

**THE IMPLEMENTATION OF ENGLISH SPEAKING  
ACTIVITIES ON STUDENTS AT MODERN AL-  
FURQON ISLAMIC BOARDING SCHOOL,  
PANARAGAN JAYA, TULANG BAWANG BARAT**



**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for  
S1- Degree**

**By :**

**FIRDA MAHARANI ANESKI  
NPM.1711040062**

**Study Program : English Education**

**Advisor : Dr. Melinda Roza, M.Pd**

**Co-Advisor : Dian Reftyawati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC STATE UNIVERSITY OF  
RADEN INTAN LAMPUNG  
2021**

## ABSTRACT

### **The Implementation of English speaking activities on students at Modern Al-Furqon Islamic Boarding School, Panaragan Jaya, Tulang Bawang Barat**

**By:**

**Firda Maharani Aneski**

Speaking is one of the skill used in communication. This skill can be developed through various activities related to producing oral language. Islamic boarding school is one the institution which allow priority in speaking activities that support the speaking skill.

This study focused on the implementation of speaking activities at Modern Al Furqon Islamic Boarding School. The objective of this research was to find out and describe the implementation of speaking activities and enhancement students in English.

This is descriptive qualitative research. The intermediate class selected to determine the sample that consisted of 15 students. In collecting the data, the researcher used field notes, interview, documentation and questionnaire. The researcher used three major phases of data analysis: they were data condensation, data display, and drawing and verifying conclusions. From data analysis, the researcher describes the implementation of speaking activities and based on the routines speaking activities made the students increasing speaking skill.

**Keywords:** Implementation, Islamic boarding school, Speaking activities.

## DECLARATION

The researcher is a student with the following identity:

Name : Firda Maharani Aneski

Student's Number : 1711040062

I hereby state that this thesis entitled: **The Implementation of English speaking activities on students at Modern Al-Furqon Islamic Boarding School, Panaragan Jaya, Tulang Bawang Barat** is completely my own work. I am fully aware that I have quoted some statement, references, and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, October 2021

Declared by,



Firda Maharani Aneski

NPM.1711040062



**KEMENTERIAN AGAMA**  
**UNIVERSITAS NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBİYAH DAN KEGURUAN**

*Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422*

**APPROVAL**

**Title** : **The Implementation of English speaking activities on students at Modern Al Furqon Islamic boarding school, Panaragan Jaya, Tulang Bawang Barat.**  
**Name** : **Firda Maharani Aneski**  
**Student's Number** : **1711040062**  
**Study Program** : **English Education**  
**Faculty** : **Tarbiyah and Teacher Training**

**APPROVED**

**Was tested and defended in the examination at Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung**

**Advisor,**

**Dr. Melinda Roza, M.Pd**  
**NIP. 197301272005012003**

**Co-Advisor**

**Dian Retyawati, M.Pd**  
**NIP.-**

**The Chairperson of**  
**English Education Study Program**

**Meisuri, M.Pd**  
**NIP.1980055152003122004**



**KEMENTERIAN AGAMA  
UNIVERSITAS NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax. 0721-780422

**ADMISSION**

A thesis entitled : **“The Implementation of English Speaking Activities on Students at Modern Al Furqon Islamic Boarding School, Panaragan Jaya, Tulang Bawang Barat.”**, By : **Firda Maharani Aneski, NPM : 1711040062**, Study Program : **English Education** has been tested and defended in the examination session held on : **Thursday, 30 Desember 2021.**

**BOARD OF EXAMINER**

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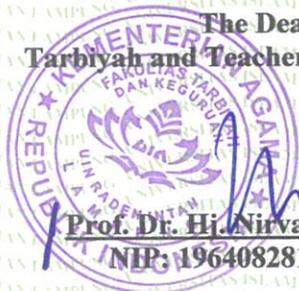
First Co-Examiner : Dr. Melinda Roza, M.Pd (.....)

Second Co-Examiner : Dian Reftyawati, M.Pd (.....)

The Dean of  
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M. Pd.

NIP: 196408281988032002



## MOTTO

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

Means:

*“And I did not create the jinn and mankind except to worship Me”*

*(Q.s Adz-dzariyat : 56)<sup>1</sup>*



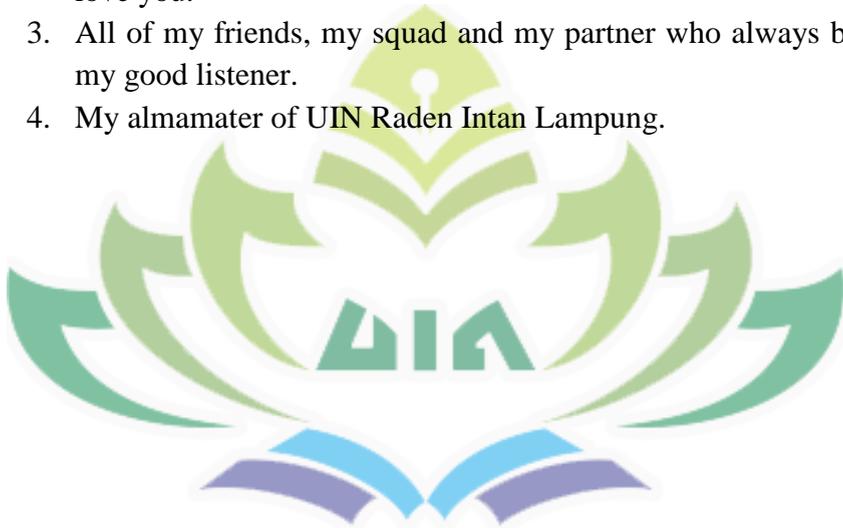
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<sup>1</sup>Muhammad Taqiudin al-Halili & Muhammad Muhsin Khan, The Noble Qur'an: Arabic-Indonesia-English of the Holy Qur'an and Translation by DEPAG RI, (Depok: Al-Huda Kelompok GEMA INSANI), p.406

## DEDICATION

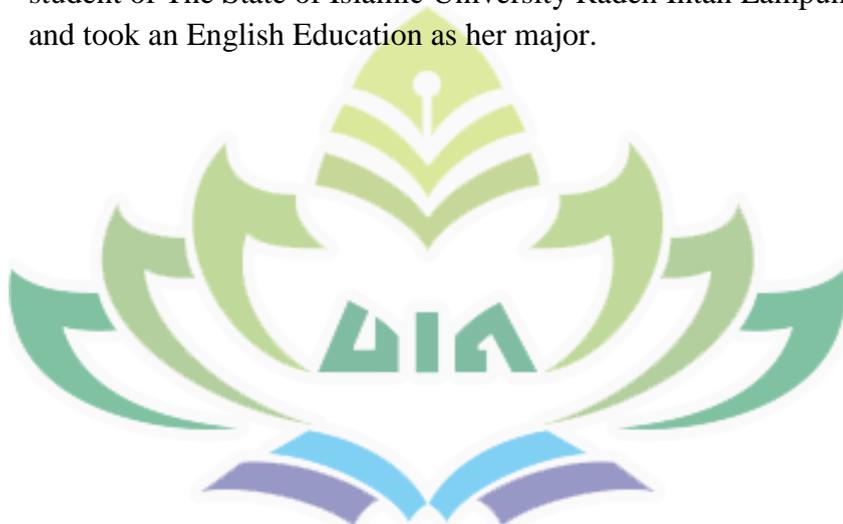
Praise and gratitude to Allah the Almighty for His abundant blessing for me and fro my deep of heart and great of love, this thesis is dedicated to:

1. The greatest inspiration in my life, my beloved family who always pray for me everytime in every situation. Thanks for all of love you give to me. I love you forever.
2. My beloved husband and daughter, who always care, support, cheer me up and also give me good advice. I do love you.
3. All of my friends, my squad and my partner who always be my good listener.
4. My almamater of UIN Raden Intan Lampung.



## CURRICULUM VITAE

Firda Maharani Aneski, was born in Jabung on April 29<sup>th</sup>, 1999. The daughter of Ong Sui Han and Nani Irawati. She studied at the first time in Kindergarten at TK Islam Nurul Islam. Then she studied at Elementary School of SDN 5 Sukaraja and graduate in 2011. She continued in Junior High School of SMP N 3 Bandar Lampung and finished in 2014. She continued her study in Senior High School of MAN 1 Bandar Lampung and finished in 2017. In 2017, she entered as a female student of The State of Islamic University Raden Intan Lampung and took an English Education as her major.



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This thesis will submit as a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without generous help, support, advice and prayers of people surround me.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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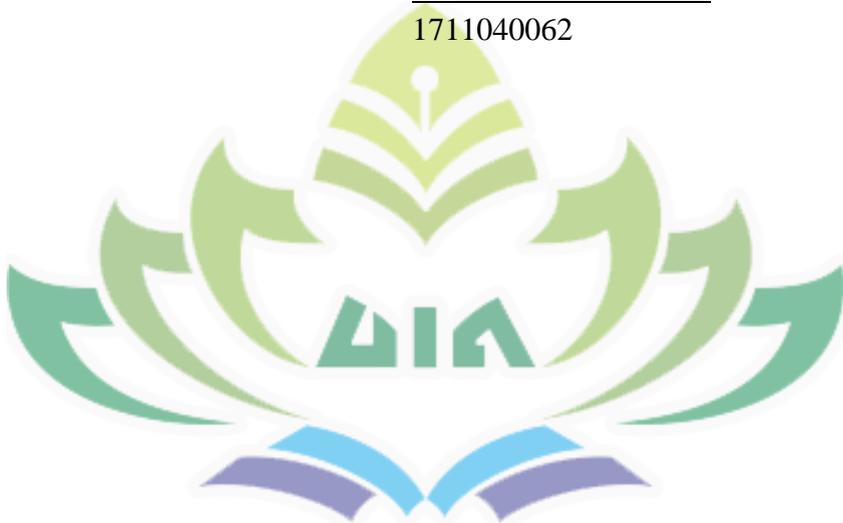
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Bandar Lampung, October 2021

The Researcher

Firda Maharani Aneski

1711040062



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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Speaking is the basic thing that was used to communicate, and to express feelings, emotions, and ideas. Then, speaking is one of the communications between people to give and get information. According to Brown, “speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes found the difficult to clarify what they want to say”<sup>1</sup>, It meant speaking is a part of something that involved most people with the aim of conveying and receiving information to be communicated and explaining what someone wants to say.

Speaking skill is regard as one of the most difficult skill to be learned. Many language learners stated they have spent so many years study English language but could not speak it appropriately and find it hard to express them in spoken, According to Harmer, “Human communication is a complex process, person needed communication when they want to say something and transmit information”<sup>2</sup> because speaking had several components like fluency, pronunciation, vocabulary, and grammar. “Fluency is an ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly and using stress and intonation”<sup>3</sup>, pronunciation is the various sounds and phonological rules. “grammatical structures is complexity of the utterances and

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<sup>1</sup> Brown, Yule. *Teaching the spoken language*. Cambridge University Press, 1999: 14.

<sup>2</sup> Harmer, Jeremy. *How to teach English*. New York: Longman, 2007.

<sup>3</sup> Hedge, T. *Teaching and Learning in the Language Classroom*. Oxford: 2000.

the well structured clauses”<sup>4</sup>. Therefore, speaking is one of the most important and difficult skills to learn which had several components. To help learners to speak English easily and master all these components, it took some supporting speaking activities.

Moreover, Islamic Boarding School is one of the Islamic Institutions that was famous for the quality of its education and excels in teaching language to its students. Islamic boarding school gave priority to learn foreign languages, especially Arabic and English. Learning the language itself is not a matter of memorizing grammar and structure but how to practice the language itself. For this reason students in Islamic boarding schools were obliged to stay in dormitories. Then, Islamic boarding school could be a good environment to improve the English ability of every student, the school had its own system and characteristics to create students who were competent in religious sciences as well as language skills. At the school, it had a system of using English language in daily communication, the school emphasized language practice in daily communication. They tried to use Arabic and English in communication every day and of course Islamic boarding school also had activities that contribute to language improvement English.

Thus, the English speaking activities that was implemented on students at Islamic boarding school were interesting things to analyze. On the basis of the description of the English language relying on dormitory, This study aims to determine the speaking activities that were implemented to improve speaking skill for students.

The previous research on activities speaking was conducted by Moh.Feri Salma Alfauz, on his thesis “The

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<sup>4</sup> Thornbury, S. *How to Teach Speaking*. London: Longman, 2005.

activities of English learning applied in improving students speaking skills at modern Islamic boarding school of Darul Hikmah Tawang Sari”<sup>5</sup>. And by Thanyalak Oradee on his research “Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role Playing)”<sup>6</sup> and by Ilham Nurjaman on his research “English Learning System in Islamic Boarding School”<sup>7</sup>.

Their researches had something in common, that is researching speaking skill activities and supporting factors of English learning at Islamic boarding school. However, the difference between this research and previous research was that would focus on how are the speech and conversation English speaking activities carried out at Modern Al- Furqon Islamic Boarding School, then do English speaking activities affect the academic and non-academic achievement at Modern Al- Furqon Islamic Boarding School,. Therefore, the researcher conducted a study entitled: “The Implementation of English Speaking Activities at Modern Al- Furqon Islamic Boarding School, Panaragan Jaya, Tulang Bawang Barat”

## **B. Identification of the problem**

Speaking is one of the language skills that were considered difficult to teach, because it required several kinds of speaking activities that were capable of supporting speaking skill.

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<sup>5</sup> Moh. Feri Salma Alfauz, “*The activities english learning applied in improving students speaking skills at modern islamic boarding school of Darul Hikmah Tawang Sari*” STAIN Tulung Agung, June 2012

<sup>6</sup> Thanlayak Oradee, “*Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role Playing)*” International journal of Social Science and Humanity, Vol.2, No 6, November 2012

<sup>7</sup> Ilham Nurjaman, “*English Learning System in Islamic Boarding School*” Journal vol. XXVIII No.3 2013/1435

### **C. Limitation of the problem**

At Modern Al-Furqon Islamic boarding school, there were 3 groups of English learning which were differentiated by level namely basic, intermediate, and advanced levels. In this research, the researcher limited the problem for the Intermediate class only which Intermediate class is a class level equivalent to second grade senior high school because students in the intermediate classes were required to speak English in their daily activities in Islamic boarding school and had more diverse patterns of interaction and focused on speech and conversation English speaking activities.

### **D. Formulation of the problem**

The researcher formulated the problems were:

1. How are the English speech activities carried out at Modern Al-Furqon Islamic boarding school, Panaragan Jaya, Tulang Bawang Barat ?
2. How are the English conversation activities carried out at Modern Al-Furqon Islamic boarding school, Panaragan Jaya, Tulang Bawang Barat ?
3. How do English speech and conversation activities affect the academic and non-academic achievements at Modern Al-Furqon Islamic boarding school, Panaragan Jaya, Tulang Bawang Barat?

## **E. Objectives of the Research**

The objectives of the research were :

1. To describe how the English speech activities carried out at Modern Al-Furqon Islamic boarding school, Panaragan Jaya, Tulang Bawang Barat.
2. To describe how the English conversation activities carried out at Modern Al-Furqon Islamic boarding school, Panaragan Jaya, Tulang Bawang Barat.
3. To know how speech and conversation activities had an effect on increasing academic and non-academic achievements at Modern Al-Furqon Islamic boarding school, Panaragan Jaya, Tulang Bawang Barat.

## **F. Scope of the Research**

### **1. Subject of the Research**

The subject of the Research would analyze about students speech and conversation English speaking activities at Modern Al-Furqon Islamic boarding school.

### **2. Place of the Research**

The research would conduct in the dormitory at Modern Al-Furqon Islamic boarding school.

### **3. Time of the Research**

The time of research have been conducted in 2021.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theory

##### 1. Speaking

###### a. Definition of Speaking

Speaking is one of the communications between people to give and get information. There were many definitions of the word "speaking" that have been put forward by experts in language learning. According to Nunan, "speaking is to say word orally, to communicate as by talking, to make a request, and to make a speech"<sup>8</sup>. It meant speaking is expressed words to convey information in the form of a request and is also used for speech. According to Burns and Joyce, "defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information"<sup>9</sup>. Hence, speaking is something that is related to two-way communication or something that is acting, active, interconnected and has reciprocity between one another. According to Florez, "defined speaking as a two-way process including a true communication of opinions, information, or emotions"<sup>10</sup>. So, speaking is a process of communication as collaboration between two or more people in a shared context. Based on the definitions above, researcher concluded that speaking is an activity

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<sup>8</sup>Nunan,D.*Language Teaching Methodology: A Textbook for Teachers*. NY:Phoenix,1995:p.593.

<sup>9</sup>Burns,A.&Joyce,H. *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research.1997

<sup>10</sup>Florez,M.A.*Improving Adult English Language Learners' Speaking Skills*. ERIC Digest.1999

to give and receive information by using language to others to express meaning so they could understand each other.

b. Types of speaking

Types of speaking is grouping based on the characteristics in speaking, Brown stated that speaking could be classified into several types of speaking that were imitative, intensive, responsive, interactive, and extensive.

1. Imitative

Imitative is students imitated what the speakers say, According to Brown “Imitative is ability to simply parrot back, the focused on this category is pure in phonetic level of oral production, It had nothing to do with students’ comprehension”<sup>11</sup>. It meant imitative was re-imitation of pronunciation and has no relationship with students knowledge. An example activity of imitative is drilling.

2. Intensive

Intensive is lure for students to produce language by interacting, Brown defined “Intensive is leads the students to produce the language by themselves. The language production is in the form of responding to teachers’ question or interacting with others at minimal length of utterance”<sup>12</sup>.Then, intensive is the direction of students to use their own language which is issued in the form of responding to teacher questions or when making two-way communication

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<sup>11</sup>Brown,H.D. *Language Assesment: Principle's Classroom Practices*. New York:

Pearson Longman. 2004

<sup>12</sup>Ibid

with others. The examples activity of intensive are directed response, sentence/ dialogue completion, oral questionnaire, and picture-cued.

### 3. Responsive

Responsive is response to a question, Brown defined “Responsive is interaction requires students to respond to teacher or other students’ questions”<sup>13</sup>. It means responsive is a response to question in the form of short answers and meaningful. The examples activity of responsive is question and answer, giving instruction and directions, and paraphrasing.

### 4. Interactive

Interactive is something that you can communicate or interact with. in the interactive, Brown section divides it into two, namely: transactional and interpersonal.

#### a. Transactional (dialogue)

Transactional is response to exchange ideas, Brown defines “transactional as a response that is longer and more complex with the aim of getting students to be able to convey or exchange facts, information, or opinions with other people”. Thus, transactional is a complex response to express idea, opinions, emotional, and exchange information. The examples activities are interview, discussion, and games.

#### b. Interpersonal (dialogue)

Interpersonal is a response in social relationship, According to Brown “interpersonal as

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<sup>13</sup>Ibid

maintaining social relationships, casual registers, ellipsis, sarcasm, slangs, and humor”. It means interpersonal is a response to sarcasm and humor in the form of drama or conversation. The examples of activities are conversation and role play.

#### 5. Extensive (monologue)

Extensive is a planned language production. Brown stated that “extensive are the planned production of language and the role of the participants as listener”<sup>14</sup>. Hence, extensive is planning in language production to prepare a script. The activities are oral presentations, story cued storytelling, retelling story, and news event.

In conclusion, based on the types of speaking that was stated by Brown, Types of speaking were divided into five namely imitative, intensive, responsive, interactive and extensive which have examples of their own activities. Such as imitation is that students followed what the instructor says, and intensive is two-way communication, while responsive is answering questions responsively, Then interactive is divided into two types, namely transactional and interpersonal, transactional means a long response, Whereas interpersonal was defined as a communication to maintain social relations, and the last one is extensive that language planning in which other and people only act as listeners.

#### c. Teaching speaking

Speaking is one of the English skills that must be taught to students. In the learning process, teaching

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<sup>14</sup>Ibid

speaking depends on the environment created in the classroom; students will become more confident and will improve due to the environment created. Speaking is an important competency that must be mastered by students, so that students are asked to be more active in speaking activities and teachers are involved in forging teaching instruments and encourage students to use it, when speaking becomes the focus of class activities. There are often other aims the teacher might have. For example, speaking activities can be done to help students gain awareness, or to practice. Teaching speaking will be explored into the reasons for teaching speaking, kinds of speaking activities, and the role of the teacher in speaking activities.

## **2. Speaking Activities**

Speaking is the most important skill since it is the basic for communication and it is the most difficult skill, Ur stated that “mastery of this skill illustrates that the speaker possesses precise knowledge of language”<sup>15</sup> it means that mastering speaking is the most basic thing.

Speaking could be developed through activities, the activities could help better speaking skills and assist create pleasant interactions. In addition, speaking activities could motivate students and increase students self confidence and between students encouraged an environment that supported language learning. According to Murcia's theory, there were many kinds of speaking activities that could be implemented, such as: discussions, speeches, role plays, conversations, and Audio taped oral dialogue journals.

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<sup>15</sup> P.Ur, *A Course in Language Teaching*, Cambridge: Cambridge University Press,1988

### 1. Discussions

Discussion is a speaking activity that is mostly used in oral classes. In particular, students are introduced to a topic through reading, listening, or videotaping and then asked to be in pairs or groups to discuss the related topic for solutions, responses, or the like.<sup>16</sup> Thus, discussion means talk for the process of exchanging ideas between two or more people about a problem or a topic to achieve certain goals.

### 2. Speeches

Speech is a public speaking activity with a good structure to be conveyed to people. The topic of the speech depends on the level of the student and the focus of the class. However, students should be given leeway in determining the topic of their speech. In other words, the teacher can provide a genre (narrative, description, etc.) then students can determine the topic they choose and develop it into a speech.

### 3. Role Plays

The third main speaking activity is role play. Which one is suitable for practicing socio cultural variations in speech acts. Such as complements, complaints, and the like. Depending on the level of the student, role playing may be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of speech acts and their

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<sup>16</sup>C.Marianne. "Teaching English as a Second or Foreign Language- Third Edition" 1992

variations prior to the role itself.<sup>17</sup> It means role play is a speaking activity that involved more than one person to play a role in a story.

#### 4. Conversations

One of the most recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language they or others produce. One of the most suitable speaking activities for this kind of analysis is conversation, the most common form of speech. Students could practice with informal conversation to improve their ability to speak English.

#### 5. Audio taped oral dialogue journals

Audio taped oral dialogue journaling had a lot to offer both teachers and students in the oral skills class. Oral dialogue journals are one form of practice with fluency and attention accuracy can be achieved at the same time. Usually, students give a cassette tape to the teacher, who begins the oral work recordings with some directions for the assignment and perhaps suggesting topics. Be sure to remind students to over-speak and explain why; some students will write it down and read it, or turn on a tape recorder on and off so it sounds "perfect." Remind them that the purpose of the activity to work on the planned talks; give them too some guidance on the expected length of them response.

As for speaking activities According to Harmer's theory, they were acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

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<sup>17</sup>Ibid

### 1. Acting from script

Acting out a scene from a drama or a dialogue made by students, we need to work on creating a supportive atmosphere in the classroom and give students time to practice their dialogue before perform, we ensure that acting is learning and producing activity, The example is make a drama.

### 2. Communication games

Games are made to create communication between students. Games are based on the information gap principle so that students have to talk to peers to solve puzzle, draw pictures, put things in the correct order or find similarities and differences between pictures. The example of communication game is guess a picture.

### 3. Discussion

Discussion is an activity used in speaking activity. Students' express actual opinions on a topic that has been read and provide comments on the opinions of others, students prepare arguments that support or challenge various propositions. The example of discussion is exchange opinion on the theme of politics.

### 4. Prepared talks

Students take notes on a topic for presentation and talks are not made spontaneously for informal conversations because they are ready so students have notes or a script for what they want to convey. The example of prepared talks is preparing text to speech.

### 5. Questionnaires

Students can design a questionnaire on an appropriate topic, because the questionnaire can attract respondents to talk to each other, the results obtained by the questionnaire can be used as a basis for written work, discussion, or conversation preparation.

### 6. Simulation and Role play

Simulation and role-play can be used to arouse students to speak, students can act with expressions as characters from a script, these activities can be used to make students speak and express their feelings in English.

## 3. Islamic boarding school

Islamic boarding school is a religious education institution capable of issuing certificates recognized in the national education system in Indonesia. It is one of the Islamic institutions that are expected to be independent in its operation and apply culture, learning methods, and have their own character. It is one of the Islamic institutions that are well-known by its education quality and its superior in teaching language. It gives priority to foreign language learning especially Arabic and English. Learning language itself is not a matter of memorizing grammar and structure but how to practice the language itself. For this reason students who lived at the Islamic boarding school were required to speak English practically in their daily life, then speaking activities were very necessary to be carried out at Islamic boarding school.

## B. Relevance Studies

The relevance research on activities speaking was conducted on thesis “The activities of English learning applied in improving students speaking skills at modern Islamic boarding school of Darul Hikmah Tawang Sari”<sup>18</sup>. The research findings were; the description of modern Islamic boarding school of Darul Hikmah, the activities of English learning in improving students’ speaking skills, and assessing system of speaking. The result showed that there were two kinds of speaking activities applied in this school. It was in the classroom activity and out of the classroom activity. There were three activities applied in the classroom, while there were seven activities applied out of the classroom. Those activities were applied and tend to all students of all level at modern Islamic boarding school of Darul Hikmah. The characteristic of the programs applied at Darul Hikmah is based on routines and habit. By having routines of English conversation and English habit, the students had more times and chances to speak English. The students unconsciously tried speaking English every day. In addition, the students stayed in a good environment. They had community and partner to learn. By having partner and community, the students were easier to find friends to speak with. In short, the program of speaking English at Darul Hikmah was based on routines, habit, and community. By applying them, the students tried to have more chance to speak English and more improve speaking ability.

The second relevance study was “Developing Speaking Skills Using Three Communicative Activities (Discussion,

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<sup>18</sup>Moh. Feri Salma Alfauz, “*The activities english learning applied in improving students speaking skills at modern islamic boarding school of Darul Hikmah Tawang Sari*” STAIN Tulung Agung, June 2012

Problem-Solving, and Role Playing)<sup>19</sup>. The purpose of this research were to study and compare speaking skills of Grade 11 students using three communicative activities and to study the students' attitude towards teaching English speaking skills using the three communicative activities. The sample group consisted of 49 students at a secondary school in Udon Thani, Thailand, classified by high, medium, and low according to their abilities of English speaking proficiency level. The design of the research was mixed method design. The quantitative data came from the speaking test and the students' attitude towards teaching English speaking. The qualitative data were drawn from a Learning Log, a semi-structured interview and a Teacher Journal. A one group pretest-posttest design was also employed. The research instruments were 8 lesson plans, an English speaking ability test, and an attitude questionnaire. Percentage, mean, standard deviation and t-test for dependent samples were employed to analyze data quantitatively.

The third relevance study was "English Learning System in Islamic Boarding School"<sup>20</sup>. This research described the real description about English learning system in SMP Plus Al-Aqsho. This research used a qualitative research design. In presenting the data, descriptive method was used in this research. Descriptive method was research method that tried to describe and interpret the object based on the real situation of that object. Techniques of collecting data in this research were observation, questionnaire, and interview. From the research, it could be concluded that with this system, the score or achievement index, especially English subject, the

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<sup>19</sup>Thanlayak Oradee, "Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role Playing)" International journal of Social Science and Humanity, Vol.2, No 6, November 2012

<sup>20</sup>Ilham Nurjaman, "English Learning System in Islamic Boarding School" Journal vol. XXVIII No.3 2013/1435

students were able to comprehend the material so that they got score in average of students' score exceed the standard from KKM. The supporting factor in learning English is the additional English subject under curriculum of KMMI, while the obstacle was the congest schedule.

### **C. Conceptual Framework**

Speaking is expressed words to convey information in the form of a request and is also used for speech. Speaking skill is regard as one of the most hard skill to be learned. Many language learners stated they have spent so many years study English language but could not speak it appropriately and find it hard to express them in spoken.

Speaking had several activities that could improve the ability to speak, and students who lived in Islamic boarding schools were required to use English in their daily lives, so this could be examined by whether the activities in speaking could be implemented in Islamic boarding schools.

In this study, it would investigate the speech and conversation English speaking activities conducted by students of the modern al Furqon Islamic boarding school, Panaragan Jaya, Tulang Bawang Barat.

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