of making mistake, mother tongue use, nothing to say, anxiety, afraid the listener don't understand what they are say and shyness to speak.

Keywords: Speaking skill, Boarding school, Qualitative Research

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, the research questions, purpose of research and the significant of study.

A. Background of the Study

Language is an important thing in our life, because everyone needs language as a means of communication with other people. Communication will be difficult without language, therefore, everyone uses language to communicate and interact with other people. Language also our tool for expressing ideas getting information and so on. English is viewed as a language which gives you access to the world.¹ English as a second language (ELS) education has gained an increasingly important role in career development in science, business, and industry on the global stage.² It maen that students should have motivation to learn English, because English now give you access to the world.

In Indonesia, English was declared as the first foreign language in a teacher trainer conference in 1955.³ The same status of English as a foreign language stands until right now. For recent years, the students have learnt English since they are at elementary school level up to university level.⁴ Furthermore, English subject at the Madrasah level is designed to be more students centered as

¹Jaremy Harmer, (2003), *The Practice of English Language Teaching* : London, Longman. P. 1

²David J. Alano, (2011), *English as Second Language* : New York, Nova Science Publisher Inc, P.1

³S. S. Mappiasse and A. J. B. Sihes, (2014), Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review, *English Language Teaching*, 7(10), p. 114.

⁴Marsika Sepyanda, (2017), The Importance of English Subject in Elementary School Curriculum, *English Language Teaching and Research*, 1(1), p. 206.

the curriculum changed. It can be seen, in new competency based curriculum 13 (*Kurikulum K-13*) that has been devised to encourage students to communicate the target language in diverse settings particularly for daily life communication.⁵

In order to reach that objective, there are four skills should be taught in English, such as reading, writing, listening, and speaking.⁶In addition, Maxom says that speaking is the most important skill in English Language teaching to be mastered in school. Through speaking, students express their ideas, feeling and desires to others. In the school, the students learn show to speak English easier because there are teachers and friends who can be their facilitator and pairs to practice.⁷ Speaking is one way of communicating ideas and messages that are conveyed orally. That means speaking is a very essential, and someone can express his or her feeling, emotion and idea by speaking. In the same way according to Richard asserts that the mastery of speaking skill in English is priority for many language learners.

In the same line, Islamic boarding school is a social interaction of religion education for Muslims who want to explore religion science.⁸ Islamic boarding school is one of the Islamic institutions that well known by its education quality and its superior in teaching language to its student. Islamic

⁵Muhammad Amirza, (2019), Teaching Recount Text to Senior High School Students via FB Group: What's on Their Mind?, *English Education Journal*, 10(3), p. 215.

⁶Nita Noviawati, (2017), The Implementation of 2013 Curriculum in English Teaching Learning at MAN 1 Pekalongan, *International Journal of English Teaching*, 6(2), p. 2.

⁷ Nurokhma, (2009), Elicitation Technique Used in Teaching Speaking, Yogyakarta: Unpublished Thesis. p.183

⁸ Farchan, Syarifudin, (2005)

boarding school gives priority to foreign language learning especially Arabic and English.⁹

The learning system of Islamic boarding school is not only about attending the class every morning and leaving at mid day, but also its students also learn about value as the motto said “Language is Our Crown”. Learn language itself is not the matter of memorizing grammar and structure but how to practice the language it self. For this reason students in Islamic boarding school are obliged to stay in dorm in the school area and speak English and Arabic to immediately practice English and Arabic in their daily activity life.

The English learning system that conducted in Darul Azhar Islamic Boarding School is quite different with other general senior high school. It follows the lead of Gontor Islamic Boarding School for its language learning system. Darul Azhar Islamic Boarding school is also well known by it strength to educate its students discipline, language, and Islamic value. Darul Azhar Islamic Boarding School also one of the institution which is applied the bilingual program while the languages are English and Arabic language. This Ma’had (Islamic Boarding School) spoken two languages in their all activities including their teaching class program like studying Tahsin (enhancing) and Tahfidz (memorizing) Quran. The students have to speak English and Arabic in certain week. One week for English and one week for Arabic. In the language week, the students must speak English and Arabic languages; it depend to the week of language. The students obligated to speak English in

⁹ Kompasiana, 23 March, (2010)

English week and speak Arabic and Arabic week but most of students use Arabic in English week in their daily activity, they just speak by Arabic even in English week.

To be more specific, there are some previous studies, which investigated with the same field. The first previous study has done by Wakiyah takes from IAIN Intan Raden Lampung. This research used qualitative research. Wakiyah concluded that Students' problems in speaking skills are vocabulary, pronunciation, and grammar.¹⁰ It could be concluded that the main problems that usually faced by students to mastering speaking are: vocabulary, pronunciation, and grammar.

The second previous study with a title An analysis of students' speaking ability in English conversation club (EEC) program at the third semester, has done by Richa hiana shinta. This researcher was use mixed method in type of explanatory design. The purpose of this research was to analyse the students' ability at the third semester at EEC FKIP Unilak Pekanbaru, and the researcher concluded that the students speaking ability category was into failed and the EEC Club dit not more support students' speaking ability.¹¹

The third previous study is a journal has done by Siti Suriani Harahap and Rivi Antoni, with a title An analysis on students' speaking skill at second grade SMP 8 Rambah Hilir. This research purpose was to find out students speaking skill, this research use descriptive qualitative research design. The population of

¹⁰Waki'ah, An Analysis of speaking problems faced by Second semester Students of English Education Study Program at IAIN Raden Intan Lampung, S1 Thesis, Bandar Lampung: IAIN Raden Intan Lampung, Unpublished, 2014, p. 9

¹¹ Richa Hiana S, An analysis of students' speaking ability in English conversation club (EEC) program at third semester, Jurnal Pendidikan, 2016, Volume 7(1)

this research was taken 21 students. And the result of this research is the students were good in speaking skill ability.¹²

The fourth previous study is a journal with a title Speaking skill of Elementary students reviewed by gender. This research aims to identifying gender different of students speaking skill on elementary school, this research was use quantitative design within expose facto method. This result of this research useful to identify students speaking skill so teacher can give appropriate treatment to improve students speaking skill based on their necessities.¹³

The last previous study is a journal has done by Wakode Hamsia with a title developing students speaking ability through story completion. This research aims to describe developing students speaking ability through story completion. This research also used qualitative research and the result of this research showed that the technique of story completion was success fully implemented to improve the students speaking skill.¹⁴

It can be concluded that, even though the previous study and this present study in the same focus in speaking. How ever there are only few researcher gaining about the phenomenon of the students' reasons lazy to use English in their daily activity, the researcher just focus in students' problem in speaking. And also the place, the sample, the time and the purpose of this present study between the previous study are different. Here the researcher will gain the research which is

¹²Siti Suriani Harahap, Rivi Antoni, A Journal, An analysis on students' speaking skill at second grade SMP 8 Rambah Hilir, 2015

¹³Anida Saldariah, Speaking Skill of Elementary Students Reviewed by Gender, a Journal Prima Edukasia, 2015, P 20-27, Volume 7(1)

¹⁴Wakode Hamsia, developing students speaking ability through story completion, Journal of English language teaching, 2018, Volume 5(1)

entitled “An Analysis of Students’ Speaking Skill in Daily Activity at Darul Azhar Islamic Boarding School”

B. Research Questions

Based on the background of the study above, the researcher identifies some problems dealing with the study, which involve :

1. How is the ability of students’ English speaking skill in their daily activity at Darul Azhar Islamic Boarding School Boarding School?
2. What are the students’ reasons lazy to use English in their daily activity?

C. Purpose of Research

1. To find out the ability of students’ English speaking skill in their daily activity Darul Azhar Islamic Boarding School.
2. To know the students’ reasons lazy to use English in their daily activity.

D. The significant of Research

The researcher looks forward to the result of this study will be something worthwhile in due to give some significant both of theoretical and practical especially for the (Students, Teacher and further researcher)

1. Theoretical Significant of the research

Theoretically, the researcher expects that the result of this study might give beneficial information and increase knowledge about the speaking skill and this research also can be the references for reader who want to conduct the research about speaking skill.

2. Practical significant of research

For the students

This study will provide new perspectives to the students about speaking skill both to communicate and to learn foreign language especially English. The result of this research might give information for students about their problems in speaking English so they can improve their English.

3. For the English teachers

This study can be considered as the addition reference on teaching speaking English. In addition, the teacher are expected to be facilitation for students to speak English well. The result of this study also give information to the teacher about the students reason lazy to use English and the teacher can make strategy to make students good in speaking English.

For the further researchers

This study will gain the deep understanding and new experience for another researcher in which to increase the knowledge. This study also provides as a reference for another researcher who wants to conduct in the same field of the study.

CHAPTER II

LITERATURE REVIEW

This chapter presents the several topics, which are about the theoretical framework namely speaking, islamic boarding school and the related study.

A. Theoretical Framework

This theoretical framework consists of the important terms about speaking skill, Islamic boarding school to make clearly understand and avoid miss understanding to the readers.

1. The Definition of Speaking

Speaking come from the word “Speak”. According to Oxford dictionary, “Speak” means say things; talk be able to use a language, make a speech, express ideas, feeling, etc.¹⁵ Speaking also explain in the Qur’an which in Q.S Ar rahman verse 3-4

(4) عَلَّمَهُ الْبَيَانَ (3) خَلَقَ الْإِنْسَانَ)

“Created man, (and) taught The meaning him eloquence”.¹⁶

There are many experts explaining definition of speaking. Speaking is a productive language skill. It means that speaking is a person’s skills to produce sounds that can be understood by other people, so that he or she is able to create good communication. It is a mental concept processed by someone in such a way to form a meaning when uttered. Matsumoto defines that the components of speaking are social unit, participants, and interactions. This theory explains that when people are going to do speaking interaction

¹⁵ Martin H. Manser, (1995). Oxford Learner’s Pocket Dictionary: New York: Oxford University Press, P.398

¹⁶ Al Bayan, (2001). Al qur’an dan Terjemahannya.Semarang:Asy Syifa. P. 1429

means that they are going to do social interaction and an interaction that has been done by them will be included in communication process.

There are four point below has great influence in speaking skill there are : Vocabulary, Grammar, Fluency Speaking, Pronunciation.¹⁷

a. Vocabulary

Vocabulary is defined as a large of word but also understands the meaning to help speaking.¹⁸

b. Grammar

Jurmiati states at thesis that grammar is a language rule that places meaningful together as part of a language to communicate messages so that they can be understood.¹⁹

c. Fluency Speaking

Fluency is a quality or condition of being fluent and speaking without much stopping²⁰

d. Pronunciation

Pronunciation is the production and perception of speech sounds and this is important because it is used to achieve meaning in language use.²¹

¹⁷ Harmer (2021). *The Practice of English Teaching*: London: Pearson Education limited.p. 269

¹⁸ Hani Sutrisna, (2012). *Vocabulary for Conversation Daily*: Yogyakarta: Kawah Media. p.2

¹⁹ Jumiaty (2009). *Error Analysis on Grammatical Aspects in English Speaking of the First Years Students at English Department of Fkip UIR Pekanbaru*: University of Islam Riau: Unpublished Thesis. p. 9

²⁰ Ibid.p.10

²¹ Susanna (2015). *Teaching English Pronunciation in Primary School*: Italy. p. 15

2. The Function of Speaking Skill

Mastery of speaking skills in English is a priority for many learners as a second and foreign language. Several linguists have categorized the function of speech in human interaction. The function of speaking according to Brown and Yule is that there are three functions of speaking, namely as interaction: talk as a transaction: talk as performance. Each of these speech activities is quite different in form and function and requires a different teaching approach.²²

a. Talk as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to present themselves to each other.

b. Talk as Performance

Speaking as performance refers to public speaking; it is talk which transmits information before an audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue often follow a recognizable format and it is closer to written language than conversational language.

²² Jack C. Richards (2008). *Teaching Listening and Speaking: From Theory to Practice*. New York: Cambridge University Press. p.21

c. Speaking as Transaction

Talking as a transaction refers to situations where the focus is on messages about what was said or achieved to make people understand clearly and accurately.²³

3. Problem in Speaking

In learning English speaking, some students will make problems and get some difficulties or errors when they try to utter words, phrases or sentences. Problems errors in speaking can't correct themselves. Nakhalah stated in his thesis the problems of speaking include student inhibition, nothing to say, low participant and mother tongue.²⁴

a. Inhibition

Students usually get stuck trying to say a few words in a speaking activity. Because they are worried that they will make mistakes so they are embarrassed to speak English.

b. Nothing to Say

The students can't think of anything to say, because they don't have the motivation to express themselves in speaking. In fact, students often lack self confidence and vocabulary in their speaking skills. And they feel inadequate in their language skills to express exactly what they want to say even though it is normal to make mistakes in the learning process.

²³ Jack C.Richards (2006). Communicative Language Teaching Today, Cambridge: Cambridge University Press, p. 19-23

²⁴Nakhla (2016). Problem and Difficulties of Speaking That Recounter English Language Students at Al Quds Open University: International Journal of Humanities and Social Science Innovation . p. 96

c. Low Participation

Learners have a low participant when speaking, this means they speak very little time. This problem is exacerbated by the tendency of some learners to dominate, while others speak very little or nothing.

d. Mother Tongue Use

The students usually use mother tongue in speaking activities, because it easier, and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups.

4. Speaking Assessment

According to Brown, there are five components of speaking to be scored; Pronunciation, grammar, vocabulary, fluency and comprehension²⁵

a. Pronunciation

5 = equivalent to and fully accepted by educated native speaker.

4 = errors in pronunciation are quite rare.

3 = errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

2 = accent is intelligible though often quite faulty.

1 = errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

²⁵ Brown, H. Douglas (2004). Language Assessment: Principles and Classroom Practices. San Francisco State University

b. Grammar

- 5 = equivalent to that of an educated native speaker.
- 4 = able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar are quite rare.
- 3 = control of grammar is good, able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
- 2 = can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
- 1 = errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

c. Vocabulary

- 5 = speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
- 4 = can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
- 3 = able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

Vocabulary is broad enough that he rarely has to grope for a word.

2 = has speaking vocabulary sufficient to express himself simply with some circumlocutions.

1 = speaking vocabulary inadequate to express anything but the most elementary needs.

d. Fluency

5 = has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4 = able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

3 = can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.

2 = can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.

1 = no specific fluency description. Refer to other four language areas for implied level of fluency.

e. Comprehension

5 = Equivalent to that of an educated native speaker.

4 = can understand any conversation within the range of his experience.

- 3 = comprehension is quite complete at a normal rate of speech.
- 2 = can get the gist of most conversation of non technical subjects :
topics that require no specialized knowledge.
- 1 = within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

5. Definition of Islamic Boarding School

Islamic Boarding school is one type of Indonesian Islamic education that aims for students to carry out education formal according to the level and at the same time can explore the knowledge of Islam by following daily activities in the school environment and live in a hostel or cottage.²⁶

Islamic Boarding School is a social interaction of religion education for Muslims who want to explore religious science.²⁷ Islamic boarding school is one of the Islamic institutions that well known by its education quality and its superior in teaching language to its student. Islamic boarding school gives priority to foreign language learning especially Arabic and English.²⁸

6. Daily Language Activity

Daily Language Activity means some activities which are conducted language in every days as daily activity at Darul Azhar Islamic Boarding School. In this case, Darul Azhar has applied English for daily communication, so the students are motivated to master in

²⁶ Departmen Pendidikan Nasional Pemebelajaran Sekolah Menengah Atas, Department Pendidikan Nasioanal, 2013, P.82

²⁷ Farchan, Syarifudin,(2005)

²⁸ Kompasiana, 23 March, (2010)

English specially in speaking. Besides, Darul Azhar also applied some activity to support them in speaking English in daily activity. There are four activities consisted of weekly language, memorize of vocabulary, English conversation, public speaking.

a. Weekly Language

Weekly obligates the students to speak English in daily communication. When the students do infraction, the can get punishment. So, the students have to speakEnglishin daily activity. By conducting weekly language, the students can speak confidently in daily speaking. So, Darul Azhar applied this program which creates good environment to support the students“ speaking skill.

b. Memorize of Vocabularies

Memorize vocabularies is a program the students learn more about pronunciation and vocabulary of daily expression. It is conducted every morning. The technique of teaching and learning is giving five of vocabularies and some the students make the sentence from the words. The aim is the students are able to memorize correct pronunciation and improve the students' vocabulary.

c. English Conversation

English conversation provides the students in practice speaking by the target language. English conversation is used for providing the students to communicate by using target language in

a given topic. The aim of this program is to train and familiarize students in English usage.

d. Public Speaking (muhadhoroh)

The purpose of public speaking program held in English and Arabic language is to encourage students to improve the quality of language learning, motivate students to master English and Arabic, and improve self confidence, competitive attitude, discipline, and hard work of students in learning process in the classroom, so students able to speak English and Arabic well in public.

B. Previous Study

The following research are some previous studies, which investigated the same field. The first previous study has done by Wakiyah takes from IAIN Intan Raden Lampung. She concluded that Students' problems in speaking skills are vocabulary, pronunciation, and grammar.²⁹ It could be concluded that the main problems that usually faced by students to mastering speaking are: vocabulary, pronunciation, and grammar.

The second previous study with a title An analysis of students' speaking ability in English conversation club (EEC) program at the third semester, has done by Richa hiana shinta. This researcher was use mixed method in type of explanatory design. The purpose of this research was to analyse the students' ability at the third semester at EEC FKIP Unilak Pekanbaru, and the researcher

²⁹ Waki'ah, An Analysis of speaking problems faced by Second semester Students of English Education Study Program at IAIN Raden Intan Lampung, S1 Thesis, Bandar Lampung: IAIN Raden Intan Lampung, Unpublished, 2014, p. 9

concluded that the students speaking ability category was into failed and the EEC Club did not more support students' speaking ability.³⁰

The third previous study is a journal has done by Siti Suriani Harahap and Rivi Antoni, with a title An analysis on students' speaking skill at second grade SMP 8 Rambah Hilir. This research purpose was to find out students speaking skill, this research use descriptive qualitative research design. The population of this research was taken 21 students. And the result of this research is the students were good in speaking skill ability.³¹

The fourth previous study is a journal with a title Speaking skill of Elementary students reviewed by gander. This research aims to identifying gander different of students speaking skill on elementary school, this research was use quantitative design within expose facto method. This result of this research useful to identify students speaking skill so teacher can give appropriate treatment to improve students speaking skill based on their necessities.³²

The last previous study is a journal has done by Wakode Hamsia with a title developing students speaking ability through story completion. This research aims to describe developing students speaking ability through story completion. This research also used qualitative research and the result of this research showed that the technique of story completion was success fully implemented to improve the students speaking skill.³³

³⁰ Richa Hiana S, An analysis of students' speaking ability in English conversation club (EEC) program at third semester, *Jurnal Pendidikan*, 2016, Volume 7(1)

³¹Siti Suriani Harahap, Rivi Antoni, A Journal, An analysis on students' speaking skill at second grade SMP 8 Rambah Hilir, 2015

³²Anida Saldariah, Speaking Skill of Elementary Students Reviewed by Gander, a *Journal Prima Edukasia*, 2015, P 20-27, Volume 7(1)

³³Wakode Hamsia, developing students speaking ability through story completion, *Journal of English language teaching*, 2018, Volume 5(1)

C. Conceptual Framework

English is one of foreign languages in Indonesia, this language has become an international language. English has also been integrated into secondary schools. English has a stronger influence in the modern world and there are many advantages of introducing a foreign language to young learners, it is important for students to start learning English early. One way to communicate with other people is by talking. As stated in the previous chapter, the ability to speak English is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and can be accepted in everyday life.

As we know in Islamic boarding school requires all students to use the designated language as a tool of communication for students in their daily lives, both in class and in the field, and researcher want to know students' speaking skill in their daily activity with analyzed students at eight grade of Darul Azhar Islamic Boarding School, and hopefully this research can the give benefit to students, especially to improve their English Speaking skills.

D. Hypothesis

To answer the problem of research that has been described about can forward hypothesis as follow, students' English speaking skill in daily activity is good, they can speak English in daily activity and there were the reasons of students lazy to use English also.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will be presents research design, research subject, technique of collecting the data, technique of analyzing the data, and trustworthiness.

A. Research Design

Research design was a plan or concept of the research which was created by the researcher.³⁴ Descriptive research is research that provides a description of a phenomenon as it occurs naturally as opposed to studying the impact of a phenomenon or its investigation.³⁵ The qualitative research is chosen in order to describe students' speaking skill in their daily activity.

Design research in this study is to seek the data needed to be able to answer the questions of the research. To make this research objectively and accurately, the research takes ten students at Darul Azhar Islamic Boarding School as the object of research.

B. Research Subject

A research subject is an individual that participant in research.³⁶ In the qualitative research, the researcher can gain the information or data that is collected from the individual or a group of people to help answer the question under the study.³⁷ Therefore, the subject of this research will be the students of

³⁴ Suharsimi, Arikunto (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*: Jakarta :p. 51

³⁵ Cresswell, J, W (2012). *Educational Research Planning, Conducting and Evaluating Qualitative and Quantitative Research*: Boston: Pearson Educational

³⁶Participating in a Research Study, (n.d.), Retrieved from <https://www.rochester.edu/ohsp/subject/participatingInResearch.html>

³⁶Participating in a Research Study,

³⁷Participating in a Research Study, Ibid.

Darul Azhar Islamic Boarding School specifically students at eight grade of Darul Azhar Islamic Boarding School that will consist of twenty students in total. The reason why the researcher chose the subjects was because; the researcher discovered the phenomenon about English speaking skill in students daily activity. Those subjects experience process in using English language in their daily activity which can give valuable information for this research.

C. Technique of Collecting the Data

In qualitative study, the researcher is the key instruments.³⁸ Hence, the researchers should be validated by themselves about their ability in conducting the data. Marshall and Rossman in Sugiyono stated that the fundamental methods relate on by qualitative researchers for gathering information are, participation the setting, direct observation, interviewing, and documentation³⁹ In this study, the researcher will use interview, observation, and documentation.

1. Interview

Stainback in Sugiyono stated, “Interviewing provides the researcher a means to gain a deeper understanding of how the participants interpret a situation or phenomenon than can be gained through observation alone”.⁴⁰ In this stage, the interview will aim to ask the participants and gain certain data that is possible to answer the research questions. This data gathering technique based itself on self report, or at least in a person knowledge and beliefs. In interview, the researcher will take 10 students of Darul Azhar

³⁸Sugiyono, (2018), *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, p. 223.

³⁹Sugiyono, Ibid., p. 225.

⁴⁰Sugiyono, Ibid., p. 232.

Islamic Boarding School at eight grade. The researcher chose them in order to represent of Darul Azhar Islamic Boarding School students.

Moreover, the researcher will interview the participants in two sections who will involve ten students and the English teacher. First, the researcher will interview ten students directly in the place. The interview will be begin when the students doing the activity in the field. Second, the researcher will interview the teacher (Musyrifah Bahasa) to get the information about the students reasons lazy to use English and how is the quality of the students' English speaking skill. The participants' answer will support the research question of this research also.

In short, the goal of the interview is to know about the quality of students English speaking skill in their daily activity and the students lazy to use English in their daily activity.

2. Observation

Hardani et al states that observation is one of the techniques to collect the data by observing the current activities.⁴¹ In this research, observation is one of the necessary technique to collect the data. Observation is the natural process that make the researcher will observe people and the activities in natural setting. The researcher will observe the students' English speaking skill when the students carry out conversation in the early morning, which involves their activities directly in the place of research at Darul Azhar Islamic boarding school. The researcher will use observation assessment to measure the ability of students' English speaking skill in their daily activity.

⁴¹Hardani et al., (2020), *Metode Penelitian Kualitatif & Kuantitatif*, Yogyakarta: Pustaka Ilmu, p. 124.

It can support this research in order to find out how is the ability of students' English speaking skill in their daily activity.

3. Documentation

According to Ary et al., "Qualitative research may use written documents or other artifacts to gain an understanding of the phenomenon under study.⁴² There are many reasons why documentation is used in the research, such as: a documentation is a stable data, based on context and natural, and relatively cheap and easy to be collected. The data will be in form of pictures.

D. Technique Analyzing the Data

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researchers accumulate increase their own understanding of them and enabling to present what you have discovered to others.⁴³ According to Miles, Huberman & Saldana, the technique of analyzing data in qualitative study consists of three steps, which are data reduction, data display, and conclusion drawing/verification.⁴⁴

1. Data Reduction

Data reduction is the process of summarizing, selecting, focusing, simplifying, abstracting, transforming the data. In this step, after collecting the data, the researcher will select the data and the irrelevant data will be discarded. Hence, to get a deeper understanding, the researcher will categorize

⁴²Ary et al. (2010), *Introduction to Research in Education*, Wadsworth: Cengage Learning, p. 442.

⁴³Hardani et al., Op.Cit., p. 161.

⁴⁴Matthew B. Miles, A. Michael Huberman, & Johnny Saldana, (2014), *Qualitative Data Analysis*, USA: Sage Publication, p. 12.

the data related to participants' answers to get the data about the students' reasons lazy to use English in their daily activity and to get the data about the quality of English students speaking skill. In addition, this will be done through the coding process. Coding is the process of labeling and segmenting units of meaning to the descriptive or inferential information compiled during the research. This process will help the researcher in organizing and classifying the data.

The processes of coding are:

- a. The data will be carefully read by the researcher.
- b. The data which will be related to the aims of the study will be identified and selected.
- c. Each data will assign a code.

2. Data Display

Data display is second component in qualitative data analysis. After the researcher reduces the data, the researcher will organize the data in order to make the researcher and the reader will be easier to read it. Then, after displaying the data each of the results from interview, observation, and documentation, the researcher will present in narrative text and table form that will show how the processes including the analyse of students speaking skill in their daily activity.

3. Conclusion Drawing

Conclusion drawing is the last step for analyzing the data in this study. In this step, the researcher will create the conclusion based on the data that will be found and will be displayed in data display step. The researcher takes

the conclusion and verification from the field note observation and students” interview.

E. Trustworthiness

According to Pilot and Beck in Connelly, trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study.⁴⁵

In addition, the aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry findings are worth paying attention to. Besides, Lincoln and Guba in Sugiyono have proposed four alternatives for assessing the trustworthiness of qualitative research, that is, credibility, dependability, conformability, and transferability.⁴⁶ Therefore, in this study, the researcher will use credibility and dependability analysis to establish the trustworthiness.

1. Credibility Analysis

Credibility is an evaluation of whether or not the research findings represent a “credible” conceptual interpretation of the data drawn from the participants’ original data.⁴⁷ This research will use methodological triangulation because there will be multiple techniques to collect the data such as in depth interview, observation, and documentation. It aims to get cross validating data in this study is to get the answers of the research questions in this study.

2. Dependability Analysis

⁴⁵Lynne M. Connelly, (2016), Trustworthiness in Qualitative Research, *MedSurg Nursing*, 25(6), p. 435.

⁴⁶Sugiyono, Op.Cit., p. 276.

⁴⁷Didik Santoso & Pirman Ginting, (2015), *Bilingual Education Programs at Junior High Schools*, Jakarta: Kencana, p. 55

Dependability is assessment of the quality of the integrated processes of data collection, data analysis, and theory generation.⁴⁸ In dependability analysis, the auditor will assess the whole process of the research that has gained by the researcher.⁴⁹ In this case, the advisor who is the English lecturer will assess and check the match of the whole process in this study. It aims to establish the trustworthiness of the research and as a proof that the researcher will do the research.

⁴⁸Didik Santoso & Pirman Ginting, *Ibid.*, p. 55.

⁴⁹Sugiyono, *Op.Cit.*, p. 277.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the proses of the research, finding and discussion.

A. Finding

1. Result of Research

a. Result of Observation

The observation was conducted to know how is the ability of students English' speaking skill in their daily activity. In collecting the data, the researcher employed an observation. The data of observation has been identified as described in the following discussion. The research conducted on 03 August 2021 until 09 August at Darul Azhar Islamic Boarding School, In the process of observation. The first, the researcher asked permission to the language section department to participate in conversation activities in the early morning to make an observation. Than the researcher made observation on students who were carrying out conversation to assess how is the ability of students English speaking skill in their daily activity. The researcher was using a formula from Brown. So that researcher can conclude the ability of English student' speaking skill as the data below :

NO	NAME	ASSESSMENT					
		Pronunciation	Grammar	Fluency	Compre hension	Vocabu laries	Result
1	RS	5	5	5	5	5	5
2	NF	4	4	5	5	4	4,4
3	CKS	3	3	3	4	3	4
4	YF	4	4	4	4	3	3,8
5	WH	4	4	4	5	5	4,4
6	PT	5	5	4	5	5	4,8
7	MD	4	4	4	5	4	4,2
8	CS	3	3	3	3	3	3
9	DEA	3	3	3	3	4	3,2
10	NP	5	5	5	5	4	5

Table 1. The result of students' conversation SA = C+F+G+P+V: 5

After collecting all the data, the writer analyzed the data. The students' individual scores from the test were computed by using the formula which was adapted from brown (2004).

$$SA = C+F+G+P+V : 5$$

SA = Speaking ability score

C = Comprehension score

F = Fluency score

G = Grammar score

P = Pronunciation score

V = Vocabulary score

NO	TEST SCORE	LEVEL OF ABILITY
1	8-10	Excellent
2	6-7	Good
3	0-5	Average

Adapted from Harris

(1974)

Test Score	Level of Ability	Frequency	Percentage
8-10	Excellent	0	0%
5-7	Good	2	20%
0-4	Average	8	80%

From the table above there are: There is no student got excellent, two students got good level of ability and eight students got Average level of ability. The researcher conclude the ability of English students speaking skill in daily activity is in **average** level of ability based on the researcher rating in the observation.

b. Result of Interview

The researcher aimed to know what is the student's reasons lazy to use English in their daily activity based on the students and teacher answer in the dialog of interview, there were to section of interview, the first section there were 12 questions that the researcher asked to the students and the second section there were 10 questions that the researcher asked to

teacher (Musyrifah Bahasa). The interview was conducted directly in the place of research.

Section I

It can be seen the first section of interview with students in the dialog below:

Researcher : Assalamualaikum dek,

Responden : Wa' alaikumsalam kak

Researcher : Perkenalkan, nama kakak Mayang Sari, izin ya, kakak ingin menginterview kamu untuk membantu tugas akhir kuliah kakak.

Responden : Baik kak

Researcher : Terimakasih, langsung aja ya dek.

Respondent 1: Putri

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : menurut saya itu sangat penting kak

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari / lapangan?*

Answer : Itu bagus kak, soalnya kami memang harus menggunakan bahasa Inggris.

3. *Question : Apa yang kamu rasakan/ bagaimana perasanmu saat berbicara bahasa Inggris?*

Answer : Terkadang senang kak karena bisa dan terkadang sulit untuk mengungkapkannya kak.

4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*

Answer : Pernah kak.

5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*

Answer : Terkadang sulit dan susah di ungkapkan.

6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa Inggris?*

Answer : Tulisannya beda dengan cara membacanya kak.

7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*

Answer : Takut salah kak

8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*

Answer : Pernah si kak

9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*

Answer : Takut salah sebut, salah arti dan takut disalahin kak.

10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*

Answer : Ada kak seperti muhadastah (conversation) dan pembagian mufradat (Vocabularies) setiap subuh kak

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Ada juga kak

Respondent 2: Rupa

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : Sangat Penting kak, apalagi kalau pengen sekolah ke luar negeri

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari / lapangan?*

Answer : Sangat bagus kak dan memang seharusnya seperti itu.

3. *Question : Apa yang kamu rasakan saat berbicara bahasa Inggris?*

Answer : Aku merasa keren kak.

4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*

Answer : Sangat sering kak.

5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*

Answer : Terkadang lupa sama kosakatanya kak.

6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa inggris?*

Answer : Tidak ada kak, saya suka bahasa inggris.

7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*

Answer : Tidak ada kak.

8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*

Answer : Pernah kak

9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*

Answer : Ya tidak ada kak, karena saya suka bahasa Inggris.

10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*

Answer : Ada conversation di pagi hari kak, ada perlombaan menggunakan bahasa Inggris.

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Iya kak

Respondent 3: Wahni

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : Menurut saya bahasa Inggris memang penting terutama jika ingin sekolah keluar negeri.

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari / lapangan?*

Answer : Sangat penting kak,tapi jika dilihat lebih santri yang menggunakan bahasa Arab lebih banyak kak.

3. *Question : Apa yang kamu rasakan saat berbicara bahasa Inggris?*

Answer : Kurang percaya diri kak, karena saya takut ada yang salah dari apa yang saya ucapkan kak.

4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*

Answer : Pernah kak.

5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*

Answer : Saya sering mengucapkan kalimat dengan kata yang salah.

6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa inggris?*

Answer : Pertama, saya tidak tahu banyak kosakata dalam bahasa Inggris.

7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*

Answer : Saya takut orang orang tahu saat saya mengucapkan kata yang salah kak.

8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*

Answer : Pernah kak

9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*

Answer : Saya takut orang orang tahu saat saya mengucapkan kata yang salah kak.

10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*

Answer : Salah satunya adalah memberi mata mata untuk mengawasi santri dalam berbahasa Inggris disehari hari an dikenakan sanksi bagi yang melanggar.

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak.

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Iya kak

Respondent 4: Laudia Putri

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : Sangat penting ya kak, karena bahasa Inggris juga bahasa Internasional.

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari / lapangan?*

Answer : Sangat bagus kak, supaya kita terbiasa dan makin lancar dalam berbicara bahasa Inggris.

3. *Question : Apa yang kamu rasakan saat berbicara bahasa Inggris?*
Answer : Merasa keren, merasa pintar.
4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*
Answer : Pernah kak.
5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*
Answer : Kesulitan dalam mengungkapkan katanya kak, apalagi kosa kata baru.
6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa Inggris?*
Answer : Kekurangan kosakata kak.
7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*
Answer : Saya takut salah dalam mengungkapkan katanya kak.
8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*
Answer : Pernah kak
9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*
Answer : Malu kak, takut salah.
10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*
Answer : Ada conversation kak salah satunya.

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak.

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Iya kak

Respondent 5: Yesi

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : Penting kak.

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari / lapangan?*

Answer : Bagus, supaya kita makin terlatih dan makin lancar kak.

3. *Question : Apa yang kamu rasakan saat berbicara bahasa Inggris?*

Answer : Terkadang lidah saya seperti terpelekok kak saat berbicara bahasa Inggris.

4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*

Answer : Sering kak.

5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*

Answer : Saya merasa takut salah dalam pengungkapannya.

6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa Inggris?*

Answer : Saya kurang kosakata dalam bahasa Inggris kak.

7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*

Answer : Kurang kosakata kak.

8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*

Answer : Pernah kak

9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*

Answer : Kurang percaya dirikak.

10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*

Answer : Ada Conversation, ada Vocabularies kak.

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak.

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Iya kak

Respondent 6: Nisa Fahira

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : Bagiku sangat penting kak.

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari / lapangan?*

Answer : Sangat penting kak.

3. *Question : Apa yang kamu rasakan saat berbicara bahasa Inggris?*

Answer : Aku merasa kurang percaya diri kak.

4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*

Answer : Pernah kak, hamper setia hari kak.

5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*

Answer : Terkadang lidahku susah kak untuk mengucapkannya.

6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa inggris?*

Answer : Kekurangan kosa kata kak dan kurang praktik dalam conversation kak.

7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*

Answer : Sama kak, Kekurangan kosa kata kak.

8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*

Answer : Pernah kak

9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*

Answer : Terkadang malu kak dan kurang percaya diri.

10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*

Answer : Ada conversation, Vocabularies kak.

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak, kurang mendengar motivasi dari guru juga.

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Iya kak.

Respondent 7: Dea

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : Sangat penting kak.

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari-hari / lapangan?*

Answer : Sangat bagus kak dan memang seharusnya seperti itu.

3. *Question : Apa yang kamu rasakan saat berbicara bahasa Inggris?*

Answer : Saya merasa sangat keren juga kak.

4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*

Answer : Pernah kak, bahkan sering kak.

5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*

Answer : Kesulitan dalam pengucapannya.

6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa inggris?*

Answer : Kurang kosakata si kak.

7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*

Answer : Kadang malas aja kak.

8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*

Answer : Pernah kak

9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*

Answer : Kadang kurang percaya diri aja kak.

10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*

Answer : Ada praktik conversation kak dan muhadoroh (Public Speaking)

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak.

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Iya kak

Respondent 8: Nurul Fadhilah

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : Sangat penting kak, karena bahasa Inggris juga bahasa internasional kak.

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari / lapangan?*

Answer : Itu bagus kak, supaya bisa juga bahasa Inggris diluar pesantren.

3. *Question : Apa yang kamu rasakan saat berbicara bahasa Inggris?*

Answer : Aku merasa lebih keren kak.

4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*

Answer : Pernah kak, sering kak.

5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*

Answer : Susah mengucapkan kosakatanya kak.

6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa Inggris?*

Answer : Kurang kosakata kak.

7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*

Answer : Takut salah kak.

8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*

Answer : Sering kak.

9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*

Answer : Ya itu kak, takut salah.

10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*

Answer : Ada Muhadoroh (Public Speaking), Mufradat (Pemberian Vocabularies) dan praktik conversation.

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak, kurang mendengar motivasi dari guru juga.

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Iya kak

Respondent 9: Cut kumala Sari

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : Penting kak.

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari / lapangan?*

Answer : Penting juga kak.

3. *Question : Apa yang kamu rasakan saat berbicara bahasa Inggris?*

Answer : Saya merasa lidah saya sangat susah untuk mengungkapkannya kak.

4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*

Answer : Pernah sih kak.

5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*

Answer : Sama kak, saya merasa kesusahan untuk mengungkapkannya kak.

6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa Inggris?*

Answer : Kurang kosa kata kak.

7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*

Answer : Merasa minder dan takut salah kak.

8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*

Answer : Pernah kak

9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*

Answer : Takut salah kak.

10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*

Answer : Muhadoroh (Public Speaking), Mufradat (Pemberian Vocabularies) dan praktik conversation.

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak.

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Iya kak

Respondent 10: Mende

1. *Question : Seberapa pentingkah menurut kamu belajar bahasa Inggris?*

Answer : Sangat penting kak.

2. *Question : Bagaimana pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari / lapangan?*

Answer : Sangat penting juga kak.

3. *Question : Apa yang kamu rasakan saat berbicara bahasa Inggris?*

Answer : Saya merasa lidah saya sangat susah untuk mengungkapkannya kak.

4. *Question : Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari/ lapangan?*

Answer : Pernah kak, bahkan sering kak.

5. *Question : Apa yang sering kamu alami saat berbicara bahasa Inggris?*

Answer : Saya kurang percaya diri kak.

6. *Question : Apa saja hambatan saat kamu mencoba berbicara bahasa inggris?*

Answer : Saya kurang dalam cara pengungkapannya kak.

7. *Question : Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?*

Answer : Malu dan merasa minder dan takut salah kak.

8. *Question : Saat belajar bahasa Inggris dikelas, apakah gurumu pernah menyuruhmu untuk berbicara bahasa Inggris?*

Answer : Pernah kak

9. *Question : Apa alasan kamu tidak menggunakan bahasa Inggris?*

Answer : Takut salah kak.

10. *Question : Apa saja kegiatan yang dapat meningkatkan kualitas bahasa Inggris santri?*

Answer : Muhadoroh (Public Speaking), Mufradat (Pemberian Vocabularies) dan praktik conversation.

11. *Question : Apakah kurangnya motivasi juga salah satu alasan santri tidak mau menggunakan bahasa Inggris?*

Answer : Iya kak, kurang motivasi juga kak salah satunya.

12. *Question : Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang mereka katakan?*

Answer : Iya kak

Section II

It can be seen the second section of interview with teacher in the dialog below:

Researcher : Assalamualaikum ustadzah.

Respondent : Wa' alaikumsalamussalam

Researcher : Izin ustadzah, perkenalkam nama saya Mayang Sari, saya ingin menginterview ustadzah untuk membantu memenuhi tugas akhir kuliah saya

Respondent : Baik kak, InsyaAllah saya bantu.

Researcher : Terimakasih ustadzah, langsung saja ustadzah

Respondent: Sri Wahyuni S.Pd

1. *Question : Sejak kapan ustadzah sudah menjadi musyrifah bahasa di pesanteren ini?*

Answer : Alhamdulillah sudah dari 5 tahun yang lalu ya.

2. *Question : Menurut ustadzah, bagaimana kualitas kemampuan bahasa Inggris santri dalam sehari hari di pesantren ini?*

Answer : Bahasa Inggris, Alhamdulillah, kalau speaking disehari hari insyaAllah bisa.

3. *Question : Bagaimana kita bias melihat kemampuan speaking English santri? Atau apa indikator penilaian ustadzah dalam mengukur kemampuan bahasa Inggris santri dalam sehari hari”?*

Answer : Yaa, dari percakapan mereka sehari hari, ketika mereka berkomunikasi dimana saja, baik itu dilapangan,

dikamar dan dikelas selama merekamasih didalam lingkungan pesantren ya, kecuali dalam pembelajaran ya, mereka berkomunikasi itu menggunakan bahasa Inggris dan Arab ada waktunya masing masing.

4. *Question : Apa saja kegiatan santri yang dapat meningkatkan kemampuasn speaking santri ?*

Answer : Ada pembagian vocabularies setiap pagi, ada conversation, da nada writing atau mengarang dalam bahasa Inggris dan kemudian disini juga sering mengadakan perlombaan menggunakan bahasa Inggris seperti puisi, drama dan lain lain.

5. *Question : Bagaimana cara ustzah membiasakan santri agar mau berbicara bahasa Inggris dalam sehari hari?*

Answer : Hmm, yang namanya peraturan ya, ketika peraturan itu ditegakan, jika ada yang melanggar akan kita beri sanksi sesuai tingkatanya, dan bagi mereka yang menjalankan akan kita beri reward.

6. *Question : Apakah menurut ustadzah para santri yang menggunakan bahasa Arab lebih banyak daripada santri yang menggunakan bahasa Inggris?*

Answer : Ya, itu kan tergantung orangnya ya suka atau tidaknya. Tapi jika sudah ada dilingkungan tersebut ya harus suka mau tidak mau.

7. *Question* : Apakah ada santri yang menggunakan bahasa Arab pada minggu bahasa Inggris ustadzah ?

Answer : Tentu ada, tetapi itu tidak diperbolehkan. Menggunakan bahasa tidak pada waktu bahasa tersebut dan tidak boleh menggabungkan dua bahasa sekaligus.

8. *Question* : Apa saja masalah yang santri hadapi saat berbicara bahasa Inggris dilapangan ?

Answer : Mungkin yang pertama, misalkan ni ada anak baru jadi dia kan tidak bias bahasa Inggris, jadi mereka menjadikan suasana itu bukan bahasa Inggris, yang kedua mungkin ada hal hal baru baik itu vocabularies, grammar, tetapi sebenarnya dalam bicara kita tidak terlalu mementingkan grammar tapi harus tetap beratih.

9. *Question* : Apakah menurut ustadzah, santri yang menggunakan bahasa Inggris lebih sedikit daripada santri yang menggunakan bahasa Arab disetiap waktunya ?

Answer : Hmm khususnya disini ya, santri mayoritas menggunakan bahasa Arab ya, WallhuAlam ya. Mungkin karena dari segi para guru kebanyakan dari timur tengah dan biasa menggunakan bahasa Arab bukan bahasa Inggris sehingga mereka terikut. Biasanya kan seperti itu kan, like father like son .

10. *Question : Apakah santri memang malas menggunakan bahasa Inggris karena mereka malas dan terbiasa menggunakan bahasa ibu mereka ?*

Answer : Iya, mereka mungkin malas saja memprakikannya karena alas an alas an tertentu dari mereka masing masing.

2. Result of Data Analysis

a. Data Reduction

Data reduction is the first component or level in the model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription.

1) Observation

Based on the data of observation, the researcher found that the ability of students English speaking skill in their daily activity at Darul Azhar Islamic Boarding School is in average level based on the researcher rating with criteria of English speaking assessment.

2) Interview

From the result of interview with teacher, it showed that the teacher (Musyrifah Bahasa) agree that the quality of students speaking skill in daily activity is in the average level, because the students able to speak English in their daily activity even though it doesn't meet greet in speaking best on the teacher rating. And from the result of

interview with students that the researcher found the data showed there were students reasons lazy to us English in their daily activity as follows: Lack of confidence, lack of motivation, lack of vocabularies, shyness, fear of making mistake, mother tongue use, nothing to say, fear the speaker don't understand what they are say, afraid of being blamed when they saying the wrong sentence in English.

b. Data Display

Data display is the second component or level in the Miles and Huberman model qualitative data analysis. Data display can be expanded diagrams, a graph, chart, table or matrix that provides a new table or matrix that provides a new watch to organize thinking about more data embedded textually at display stage, increments, higher order categories or themes may emerge from data that goes beyond those first discovered during the precess of data reduction. In this case, analysis was done based on data collected by each instrument.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestion

A. Conclusion

Based on the data analysis, it can be concluded :

1. From the result of observation and the interview with teacher (Musyrifah Bahasa) the ability of students English speaking skill in their daily activity is average. And there were some students' reason lazy to use English in their daily activity.
2. From the interview with students, the students' reasons lazy to use English speaking skill in their daily activity were the students had lack of confidence in speaking English, limited vocabularies, lack of motivation, fear of making mistake, shyness of making mistake, mother tongue use, nothing to say and the students afraid the listener don't understand what they are saying in English, could not speak fluently, afraid of being blamed when they saying the wrong sentence in English.

B. Suggestions

Here the researcher would like to give some suggestion to the school side, English teacher and to the next researcher in the same field.

1. For the school side :

By considering the conclusion above, the researcher believes that the ability of students' speaking skill at Darul Azhar Islamic Boarding School can be more improve by students into the following suggestion :

- a. The school side must give guidance and the facility to the students in order to improve the students speaking skill.
 - b. The teacher should find or expand some technique and media in improving students English speaking skill.
2. For the English teacher :
- a. The teacher should build and give more motivations to the students about the important of English.
 - b. The teacher also must speak by English in daily activity so that the students are more accustomed to speaking English.
 - c. The teacher should find or expand some technique and media in improving students English speaking skill.
3. For the next researcher in the same field :
- a. For the next researcher can make a research about students speaking skill and also add the solution of problems in speaking that can gain the success in English speaking skill.

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LIST OF APPENDIX

Appendix I

Interview Guideline for the teacher (Musyrifah Bahasa) in preliminary research at Darul Azhar Islamic Boarding School.

Questions sheet of interview with students

No	Questions	Answer
1	Menurut kamu, seberapa pentingkah belajar bahasa Inggris?	
2	Apa pendapatmu tentang penggunaan bahasa Inggris dalam sehari hari dilapangan?	
3	Apa yang kamu rasakan saat berbicara bahasa Inggris?	
4	Apakah kamu pernah mencoba berbicara bahasa Inggris dalam sehari hari?	
5	Apa yang sering kamu alami saat berbicara bahasa Inggris?	
6	Apa saja hambatan hambatan saat kamu berbicara bahasa Inggris disehri hari?	
7	Apa yang membuat kamu enggan untuk berbicara dalam bahasa Inggris?	
8	Saat belajar bahasa Inggris apakah gurumu pernah menyuruh mu untuk mempratikannya di lapangan?	

9	Apa alasan kamu saat tidak menggunakan bahasa Inggris dilapangan?	
10	Apa saja kegiatan yang dapat meningkatkan bahasa santri dilapangan?	
11	Apakah kurangnya motivasi juga merupakan salah satu alasan santri tidak menggunakan bahasa Inggris dilapangan?	
12	Apakah speaker malas menggunakan bahasa Inggris karena takut listener tidak paham apa yang dia katakan juga menjadi salah satu alasan santri untuk tidak menggunakan bahasa Inggris?	

Appendix II

Interview Guideline for (Musyrifah Bahasa) in preliminary research at Darul Azhar Islamic Boarding School.

Questions of interview with teacher

No	Questions	Answer
1	Sejak kapan ustadzah menjadi musrifah bahasa di pesantren ini?	
2	Menurut ustadzah, bagaimana kualitas kemampuan bahasa Inggris santri dalam sehari hari di pesantren ini?	
3	Bagaimana kita bisa melihat kemampuan bahasa Inggris santri ? Atau apa indikator penilaian ustadzah dlm mengukur kemampuan speaking santri dlm bhs Inggris?	
4	Apa saja kegiatan santri yang dapat meningkatkan skill bahasa Inggris santri ?	
5	Bagaimana cara ustadzah membiasakan siswa agar mau berbicara dalam bahasa Inggris pada minggu bahasa Inggris?	
6	Apakah menurut ustadzah, para santri lebih menyukai bahasa Inggris daripada bahasa Arab?	
7	Apakah ada santri yang menggunakan bahasa Arab pada minggu bahasa Inggris?	

8	Apa saja masalah yang dihadapi santri saat berbicara bahasa Inggris dilapangan?	
9	Apakah menurut ustadzah, santri yang menggunakan bahasa Inggris lebih sedikit daripada santri yang menggunakan bahasa Arab disetiap waktunya ?	
10	Apakah santri memang tidak menggunakan bahasa Inggris karena mereka malas dan terbiasa menggunakan bahasa ibu mereka ?	

Appendix III

Observation sheet

NO	NAME	ASSESSMENT					
		Pronunciatio n	Grammar	Fluency	Compre hension	Vocabu laries	Result
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Appendix IV

Documentation

1. Interview with students



2. Students Conversation



3. Interview with teacher

