THE ENGLISH ENVIRONMENT ROLE IN DEVELOPING STUDENTS' ENGLISH SPEAKING ABILITY

(A Case Study at Ushuluddin Islamic Boarding School Belambangan, Penengahan Lampung Selatan in Academic Year of 2018/2019)

(A Thesis)

Submitted in Partial Fulfillment of Requirements For S1-Degree

By:

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Study Program   : English Education

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF RADEN INTAN

LAMPUNG

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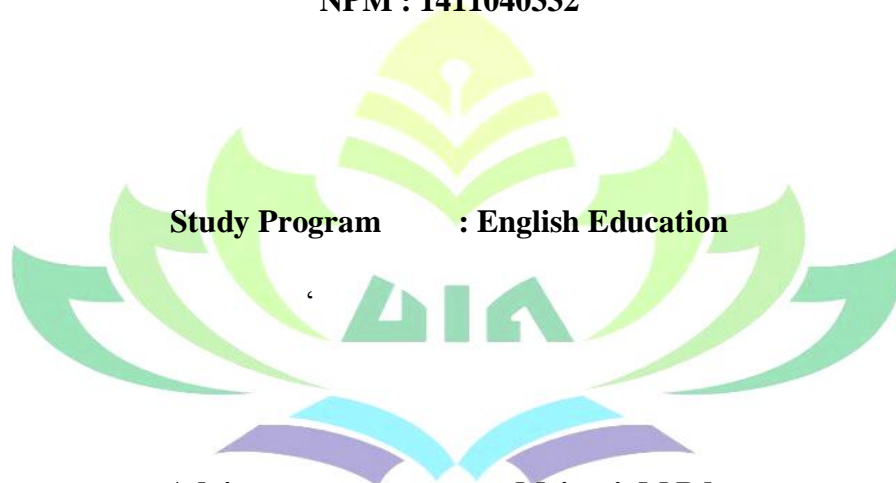
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Advisor   : Meisuri, M.Pd

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ABSTRACT

**THE ENGLISH ENVIRONMENT ROLE IN DEVELOPING STUDENTS'
ENGLISH SPEAKING ABILITY**

**(A Case Study at Ushuluddin Islamic Boarding School Belambangan,
Penengahan, Lampung Selatan in Academic Year of 2018/2019)**

By:

Rena Islamiati

This research is about the English Environment Role in Developing Students'
English Speaking Ability (A Case Study at Ushuuddin Islamic Boarding School
Belambangan, Penengahan, Lampung Selatan in Academic Year of 2018/2019).
The purpose of this study was to determine the state of the language environment,
the role of the language environment and the activities of students in the language
environment to improve the English proficiency of students of the Ushuluddin
Islamic Boarding School.

The results of this study are expected to help teachers in developing a more
conducive language environment. This research used a qualitative approach with
type of descriptive research, it method of exposure to phenomena as reality and
draw conclusions with real phenomena. Data collection is done using the method
of observation, interviews and documentation. Data analysis is done by collecting
data and from these data a conclusion is drawn.

The results of observation compilation and interviews with teachers and students.
Ushuluddin Islamic Boarding School is using an environmental system of 2
languages, namely English and Arabic. In Ushuluddin Islamic Boarding School
there are two types; formal and non-formal or natural environment. Formal
environment when in a classroom and non-formal environment when outside the
classroom (Boarding School environment)

*Keyword : Language Environment, Speaking Ability, Case Study, Qualitative
Research*

DECLARATION

Assalamu'alaikum Warahmatullahi Wabarakatuh

I undersigned below:

Name	: Rena Islamiati
NIM	: 1411040332
Study Program	: English Education
Faculty	: Tarbiyah and Teacher Training

I hereby state that this thesis entitled **"The English Environment Role in Developing Students' English Speaking Ability (A Case Study at Ushuluddin Islamic Boarding School in Academic Year of 2018/2019)"** is definitely my own work. I am totally responsible for the content of this thesis. I am fully aware that I have quoted or cited some statements, references, and opinions from other experts and those are quoted or cited in agreement with ethical standards.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Bandar Lampung, March 15th 2019
Declared by,

Rena Islamiati
NPM. 1411040332

APPROVAL

Title : **THE ENGLISH ENVIRONMENT ROLE IN DEVELOPING STUDENTS' ENGLISH SPEAKING ABILITY (A CASE STUDY AT USHULUDDIN ISLAMIC BOARDING SCHOOL IN ACADEMIC YEAR OF 2018/2019)**

Student's Name : **Rena Islamiati**
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Faculty : **Tarbiyah and Teacher Training**

APPROVED

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ADMISSION

A thesis entitled: **THE ENGLISH ENVIRONMENT ROLE IN DEVELOPING STUDENTS' ENGLISH SPEAKING ABILITY (A CASE STUDY AT USHULUDDIN ISLAMIC BOARDING SCHOOL IN ACADEMIC YEAR OF 2018/2019), by: Rena Islamiati, NPM: 1411040332, Study Program: English Education** was tested and defended in the examination session held on: Monday, April 15th 2019.

Board of examiners:

The Chairperson : Prof. Dr. Hj. Nirva Diana, M.Pd (......................)

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MOTTO

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

"(1) The most Beneficient (Allah)! (2) Has taught (you mankind) the Qur'an (by his Mercy). He created man. (4) He taught him eloquent speech." (Ar-Rahman: 1-4).[1]

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[1]Abdullah Yusuf Ali, The holy Qur'an Text and Translation, Milat Book Centre: New Delhi, 2006). P. 1067

DEDICATION

This Thesis is proudly dedicated to:

1. My beloved parents, my father Nur'ain and my mother Suheroh who have given the best inspirations, pray, love and everything for me. I love you so much.

2. My beloved sisters Wahyuni Deska Safitri and Husnaini Amiroh, My beloved brother M. 'Aziz Nurrohman.

3. My beloved grandmother Hapiah

4. My beloved lecturer and almamater UIN Raden Intan Lampung which has contributed a lot of my development.

5. My beloved friends in PBI F who always give me support and thanks for experience in four years.
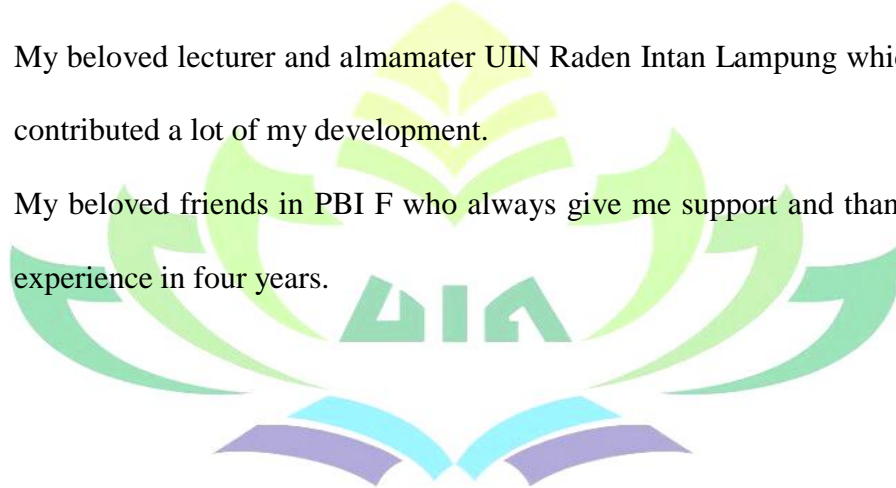
CURICULUM VITAE

The researchers' name is Rena Islamiati. She was born in Babulang, Kalianda, on February 22nd, 1995. She is the first child of four children of Mr. Nur'ain Abas and Mrs. Suheroh Sidik. She has 2 sisters, they are Wahyuni Deska Safitri and Husnaini Amiroh, and one brother his name is M. 'Aziz Nurrohman. At present, she lives in Kalianda, South Lampung.

The researcher began her study at elementary school at SD Negeri 2 Kecapi in 2001 and finished in 2007. Next, she continued her study for junior High School in MTs Terpadu Ushuluddin and finished in 2010. After that she continued to Senior High School in MA Terpadu Ushuluddin Penengahan, Lampung selatan and finished in 2013. After finishing in Senior High School, she continued her study to UIN Raden Intan Lampung in English Education Study Program.

ACKNOWLEDGEMENT

In the name of Allah the Almighty God, the most merciful, and the most Beneficent, for Blessing the writer His mercy and guidance to finish this thesis. Peace and salutation is extended to our prophet Muhammad peace be upon him, with his family and followers. The thesis entitled "The English Environment Role in Developing the English Speaking Performance of Students (A Case Study at Ushuluddin Islamic Boarding School Belambangan, Penengahan Lampung Selatan in Academic Year of 2018/2019)" is submitted as compulsory fulfillment of the requirements for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

When finishing the thesis, the researcher has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the writer would sincerely express her gratitude:

1. Prof. Dr. H. Chairul Anwar, M,Pd, the dean of Tarbiyah and Training Faculty Uin Raden Intan Lampung.

2. Meisuri, M.Pd, the chairman of English Education Study Program UIN Raden Intan Lampung, and the Advisor who has patiently guined, help and directed until the completion and finish of this thesis.

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5. DR. H. Ahmad Rafiq Udin S.Ag, the leader of Ushuluddin Islamic Boarding School and Zaenal Abidin S.Pd, the headmaster of MA Terpadu Ushuluddin, the teachers of CLM (Central Language Movement) and also the students of Ushuludin Islamic Boarding School for being so cooperative during the research.

6. My beloved friends of English Department of UIN Raden Intan Lampung, especially my beloved friends in class F, 2014.

Finally, nothing is perfect and neither is the final project. The researcher realizes this thesis still far from perfect, so the writer expects constructive criticisms and suggestions. Any correction, comment, and criticism for this final project are always welcome.

Bandar Lampung, March 15th 2019

The Researcher,

Rena Islamiati
NPM. 1411040332

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CHAPTER I
INTRODUCTION

A. Background of Problem

Allah created diverse languages in this world, various ethnic and cultures which were essentially created so that people knew each other. With the diversity of the world becoming more beautiful, curiosity about the language or culture of other nations will be more enjoyable.

By the time human do the communication with others by means speaking or writing, they have to use the language. Language is an important communication tool that people can use it to express their feelings, thoughts, also share ideas so that they can interact and get in contact with others easily. It is necessary to human life and their civilization should have not been possible without it. All science depends upon it and also all education in human life is conducted through it.

Nowadays, the existence of English language are not odd anymore in the world. It has become the popular language which is learnt by most people in many areas of the globe. English is an international language.[2]People used language to express inner thoughts, to learn, to communicate with other, to

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[2]Christopher Brumfit, *English for International Communication* (London, Pergamon Press, 1982),p.1

fulfill our wants and need, as well as to establish rules and maintain our culture.[3]

English was originally the language of England, but through the historical efforts of the British Empire. It has become the primary or secondary language of many former British colonies such as the United States, Canada, Australia, and India. Currently, English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries. It is the language of Hollywood and the language of international banking and business. As such, it is a useful and even necessary language to know.[4]

In the context of English language Teaching as a Foreign Language taught in Indonesia, the process of English learning especially language is one of particular essential. In line with language, language are the medium through which communication takes place in politics, commerce, academia, the medic, technology and most aspect of life.[5] It refers to that language has a close affinity in human society to get interactive language in their speaking by means of environment. It has a crucially important that environment appears to enhance for conveying ideas in interactive communication to another.

In line with language, it can be said that the environment is one aspect which has great influence to raise language learning process and practices in

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[3]Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Cambridge University Press, 2007), p.295

[4]The Importance of the English Language in Today's World | Owlcation: https://owlcation.com/humanities/importanceofenglishlanguages, accessed on January 25th 2018.

[5] Alexandra Scridon and Loredana Mihaela, *Language in Action. Bilingualism and Society.* Babes-Bolyai University, Faculty of Letters. Vol. IX, 2013.

developing English speaking performance. In this case, Nunan stated that these are three essential elements in any successful language learning experience are language, learners and the learning process.[6] From the statement above, it can be briefly explained that those are three elements to get success which is from the learners itself, language used by learners, and the processing of language that the environment include in the language learning contexts.

To keep the balance between both languages (English and Arabic) they are interchangeable twice a week. In line with the languages used, linguistic environment has a boarding system which learner's use languages in their daily conversation. These programs are following and supporting by all components: learners, teachers, and the head of Ushuluddin Islamic Boarding School. The assisting activities that improve their English and develop English Environment in Ushuluddin Islamic Boarding School, are; Practicing English conversation every Monday and Saturday morning. Public speaking in three languages (English, Arabic, and Indonesian), language course and others.

Despite of that language obligation was applied but most of the students did not follow discipline in the language program and cannot use two languages equally well because they dominance in one language. The students who they did not used two languages then the language section will give the punishment for the trespassers depend on their mistakes and related with the language program have.

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[6] Nunan David, *Second Language Teaching and Learning* (Boton: An International Thomshon Publishing Company, 1999). p 93

There are some studies related to the environment role are : Muhammad Amar Shodiq (2013) did a study with the title "Peranan Bi'ah Lughowiyah dalam meningkatkan keterampilan berbicara Bahasa Arab Siswa-Siwi Pondok Pesantren Modern Al-Ikhlas Ciawilor Ciawigebang Kuningan Jawa Barat".

The researcher investigated the language (English) environment role in developing the English speaking ability, and the student's activities in the language (English) environment that developed students' English speaking ability in Ushuluddin Islamic Boarding School.

In the previous study, the researcher investigated the researcher investigated the language environment role in Boarding School, how the process language learning in Boarding School and to know the factors that support and obstacle students' speaking ability.

From the previous study, this present study is similar from the previous study. The similarity is about the language environment role in Boarding School, which is the language environment is foreign language.

The next study comes from Syaraviah (2017) with the title "Peran lingkungan bahasa Arab (Bi'ah Lughowiyah) dalam meningkatkan keterampilan berbicara bahasa Arab Santriwati kelas XI Bahasa di MA Pondok Pesantren Al-Aziziyah Putri Kapek Gunungsari Tahun pelajaran 2016/2017. It has attempted to investigate how the process of Arabic speaking ability, the factors that support thought Arabic environment, and the role of

language environment in developing the Arabic speaking ability students (Females) at Boarding School.

The researcher tried to know about the role of language (English) environment in developing students English speaking ability. From the second previous study, this present research has similar in formulation of the problem that is the language environment role in Boarding School, which is the language environment is foreign language.

In first and second pervious study the researcher found the similarity with this research. They both are same investigate in Boarding School, also investigate the language environment role in developing the language speaking ability of students.

B. Identification of Problem

Based on the background of the study above, some problems were found:

1. The students have good speaking ability
2. The students have high motivation in speaking English

C. Limitation of Problem

Based on the identification above, the research focused on "The English Environment Role in Developing Students' English Speaking Ability at Ushuluddin Islamic Boarding School in academic year of 2018/2019"

D. Formulation of Problem

Concerning with the background of the study, the problem of study were formulated;

1. What are the Environment role in developing the English Speaking Ability at Ushuluddin Islamic Boarding School?

2. What are the student's activities in the Environment that developed Students' English Speaking Abilitye at Ushuluddin Islamic Boarding School?

E. Objective of Research

The objective of this research are;

1. To know the English Environment role to develop the English speaking ability at Ushuluddin Islamic Boarding School.

2. To know the students' language activities in the Environment to develop students' English speaking ability at Ushuluddin Islamic Boarding School.

F. Uses of Research

The researcher expects that there are some uses of the research follows:

1. Teacher

To give information to English teacher of Ushuluddin Islamic Boarding School about The English Environment role in developing students' English speaking ability.

2. Students

To give motivation to the students in developing their English Speaking ability .

3. School

It is expected that this research can provide useful input in improving the quality of English speaking environment in the school.

G. Scope of Research

1. Subject of the research

   The subject of research are the students of twelfth grade in Ushuluddin Islamic Boarding School

2. The object of the research

   The object of research is doing and learning to ability students speaking performance.

3. Place of the research

   Place of research was conducted at Ushuluddin Islamic Boarding School

4. Time of the research

   The research was conducted in the academic year of 2018/2019.

CHAPTER II
REVIEW OF THE LITERATURE

A. The Definition of Role

According to Dougherty & Pritchard (in Bauer) this role theory provides a conceptual framework in the study of behavior within organizations. They state that this role "involves the pattern of product creation as opposed to behavior or action".[7]

Furthermore, Dougherty & Pritchard (in Bauer) suggested that the relevance of a role would depend on emphasizing the role by the assessor and observer (usually the supervisor and headmaster) on the product or outcome produced. In this case, the strategy and organizational structure also proved to influence roles and perceptions of roles or role perceptions.

There are also those who say that the meaning of a role is an action carried out by an individual or group of people in an event, and is a form of behavior expected of someone who has a position in society. Role is a dynamic aspect of social status or position. That is, when a person can carry out obligations and get his rights, the person has a role.

The role prioritizes the self-adjustment function and as a process. A person's role includes three things, namely:

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[7] Bauer, Jeffrey C. *Role Ambiguity and Role Clarity: A Comparison of Attitudes in Germany and the United States.* (Dissertation, University of Cincinnati – Clermont, 2003), p. 55

a) Roles are part of the rules (norms) that guide a person in society.

b) Role is something that individuals should do in a society.

c) Role is the behavior of individuals who have an important role in the social structure of society.[8]

The role of the language environment includes formal and informal learning that provides an important role in developing and improving students' speaking skills. this is realized by the existence of a mandatory active language program in its implementation. which is realized in the form of guidance in the form of giving practice speaking exercises both inside and outside the classroom.

B. Language Environment

1.   The Definition of Language Environment

According to Dulay, that language environment encompasses everything the language learner hears and sees in the new language. It may include a wide variety of situation-exchanged in restaurants and stores, conversation with friends, watching television, and reading newspaper. As well as classroom activities or it may be very sparse, including only language classroom activities and a few books and records.[9]

Based on the definition above, the environment were concluded that all element or factors that influence and support individual development in order

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[8]Pengertian Peran adalah: Arti, Konsep, Struktur, dan Jenis Peran | Owlocation: https://www.maxmanroe.com/vid/sosial/pengertian-peran.html, accesed on April 20, 2019

[9] Dulay, Heidy, at al. *Language Two.* New York. (Oxford University Press. 1982), p. 13

to rich the perfect personality. However, the English environment that the researcher wants to discuss is all what learners hear and see from prepared influences and limited places that have relation with learning English, which passively of fact in order to rich the success in learning language.

The role of the language environment on students' speaking skills is supported because the language environment has four broader overall appearances that affect the quality and quality of second language acquisition, especially speaking ability;

1) Naturalness of the environment, The natural environment here is an environment that is more focused on communication than the regulation of linguistic forms. Dare to communicate without fear of being wrong. Because that's where the initial confidence arises.

2) The learner's role in communication, when students convey something using one-way communication (one language), other students may respond but not verbally. They only understand but cannot express. By using limited two-way communication, students may not respond verbally too because the target language model that will receive the response will not understand. So in learning a foreign language, it is especially permissible to mix the language he learned several times with the mother tongue which has become his daily communication tool.

3) Availability of concrete referents, there are concrete subjects and events that can be seen, heard and felt while being discussed. not

only need subjects as opposed to communicating, but also objects or tools and facilities that help support students in using them to communicate well. communication ensures that students understand most of what is obtained from the language they are learning

4) Target language models, the target language model is, students can choose whom they will communicate to improve their speaking ability. can choose fellow friends, senior class, even though the teacher. so that students can confidently communicate with anyone later.[10]

2. Kinds of Environment

According to the Krashen, environment is classified into two types; first, formal and informal environment that concern in communication, and Krashen claimed that two separate knowledge system underlay second language performance.[11]

All that is given are general ideas, and the kind of environment that researcher wants to discuss is same as expert ideas, namely, formal environment and informal environment. Formal environment covering various aspects of formal and non-formal education, and most are in class or laboratory. Whereas the informal environment provides exposure to communication natural, and most are outside the classroom.

Therefore this informal environment provides more language discourse than the language system. The form can be a language used by

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[10] *Ibid*, p. 42

[11] Krashen, Stephen D. *Op.cit*

teachers, students, principals, parents of students, general reading books, newspapers and magazines, radio broadcasts and television, film and so on. The environment meant by researchers here is a language environment in Ushuluddin Islamic Boarding

a. Formal Environment

Formal environment is learning activities in second language acquisition that focused on the conscious acquisition of rules and forms. It severally limited in its potential to product speakers, who are able to communicate naturally and effectively, its rule in the development of communicative skills appear to be quite limited.[12]

Furthermore, formal environment is known as formal instruction it occurs mainly in the classroom. Depending on the type of instruction and teaching method formal environment may provide learners with formal environment system or discourses.

Formal environment has many characteristic, those are: 1) Artificial or teacher intends to help learners in learning language directly. 2) In this case language's learners instructed to conduct language activity in order to present language structures that have been learned, and teacher gives detection or correction to mistakes conducted by learners. 3) Environment represents the part of language instruction at school.[13] Therefore the researcher agrees with the above characteristic. And the paramount important in formal environment is

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[12] Dulay, Heidy, *Op.Cit*, p.17
[13] Krashen, Stephen D. *Loc.Cit*

formal instruction that focuses on the conscious acquisition of rules and forms.

As stated earlier, the formal environment is a formally and planned environment. Is an environment that was formally established and planned. One that includes the process of learning in the classroom which is guided by the teacher. Thus, in such formal environment the learners are guided and directed at the teacher to be able to master the systems or rules and rules of the language learned.

Besides the formal environment such as the learning process situation in the classroom which is guided by the teacher, there is essentially another formal environment. For example, situations when reading or studying grammar books of the language being studied. Other situations such as situations of conversation or dialogue formed in order to deepen the mastery of language structures learned by learners. Such situations necessarily involve the learners consciously, they involve consciously.

Considering the above description, it seems to be in line with what Dulay proposes that the formal environment is one of the language learning environments that focus on the mastery of conscious rules or rules of language in the target language. Similarly, the opinion of Krashen which directly suggests the characteristics of the formal environment. He expresses the following characteristics: (1) has an artificial nature, (2) within the environment the learners are directed to carry out language activities involving the rules or rules of language he has learned, and when found or errors arise from learners, teachers

directly provide feedback as a correction of those errors and (3) are part of the overall language learning in school or in the classroom.[14]

Formal environment is always associated with things that are not experienced or artificial, in this case everything is always associated with artificial things. In addition, the formal environment usually involves much guidance or direction either through teachers or guidebooks related to the language studied.

b. **Informal Environment**

Informal environment may occur inside and outside the classroom. Most part of it occurs outside classroom. An informal environment provides natural communications, which then provide learners with more linguistic discourses that linguistic codes. They most occur in two-way communications. No rule isolation or feedback is given. In child language acquisition, feedback may occur, but rarely do parents give rules isolation.[15]

It is not simply the case that informal environment provide the necessary input for acquisition while the classroom aids in increasing learned competence. In this case Kreshen suggests, first of all, that informal environment must be intensive and involve the learner directly in order to be effective. One might then distinguish "exposure-type" informal environment and "intake-type" environments. Only the latter provide true input to the language acquisition device. Second, it seems plausible that the classroom can accomplish both learning and

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[14] Krashen, Stephen D. *Second Language Acquisition and Second Language Learning.* (University of Southern California. Pergamon Press Inc. 2002), p.40
[15] *Ibid.,* p.18

acquisition simultaneously. While class work is directly aimed at increasing conscious linguistic knowledge of the target language, to the extent that the target language is used realistically, to extent will acquisition occur. In other words, the classroom may serve as an "intake" informal environment as well as a formal environment.

An informal environment includes: language used by convey coeval, parent language, language used by ethnical group of learners, language used by media print or the electronics (newspaper, book, radio, or television) and the language used by teacher in learning process in language class and also non language. However, it shows the important of informal environment in developing learner's language acquisition.

The informal environment as mentioned earlier is the natural environment without any formation. This informal environment essentially just happens and what it is without engineering and formation in a planned manner. The informal environment in relation to language, both in terms of the process of acquisition and learning, coverage is much greater than the formal environment. We or the learner are more exposed to the informal environment than the formal environment. This informal environment includes situations such as communicating at home with family, communicating with friends or with others, communicating in the marketplace, at work, or anywhere and other situations that occur naturally.

The informal environment is naturally occurring and the frequency is greater than the formal environment, making the informal

environment more significant than the formal environment in the acquisition and language learning. This causes the informal environment to dominate more and provide assistance to learners.

Basically this informal environment is more related to the problem of language acquisition. While the formal environment tends to connect with language learning problems. This is acceptable on the grounds that the more informal environment dominates the learners, resulting in the learner tending to master the material he has learned naturally through the acquisition of various informal situations.

C. Speaking Ability

1. The Definition of Speaking Ability

According to Tarigan, speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message.[16] It means that speaking is the ability of someone who throws up their ideas in communicative with the listeners by produce an utterances.

According to Brown, speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing information,[17] It means that speaking is productive language skill to express and to get the ideas or message to transfer the message from the speaker to the listener with the language itself.

According to Richard, the mastery of speaking ability in English is a priority for many second and foreign language learners. Several language

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[16] Tarigan, Guntur Hendi. Pengajaran kosakata (Bandung : Angkasa, 1993), p. 15
[17] Brown, H. D. *Teaching by principles: An interactive approach to language pedagogy.* (Englewood Cliffs, NJ: Prentice Hall Regent, 1994)

experts have attempted to categorize the functions of speaking in human interaction.[18] According to Brown and Yule there are three function of speaking, "…three part version of Brown and Yule's framework (after Jones & Burns): talks as interaction: talk as transaction: talk as performance.[19] Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

a. Talk as interaction

Talk as interaction refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

In talk as transaction is focus more on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding rather than interaction.

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[18] Richards, J. C. *Teaching listening and speaking*: *From theory to practice*. (Cambridge: Cambridge University Press, 2008), p.24
[19] *Ibid*

c. Talk as performance

In this case, speaking activities is focus more on monolog rather than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

2. **Aspects of Speaking Ability**

According to Harris speaking can be divided into two types based on the achievement, good speaking and bad speaking. Speaking can be says as good or bad based on the aspects of speaking. The aspects of language are:

1. **Pronunciation** is ways of words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language.

2. **Grammar** is a rule system in a language. Grammar is a system of units and patterns of language.

3. **Vocabulary** is the words used in a language. We can't speak at all without vocabulary.

4. **Fluency** is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in right order of language.

5. **Comprehension** denotes the ability of understanding the speaker's intention and general meaning Good comprehension refers to good

understanding. If someone' language understanding is good, it will affect the speaking ability.[20]

Thus in order to make a good speaker those aspects written above have to be fulfilled as the requirement. Specification are :

1. Pronunciation, the criteria are; a) Pronunciation problems so severe as to make speech virtually unintelligible, b) Very hard to understand because of pronunciation problems. Must frequently be asked to repeat, c) Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding, d) Always intelligible though one is conscious of a definite accent, e) Has few traces of foreign accent.

2. Grammar, the criteria are; a) Errors in grammar and word order so severe as to make speech virtually unintelligible, b) Grammar and word orders make comprehension difficult. Must often rephrase sentences and / or restrict him basic pattern, c) Makes frequent errors of grammar and word order which obscure meaning, d) Occasionally makes grammatical and /or word order errors which do not, however, obscure meaning, e) Makes few (if any) noticeable errors of grammar or word order.

3. Vocabulary, the criteria are; a) Vocabulary limitation so extreme as to make conversation virtually impossible, b) Misuses of words

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[20] David, Harris. *English as Second Language*. (New York : Mc. Graw Mill. 1974), p. 75

and very limited vocabulary make comprehension quite difficult, c) Frequently use the wrong words: conversation somewhat limited because of inadequate vocabulary, d) Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies, e) Uses of vocabulary and idioms are virtually that of a native speaker.

4. Fluency, the criteria are; a) Speech as so halting and fragmentary as to make conversation virtually impossible, b) Usually hesitant, often forced into silence by language problems, c) Speed and fluency are rather strongly affected by language problems, d) Speed of speech seems to be slightly affected by language problems, e) Speech as fluent and effortless as that of a native speaker.

5. Comprehensible, the criteria are; a) Cannot be says to understand even simple conversation of English, b) Has great difficulty following what is says. Can comprehend only "social conversation" spoken with frequent repetition, c) Understand most of what is says at lower than normal speed with repetitions, d) Understands nearly everything at normal speed although occasional repetition may be necessary, e) Appears to understand everything without difficulty.[21]

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[21] *Ibid*, p. 76

3. Types of Speaking Ability

According to Brown, language teaching is devoted to instruction in mastering English conversation. He divided oral language into two types:[22]

1. Monologue (Planned and Unplanned)

The meaning of Monologue is the oral language involves only one people in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. monologue can be divided into two types, planned monologue and unplanned monologue. The meaning of planned monologue is the person who speaks use monologue has prepared a note or text to help him or her to speak fluently. The meaning of unplanned monologue is the person who speaks in monologue does not use any notes or texts. All words spoken emerge from the speaker's mind naturally and spontaneously.

2. Dialogue (Interpersonal and Transactional)

The meaning of dialogue is the oral language involves two or more speaker in it. Based on the function dialogue can be divided into two types, interpersonal and transactional. Interpersonal dialogue is functioned to promote social relationship meanwhile the transactional dialogue is aimed to convey proportional or factual information. In this research, researcher will focus on interpersonal dialogue because it is suitable with the purpose of role

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[22] Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Language* (Pedagogy. New York : Longman, 2001)

play as a simulator for learners in experiencing real atmosphere of daily speaking in society.

D. The Language Activities

Along with the increasing ability of students and the increasing vocabulary, giving training to express their thoughts and feelings verbally is worthy to be delivered. Of course, for the elementary or beginner level, the material provided is very limited according to their abilities, both in grammar, vocabulary, and the selection of correct and correct words. Here are some models of speaking practice/Language Activities:

1. Dialogue

This model exercise is an exercise in imitating and memorizing diaogs about various situations and opportunities. Through this exercise, students are expected to be able to achieve good proficiency in conversations that are done naturally and not made up that have a conception with the communication habits of western people (people in English-speaking countries). These dialogues are in accordance with the level of students' proficiency, while the style of imitation of dialogue is dramatized in such a way that the atmosphere comes alive.

2. Making Sentence

This exercise consists of revealing the patterns of love that must be repeated orally in various ways. The practice pattern that is an example of this exercise is made and pronounced by the teacher. Then the teacher pronounces a trigger for an idea or short instruction on how to make a model like that in

front of students. After the teacher pronounces the sentence or is recorded on the eclipse cassette to give a model, pronunciation exercises can already be done.

3. Storytelling

Storytelling is probably one of the fun activities. But those who have the task of speaking are sometimes tortures because they do not have a picture of what they are told. Therefore the teacher should help students find the topic of the story. Conversely, listening to stories can also cause boredom when the storyteller does not pay attention to the principles of effective speech. The teacher's job is to guide students to pay attention to these principles. The results can also be overcome by variations in the storyline or form.

4. Discussion

The teacher determines the topic, students are given the opportunity to express their opinions about the problem that is the topic of the conversation freely. The teacher can also divide students into groups, each of which consists of 6 to 10 students. In each group a leader, writer and reporter is chosen / chosen. Each group discusses different topics at the end of the lesson, representatives from each group report the results of their group discussions in front of the class and are ready to answer questions or objections raised by other groups.

5. Interview

Interviews as an activity in learning to speak and require preparations and forms of interviews such as interviews with you and interviews with classmates.

6. Role Play

A role play is an activity that contains kraetif elements, because it is fun. But not every gifted student is interested in playing a show. Therefore, the teacher chooses certain students to play theatrics, while the other students are spectators. This does not mean that those who benefit from theatrical activities are only those who play, but also those who watch will reap the benefits, namely in the receptive aspect (listening and understanding). The purpose of the practice of speaking with this play is to direct students to the use of kaimat and good expressions, the use of formal and informal forms, as well as fostering the courage of students, especially in facing the audience.

7. Speech

This activity should be carried out after students have enough experience in various other speaking activities such as conversation, storytelling, interviews, discussions and others. This is necessary because the speech activities are always official and require more language styles. Therefore, sufficient preparation time is needed.[23]

At Ushuluddin Islamic Boarding school students also do the language as mentioned earlier. some language activities in increasing the

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[23] Izzan, Ahmad. *Metodologi Pembelajaran Bahasa Arab* (Bandung: Humaniora, 2004), p. 140-143

ability to speak to students include: Public Speaking, Morning Conversation, Giving Vocabulary, Placing Vocabulary and Term, and Spying.

1. **Public Speaking (Speech)**

Public Speaking program is an extracurricular activity in this Islamic Boarding School. This training purposed for the learners. The learners in this instance, grouped into various club. Every learner in this due to regard must perform in front of the public or audience. The speech presented in three different languages, Arabic, Indonesian, and English. Every learner in this regard must write the text to be spoke in special note corrected and supervised by certain supervisor. Public Speaking is conducted every Saturday and Sunday evening.it is held twice in a week.

The supervisor in this program is managers of language section, that hold by teachers and learners (learners of class five in second semester and class six in the first semester). Mainly after the ceremony of the manager hand over of the learners organizations of Ushuluddin Islamic Boarding School. Absolutely, this program improves learner's speaking performance.

2. **Morning Conversation**

English morning conversation is conduct in every Monday and Saturday morning. It is run in twice a week. This time of conversation about 30 minutes. This program gives the big contribution to all learners practice English conversation.

The method to conduct this program is as follows:

    a. All learners gather in front of dormitory or in the mosque yard, they make two line and each other in couple

    b. Central Language Improvement (CLI) gives an example of English conversation.

    c. All learners converse English with their couple.

    d. The Managers of Language Section becomes supervisor in this opportunity, if learners get difficulty in conversation, they can ask to language manager.

    e. The Central Language Improvement (CLI) become discipliner, all learners are obliged to follow this activity, if they do not follow this program without any reason they will get punish.

Morning conversation program has an important role in the development of learner's language specially in speaking; the more learners exercise and practice the more language target will be owned.

3. **Giving Vocabulary**

Giving vocabulary is include in activities that can develop the English Speaking Performance Students. Giving vocabulary is doing so that students can use it when they want to talk and say something. This activity is running in every Tuesday to Friday, every morning after subuh praying, and evening after Isya praying. Usually Central Language Improvement (CLI) will gives 2 vocabulary to the learners.

Giving vocabulary in the morning is given by the language section and divide into each class and do in open places such as yard, in front of the class, in front of dormitory, and other. So giving vocabulary of each class is different. But giving vocabulary that given at evening is doing by the chief of room to his/her members room before entering to the room. Usually all the room get same vocabulary from language section. The method to conduct this program is:

a. Central Language Improvement (CLI) will make vocabularies in paper that giving to each class, and handle by themselves (language section)

b. Giving vocabulary is running in in every Tuesday to Friday, every morning after subuh praying, and evening after Isya praying.

c. The place for giving vocabulary already define by language section.

d. The vocabulary will be test in once in week.

4. **English Course**

English course in one of the extra-curricular activities in Ushuluddin Islamic Boarding School that the students take part in English course related to develop their English speaking Performance. This program is running in every Wednesday and Saturday.

5. **Placing Vocabulary and Term**

This program is one of the activities of Central Language Improvement (CLI) to create English environment in Ushuluddin Islamic Boarding School. The vocabulary and term in English are placed in strategic

place in order it can be seen and read by all learners. The method to conduct this program is:

a. Choosing vocabularies or term are used by learners everyday

b. Before writing on white board, it must be corrected by language supervisor

c. After checking, the term or vocabulary are written on white board (paper, etc.) the placed it in strategic place.

6. Spying

Central Language Improvement (CLI) perform a spy to anticipate the language trespasser, the spy duty is to spy learner, who do not speak English. This spy is from learners themselves who has trespasses language discipline. Who trespasses language discipline, his/her name is written in special paper, then report to Central Language Improvement (CLI) to be checking and asking its causes.

The duty of Central Language Improvement (CLI) is to keep and to check learners every time around dormitory, if he/she gets learners who do not speak English, he/she will gets punishment, and called into the office by announcement. All spying and checking is the important factor to guide the learners to always speak English in anywhere and in every place, because the spy is among them.[24]

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[24] *Modul Bagian Bahasa Pondok Pesantren Terpadu Ushuluddin* (Central Language Department, 2014), p. 5

Example of Spy Paper:

Place   : _____

Time   : _____

Day/Date : _____

Mistakes   : _____

Partner   : _____

Witness   : _____

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research is a qualitative research in nature with an observational study. Miles and Huberman states that qualitative research is conducted through an intense or prolonged contact with a "field" or life situation.[25] It means that qualitative research is a research which is needed the accurately in the reality of the condition with directly in the field research.

According to Gary Anderson and Nancy Arsenault, "Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them".[26] It can be briefly that the researcher make particular way of the data. This includes developing a description of an individual or natural setting, analyzing data from themes or categories and finally making an interpretation or drawing conclusion about its meaning personally and theatrically. It also to explore the phenomenon will occur in the research.

In this research, the phenomenon of the circumstance roles in developing the English speaking performance were looked. The qualitative approach used to explore and to analyze of the roles of informal environment to develop the English speaking performance. It will be conducted in

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[25] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*. (London. Sage Publication, 1994), p.6

[26] Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research,* (New York, Falmer Press, 2005), p.137

Ushuluddin Islamic Boarding School Belambangan, Penengahan, Lampung Selatan.

Furthermore, the feature in this research is considered the reality, qualitative research is in the form of words of pictures rather than number. In addition, Qualitative research can be variably whenever while the data collected in the field still researched until saturated of the data.

In the qualitative research, a discussion about participations and site might include four aspects identified by Miles and Huberman: setting (where the research will take place), the actors who will be observed or interviewed)' the events (what the actors will be observed or interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting).[27]

Moreover, the researcher uses the informants as the participants. In this research the researcher tries to identify and describe the observers' phenomena in reality about the role of informal linguistic environment to develop English speaking performance at Ushuluddin Islamic Boarding School.

B. Research Subject

The researcher was choose the twelfth A grade as the research subject because of all grade of students, twelfth A grade was a class that was already accustomed to speaking in English.

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[27] Jhon W. Creswell, *Research design: Qualitative, Quantitative, and mixed methods approaches* (2nd Ed), (New Delhi, sage Publication, 2003), p.185

C. Data Collecting Technique

According to Sugiyono, data collecting technique is the primary stage of research, because the purpose of the study is to collect data.[28] Using data collection techniques will enhance the accuracy, validity, and reliability of research findings. Ultimately, using these methods will help to achieve the goal of carrying out high quality research with credible results. In this research, the researcher used observation, interview, and questionnaire.

1. Observation

According to Creswell explained that "observation, in which the researcher takes field notes on the behavior or activities of individuals at the research site. One of the most important reasons for observation is to collect information on the informal environment and the students' learning language activities.

2. Interview

An interview is a purposeful conversation, usually between two people but sometimes involving more.[29] It can be conducted face to face interviews with participant. Interview is divided into two kinds, namely structured interview and semi-structured interview. Structured interview includes questions and alternative that has been decided. Then, semi-structured interview includes free questions without deciding before.

For the present study, an interview conduct to get the data that not obtained through observation. The interview of this study deal with

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[28] Sugiyono, *Op .Cit.*, p. 308
[29] *Ibid.,* p.188

anything relate to the research problems. The interview was conducted in order to get the data, which deal with the informal linguistic environment and language activities.

3. Documentation

According to Arikunto explained that documentation is a technique of collecting data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, etc.[30] With the technical data collection, researchers are expected to obtain data that does not exist in the interview method or any observation or documentation that has to do with the object of research. It has been widely accepted that documentation is defined as evidence gathering was happened. Documentation has organized as picture or written as life stories, like biography, regulation, and written policies.

D. Research Instrument

An Instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific question and response possibilities that you establish or develop in advance of the study.[31]

1. Observation

In this research, the researcher used nonparticipant observer which the researcher visits a site and records notes without becoming involved in the activities who visits a In this research, the researcher uses role of a

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[30]Suharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2006), p. 236
[31] *Ibid*, p. 14.

nonparticipant observer for observation. Which in this case the researcher came to the place of the observed activity.

The researcher observed entirely in Ushuluddin Islamic Boarding School that can help the researcher to get information to collect the data. The researcher came to Ushuluddin Islamic Boarding School to observe how the activity run. In this case, the Researcher observed and analyzed the site, people and the activity, and made inferences about the object under the research.

Table 3.1
The Observation Checklist

No	Aspect	Indicator		Yes	No
1.	Naturalness of the environment	Speak English with comfortable environmental conditions	*Speak English with enjoy*		
		Attend language-related activities in boarding schools	*Speech, conversation, Vocabulary, placing Vocabulary and Term, Spying.*		
2.	The learner's role in communication	Use every day English conversations on the boarding school	*Use English in every day conversation*		
		Greet with English for everyone in the boarding school (teacher and student)	*Greeting used by students every time they meet with people in boarding school*		
3.	Availability of concrete referents	Feel comfort when they learn English in the class	*Comfortable classes*		

No.					
		Feel easy to learn English because there is a language laboratory	*Language Laboratory*		
4.	Target language models	Use English in everywhere and every time	*Use English in the school, dormitory, canteen, kitchen, etc.*		
			Use English every 2 week in a month		
		Run a system that is applied by the language section (language center) to use the English language in daily activity	*Language discipline police*		
		Receive concessions given by the language section (language center) if they violate the rules of language discipline	*Punishment for language trespasser*		

2. Interview

The researcher uses one–on–one type's interview, which the researcher asks questions and records answers from only one participant in the study at a time. The interview was conducted to the students and supervisor (*musyrifah)* who held language division in Ushuluddin Islamic Boarding School to get information about the English environment role in developing students' speaking ability. Which teacher and student (peers) both have a role in developing students' the

speaking ability. The following are among them are : Meanwhile Wina Sanjaya stated the teacher's role as follows:

a. The teacher as a source of learning is closely related to mastery of the material.

b. The teacher as a facilitator, the teacher plays a role in providing services to facilitate students in the learning process activities.

c. Teachers as managers, teachers play a role in creating a learning climate that allows students to learn comfortably.

d. The teacher as a demonstrator, the role of the teacher to show students everything that makes students better understand and understand each message conveyed.

e. The teacher as a guide, the role of the teacher to find the various potentials that students have as a provision of life for students.

f. The teacher as a motivator, the teacher in the creative demand to generate student learning motivation.

g. The teacher as an evaluator, the teacher has a role to collect data or information about the success of the learning that has been done.[32]

While the role of students is almost the same as the teacher, only if the teacher applies to students, students cannot apply to the teacher. Students can have

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[32] Wina Sanjaya, *Strategi Pembelajaran Beorintasi Standar Proses Pendidikan*, (Jakarta: PT Kencana, 2006), first edition, vol. V, p. 20-31.

a role that really helps their fellow students improve their speaking abilities. The following include students can provide guidance, assistance, guidance, direction, and motivation so that students learn effectively and efficiently.[33]

Interview conducted by researchers with teachers and students are the same, it is just that the position is different. The researcher will ask from the teacher's point of view when interviewing the teacher, and the researcher will ask from the student's point of view when interviewing the student. Thus the interview guidelines below are made by researchers to get accurate information. Meanwhile, the interview guideline was used by the researcher as follows:

Table 3.2
Interview Guideline for the Teacher and Students

Aspect	Indicator	No. Item
Naturalness of the environment	The Students are able to : 1. Speak English with comfortable environmental conditions 2. Attend language-related activities in boarding schools	1,2
The learner's role in communication	The Students are able to : 1. Use every day English conversations on the boarding school 2. Greet with English for everyone in the boarding school (teacher and student) 3. Use English in everywhere and every time.	3,4
Availability of concrete referents	The Students are able to : 1. Feel comfort when they learn English in the class 2. Feel easy to learn English	5,6

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[33] Hamalik, Oemar. *Kurikulum dan Pembelajaran* (Jakarta: PT Bumi Aksara1986), p. 73

	because there is a language laboratory	
Target language models	The Students are able to : 1. Run a system that is applied by the language section (language center) to use the English language in daily activity 2. Receive concessions given by the language section (language center) if they violate the rules of language discipline	7,8,9, 10

3. Documentation

According to Arikunto explained that documentation is a technique of collecting data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, etc.[34] That is collecting data by seeing or taking notes report that is available. This method is done by looking official documents such as; monographs, notes and existing rule books. The document as data collection is each statement written. Written by someone or institution for needs testing an event or presenting accounting.

Function of this method to get an overview of Islamic boarding schools, regarding geographical location, standing history and development, purpose of standing, organization and management English learning especially on speaking skills Ushuluddin Islamic Boarding School students.

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[34]Suharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2006), p. 236

E. Research Procedure

In conducting the research, through the following steps were thought :

1. Ushuluddin Islamic Boarding School.

2. The researcher interview the teacher and students.

3. The researcher observe the English environment role in developing the English speaking performance.

4. The researcher analyze the data and made the report.

F. Trustworthiness of the Data

In the qualitative research, it can be revealed the data as the real life of the subject. This qualitative research uses some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, it can be used triangulation. According to Setiyadi, triangulation is the combination of three methods or more in collecting the data about attitude of the observation, documentation, and interview subject of the research. Because the attitude of human being is quite complex. The use of single method in collecting the qualitative data is often considered as enough.

Validity is the degree of occuracy of the data happens to the subject of research with the power that can be report by researcher.[35] It can be said that validity is the degree of occuracy of the data. There are some kinds of triangulation:[36]

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[35] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2013),p.267.
[36] Bambang Setiyadi, *Op.Cit,*p.31-32.

a. Triangulation of time

Triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in teh longitudinal, data collection carried out from the same group with different time.

b. Triangulation of place

In triangulation place to make the data collection more accurate, it can be done using different place for similar data.

c. Triangulation of theory

In triangulation of theory, data collection is collected based on different theory or by analyzing the some data with different theory.

d. Triangulation of method

In triangulation method the researcher use different method for collecting similar data.

e. Researcher triangulation

In researcher triangulation, for collecting the same data, it done by some people or several researcher.

G. Data Analysis

Research was conducted some steps to analyzing the data, they were as follows:

1. Data Reduction

According to Sugiyono states that: there are quite a lot of data obtained from the field, so it needs to be carefully and detailed, as stated,

the longer the field researchers, the more data will be complex, complex and complicated. For this reason, the data is immediately analyzed through data editor. The data editor is a process of sensitive thinking that requires intelligence and breadth and high depth of insight.[37]

The reduction of the data in the research means as the process of selecting, abstracting, and simplifying the data gained from the note of the observation, interview and document. The summary will analyze to seek the important information, group the data, and select the data needed and arrange the data to the proper format so that it can give a meaningful result and conclusion.

2. Data Display

The next step was to describe the data gained from the result of data reduction. The information gained from observation, interview, and documentation was gathered and organized according to the research focus. In this case Miles and Huberman state "the most frequent of data display for qualitative research data in the past has been narrative text, which is often used to present data in qualitative research is with narrative texts."[38]

By displaying data, it will be easier to understand what will happen, plan the next work based on what has been understood.

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[37] Sugiyono. *Metode Penelitian Kuantitatif, kualitatif dan R & D* . (Bandung: Alfabeta, 2012), p. 247

[38] Miles, Huberman, Matthew B. *Analisis data kualitatif : buku sumber tentang metode-metode baru* penerjemah Tjetjep Rohendi Rohidi (Jakarta : Penerbit Universitas Indonesia, 1992)

Furthermore, it is recommended, in displaying data, in addition to narrative text, it can also be graphs, matrices, networks (networks) and charts.

3. Data Conclusion

The last step in analyzing the data was concluding the data and verifying the data. In this step, the researcher avoid any one-sided impression and stay openly so that she really came up with a clear, explicit, and grounded conclusion.

Miles and Huberman's drawing / verification conclusions is the step towards the analysis of qualitative data is drawing conclusions and fermentation.[39] The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next stage of data collection. But if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field collecting data, the conclusions put forward are credible conclusions.

Thus, in general the data processing process begins with recording data in the field, then rewriting it in the form of data unification and categorization. After the data is summarized and reduced according to the focus of the research problem studied, the data are analyzed and analyzed for validity.

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[39] *Ibid*

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Profile of Ushuluddin Islamic Boarding School Belambangan Penengahan Lampung Selatan**

   1. **Brief History of Ushuluddin Islamic Boarding School**

   Usululuddin integrated Islamic boarding school is a social institution that is engaged in education with Islamic values that aim to revive and nurture and increase the spirit of service among Muslims in particular and the Indonesian people in general. Ushuluddin Islamic Boarding School was inaugurated on September 25, 2001 by the then regent of southern Lampung, namely H. Zulkifli Anwar and based on the notary deed Syahirul Alim, SH. With number 11 dated 29 January 2001 and registered at the regional office of the Lampung religious department with number 354 / PP / LS / 2001, and opened new santri admissions in June 2001. Alhamdulillah in the first year of receiving Islamic boarding school Ushuluddin received + _ 45 students consisting from sons and daughters from various regions both Lampung and others.

   Ushuluddin Islamic boarding school boarding school was founded by KH. DR. Ahmad Rafiq udin S. Ag based on the instructions of his parents, namely to establish a boarding school, so in 2001 he founded a boarding school and at the same time became the head of the Ushuluddin Islamic Boarding School.

Ushuluddin Islamic Boarding School stands on a land area of + 3 hectare waqaf from the founding father addressed at street Trans Sumatera Belambangan village Rt.01 / 01 Penengahan Lampung sub-district south.

At the beginning of the establishment of the collage the students settled and studied in a quite simple place, because the dormitory and class for learning were inadequate where the students studied in huts which were hot and when rain leaked, but thanks to patience, sincerity and help from Allah SWT Alhamdulillah, at this time there have been many changes, especially the means for learning, namely thanks to the efforts and prayers of the founders, all the large families of the collage and also thanks to government assistance through AIBEP in 2006 with a number of local 10 consisting of 6 classes, 1 library building, 1 office buildings, 1 science building and I bathroom building. And as for the results of community self-help and students guardians allocated to the construction of dormitories, guard posts and mosques as well as facilities to support the smooth running of education and teaching in other collage.

The following are the condition of MA Terpadu Ushuluddin Belambangan Penengahan Lampung Selatan

a. School Name   : MA. Terpadu Ushuluddin

b. NSM   : 131218010008

c. NPSN   : 10800982

d. Principal   : Zaenal Abidin

e. School Address : Belambangan, Penengahan, Lampung

Selatan

f. Postal Code   : 35591

g. Subdistrict   : Penengahan

h. District   : South Lampung

i. Years Established   : July 10, 2001

2. Vision and Mission and Goals

Vision   : creating quality, populist and Islamic boarding schools that can contribute to development.

Mission   : creating a learning environment and boarding school environment that is conducive, harmonious, competitive, democratic, transparent, professional and accountability.

Goals   : to realize students "khoiru ummah" who have an integrated ability to build faithful and devoted human resources (IMTAQ), knowledge and technology (science and technology), good morality, skills, broad-minded discipline, solid personality, independence and physically and mentally healthy, responsible, able to compete and strive to devote themselves to religion, society and religion.

3. Education Program (Formal and Non Formal Education)

a. Status of the School

Ushuluddin Islamic boarding school since its inception has organized Tsanawiyah and Aliyah level education using an integrated curriculum between modern boarding schools, salafi and general-oriented subjects at the religious department. Since its establishment on July 10, 2001 until now the two madrassas have been registered with the religious department with the number: D / wh / MTs / 299/2001 and Number: D / MA / LS / 157/2001.

b. System, Level and Education program

The education and teaching system at Ushuluddin Islamic Boarding School refers to the principle that states:

اَلْمُحَافَظَةُ عَلَى الْقَدِيْمِ الصَّالِحِ وَالْأَخْذُ بِالْجَدِيْدِ الْأَصْلَحِ

"Maintain good old / traditional values and impose better new / contemporary values".

A system with an intergalactic approach. And to achieve the expected targets and targets, the Ushuluddin Islamic Boarding School has an intra curricular and extracurricular program.

1. Intra curricular program

The Intra curricular program is given classically by using an integrated curriculum between the curriculum of the religious department

(DEPAG), modern boarding schools and salafi boarding schools with allocation of study time starting at 07:10 AM until 03.00 AM.

The levels and educational programs that apply at Ushuluddin Islamic Boarding School are as follows:

a. Regular Study Program

This program takes a period of 6 years or as high as high school (MTs and Aliyah), which is calculated from class I until VI. This program is intended for students who are elementary school (SD / MI) graduates.

b. Study Extension / Intensive Program

This program takes 4 years of study at the same level as upper level schools (Aliyah), which are calculated from classes I Ext, III Ext, V and VI. The addition of a 1-year study period is intended to deepen foreign languages namely Arabic and English as well as deepening Boarding School lessons (class I until III).

2. Extracurricular program

The Extracurricular program is intended to provide knowledge practice, so that graduates can practice it in the community later, this program includes: guidance tilawatil qur'an, speeches in three languages (Arabic, English <Indonesian), tahfidzul qur'an, calligraphy art, letter, painting, screen printing, printing, janur, theather, qosidah, marawis, band, drumband, Islamic organ, nasyid, poetry, discussion, sewing, computer,

martial arts, foreign language development (Arabic and English), and sports such as table tennis, badminton, volleyball, basketball, soccer, futsal and takraw etc.

c. Exams and Diplomas

To understand the level of ability of santri during the teaching and learning process both in terms of intellectual and mental abilities, the Ushuluddin Islamic boarding School conducts examinations every semester consisting of oral / syafahi examinations and writing / tahriri examinations (general lessons and pesantren).

1. Oral and Writing Exams

The oral exam material is divided into 3 parts, namely: 1. Arabic, including Muhadatsah, Muthola'ah, Mahfudzot, Nahwu, Shorof, Mufrodat and Sermon. 2. English, includes conversations, reading, talking, grammar, translation and speech presentations. 3. Jurisprudence, including masailul fikhiyah, reading al-quran, tajwid, memorizing the letters of the quran, worship amaliyah, do'a-do'a and speeches. While the writing exam examines all the lessons taught in class (General and Islamic Boarding Schools).

2. Diploma

While the diploma that will be obtained by students who graduate for 4 and 6 years is: diploma (State, boarding school, teaching practice, memorizing al-quran, and computer).

d. Teaching Practice / 'Amaliyatuttadris

"Amaliyatuttadris" or teaching practice test is one method of developing and training prospective teachers, not only that this program also contains education on how to criticize others with constructive criticism. In this case the sixth grade students at the end of their study period are required to follow the program. This is done so that the alumni are ideally able to become good educators based on didactics and methodologies in elementary and secondary schools wherever they are.

e. Graduation / Haflah At Takhrij

Graduation is a tradition of modern / integrated Islamic boarding schools which is held every year which marks the end of the long journey of students in the four and six years of boarding school conditions with education, discipline and experience to realize the best young generation so that they can be proud of provision of good knowledge and morals.

4. The Conditions of Teachers and Students

a. The teacher

The number of teachers in Ushuluddin Islamic Boarding School in 2018/2019 academic year are 38 that can be seen in the following table.

b. The students

There are 114 Students in MA Terpadu Ushuluddin in 2018/2019 academic year which are distributed in 6 classes.

5. The Facilities at MA Ushuluddin Islamic Boarding School

To support the activities at MA terpadu Ushuluddin, it provides some facilities that can be seen at appendix.

B. Finding

1. Result of Research

a. Result of Observation

The research was conducted at MA Terpadu Usguluddin (Ushuluddin Islamic Boarding School) Belambangan Penengahan Lampung Selatan in first semester which started from December 1, 2018 until December 24, 2018. In this research

1. On Saturday, 1 December 2018, the researcher met the headmaster and asked him for permission to conduct the research at the boarding

school. On the same day the researcher met one of the English teacher/supervisor of language department (CLM) Ika Nurhanifah, S.Sos.I to discuss the plan and the schedule of the research.

2. On Monday, 2 until Saturday, 8 December, 2018, the researcher conducted first research by doing an observation (English Week)

3. On Wednesday, 5-6 December 2018, the researcher did the interview with students

4. On Monday, 16 until Saturday, 22 December, 2018, the researcher conducted second research by doing an observation (English Week)

5. On Wednesday,19 December 2018, the researcher asked for the data of the school such as school profile, names of teachers and number of students

b. Result of Interview

The researcher aimed to know the English environment role and student's activities in developing the English speaking performance of students based on the teachers and students' opinion. There were 10 questions that researcher asked to English and selected students. Number 1,2, and 3 it's about Environmental conditions that support the English Speaking performance of students, number 4,5,6 and 7 it's about Require to speak English, number 8,9, and 10 it's about The discipline applies the use of language at the Ushuluddin Islamic Boarding School. It can be seen in the dialog below:

Interview with Teacher

1.Question : Are students in the boarding school environment confident in using English?

Answer : Yes, they do. They have high spirit and motivation in learning English in daily activities, and here students are educate to have confident when they speak English.

2.Question : Are there routine activities carried out by the language section of the boarding school that are related to English?

Answer : There are routine activities that are carried out every year. Namely: Morning conversation (Saturday and Sunday), Public Speaking (Saturday and Sunday), and Giving Vocabulary (every morning and evening)

3.Question : Do students always use English in everyday conversation?

Answer : Yeah sure, because it has become a rule of language discipline. That students must use English when communicating.

4.Question : Is the English language greeting used by students every time they meet with people on the boarding school?

Answer : Of course, because when students are in the week in English so they certainly say hello with English every time they meet people right.

5.Question : Does the school provide comfortable classes for students learning English?

Answer : Of course, comfortable classes support students to learn comfortably and receive knowledge well.

6.Question : Is there a language laboratory for students to study English?

Answer : Yes, there is a language laboratory for students to study English in every Saturday, English curse in Wednesday, they studied the theory, and in Saturday they can practice in a language laboratory.

7. Question : Where are students required to speak in English?

Answer : All places students are required to speak in English without exception.

8.Question : When are students required to speak in English?

Answer : When the week is in English. Namely every 2 weeks a month. It starts on Sundays.

9.Question : Are students able to accept the language discipline policy that has been determined by the language section?

Answer : Of course because it is disciplined and there are written rules that students must carry out, accept and obey all regulations and discipline at the Ushuluddin Islamic Boarding School.

10.Question : What punishment is given by the language section to students who violate the language discipline system?

Answer : Facing the Language section and memorizing vocabulary, and other penalties according to the error rate.

Interview with Students

1. Question : Are you confident in using English in the boarding school environment?

Answer : Yes, we do. we have high spirit and motivation in learning English in daily activities, and here we are educate to have confident when they speak English.

2.Question : Are there routine activities carried out by the language section of the boarding school that are related to English?

Answer : There are routine activities that are carried out every year. Namely: Morning conversation (Saturday and Sunday), Public Speaking (Saturday and Sunday), and Giving Vocabulary (every morning and evening)

3.Question : Do you always use English in everyday conversation?

Answer : Yeah sure, because it has become a rule of language discipline. That we must use English when communicating.

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9.Question : Are students able to accept the language discipline policy that has been determined by the language section?

Answer : Of course because it is disciplined and there are written rules that we (students) must carry out, accept and obey all regulations and discipline at the Ushuluddin Islamic Boarding School.

10.Question : What punishment is given by the language section to students who violate the language discipline system?

Answer : Facing the Language section and memorizing vocabulary, and other penalties according to the error rate.

c. Result of Documentation

The researcher also employed a documentation for supporting the result of observation and interview. Documentation is a technique of collecting data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, etc. The documentation about Environmental conditions that support the English Speaking performance of students, require to speak English, and the discipline applies the use of language at the Ushuluddin Islamic Boarding School the researcher used video and audio visual and picture.

2. Result of Data Analysis

a. Data Reduction

Data reduction is the first component or level in the model 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 transcriptions. First, the mass of data has to be organized and somehow meaningfully reduced or reconfigured. These data are condensed so as to make them more manageable.[40] In this research the researcher used observation, interview and documentation to collect the data. In this case, the researcher analyzed the data based on each instrument. The researcher did triangulation method. The triangulation method can be explained by the researcher as below:

Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. In this case the researcher used all of the instrument, they were: observation, interview, and documentation.

1. Observation

Based on the data observation, the researcher found that the role of English environment to developing the English speaking performance are:

a) Naturalness of the Environment

b) The Learner's role in communication

c) Availability of concrete referent

d) Target Language Models

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[40]Mattew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publication, Thousand Okas, 1994), p. 12

Table 4.1
The Observation Checklist

No	Aspect	Indicator		Yes	No
3.	Naturalness of the Environment	Speak English with comfortable environmental conditions	*Speak English with enjoy*	✓	
		Attend language-related activities in boarding schools	*Speech, conversation, Vocabulary, placing Vocabulary and Term, Spying.*	✓	
4.	The Learner's role in communication	Use every day English conversations on the boarding school	*Use English in every day conversation*	✓	
		Greet with English for everyone in the boarding school (teacher and student)	*Greeting used by students every time they meet with people in boarding school*	✓	
3.	Availability of concrete referent	Feel comfort when they learn English in the class	*Comfortable classes*	✓	
		FeFeel easy to learn English because there is a language laboratory	*Language Laboratory*	✓	
4.	Target Language Models	Use English in everywhere and every time	*Use English in the school, dormitory, canteen, kitchen, etc.* *Use English every 2 week in a month*	✓	
		Run a system that is applied by the language section (language center) to	*Language discipline police*	✓	

		use the English language in daily activity			
		Receive concessions given by the language section (language center) if they violate the rules of language discipline	*Punishment for language trespasser*	✓	

From the data of observation above, the researcher concluded that the English environment role in developing the English speaking performance of students were appropriate with the theory they were: Environmental conditions that support the English Speaking performance of students, Require to speak English, The discipline applies the use of language at the Ushuluddin Islamic Boarding School.

2. Interview

From the result of interview, it showed that the teacher agree with the theory of English environment role in developing the English speaking performance of students. They are : Environmental conditions that support the English Speaking performance of students, Require to speak English, The discipline applies the use of language at the Ushuluddin Islamic Boarding School. Based on the data, the researcher did not need to reduced the data of interview with the English teacher the data Environmental conditions that support the English Speaking performance of students, Require to speak English, The discipline applies the use of language at the Ushuluddin Islamic Boarding School.

3 . Documentation

The documentation about Environmental conditions that support the English Speaking performance of students, require to speak English, and the discipline applies the use of language at the Ushuluddin Islamic Boarding School the researcher used video and audio visual and picture. (see Appendix).

b. Data Display

Data display is the second level in Miles and Huberman model of qualitative and analysis. This level can be extended piece of the text or diagram, graph, chart, table or matrix that provides a new of arranging thinking about the more textually embedded data, at the display stage, additional, higher order categories or the data that go beyond those first discovered during the initial process of data reduction, in this case the analysis as done based on data collected by each instrument.

1. Observation Report

The observation consist the main point to be found. That is the English environment role in developing the English speaking performance. Based on the data reduction the data found displayed in the form of table below:

Table 4.2

Observation Result

No	Aspect	Tool
1	Naturalness of the Environment	instill high confidence in students to be able to speak and communicate using English. supported by the existence of language discipline and adequate facilities that help students to learn

		foreign languages easily. and with the atmosphere of a comfortable, safe and beautiful environment that creates a conducive environment for students to learn.
2	The Learner's role in communication	Students are required to communicate with each other and greet each other using English wherever and whenever. Because indirectly this can train students to be able to practice what they have obtained in class and outside the classroom.
3	Availability of concrete referent	With comfortable classes and language laboratory facilities available, students can comfortably and easily be able to learn English easily.
4	Target Language Models	There are already disciplines and written rules that students must carry out, accept and obey all regulations and discipline at the Ushuluddin Islamic Boarding School. The implementation of a language change system every week for students to communicate in English. there are two weeks a month for students to communicate using English. weekends using English usually in the first and third weeks of the month. usually begins every day until Saturday. and is required to use English wherever and whenever.

2. Interview Report

The researcher also employed interviews to support the data. The interviews were intended to find out the teacher and students' opinion about the English environment role in developing the English speaking performance. The researcher employed an interview which the result can be seen in the table below:

Table 4.3

Teacher's Interview Result

No	Conclusion of Teacher' Answer
1	Self-confidence is instilled in students in doing positive things. Because someday they will interact with the community where this also applies in using English.
2	Students routine activities related to language are morning conversations, giving vocabulary, and public speaking.
3	Students are required to use English in everyday conversation.
4	Greeting both fellow students or teachers is something that is highly recommended and of course greeting them using English.
5	Comfortable classes certainly make students comfortable also in learning and can easily receive lessons.
6	Language laboratory is useful in helping students learn English.
7	In all places in Ushuluddin Islamic Boarding School students are required to speak English.
8	Whenever and wherever, and this happens when the English language session arrives. That twice in a month.
9	Ushuluddin Islamic Boarding School discipline policy has been agreed upon by the boarding school management and made so that students obey, accept and carry out the discipline. So students will surely inevitably receive the policy.
10	The punishment given to violators of language is the punishment standard that has been agreed upon jointly by the manager of the language section.

Table 4.4

Students' Interview Result

No	Conclusion of Teacher' Answer
1	Self-confidence is instilled in students in doing positive things. Because someday they will interact with the community where this also applies in using English.
2	Students routine activities related to language are morning conversations,

	giving vocabulary, and public speaking.
3	Students are required to use English in everyday conversation.
4	Greeting both fellow students or teachers is something that is highly recommended and of course greeting them using English.
5	Comfortable classes certainly make students comfortable also in learning and can easily receive lessons.
6	Language laboratory is useful in helping students learn English.
7	In all places in Ushuluddin Islamic Boarding School students are required to speak English.
8	Whenever and wherever, and this happens when the English language session arrives. That twice in a month.
9	Ushuluddin Islamic Boarding School discipline policy has been agreed upon by the boarding school management and made so that students obey, accept and carry out the discipline. So students will surely inevitably receive the policy.
10	The punishment given to violators of language is the punishment standard that has been agreed upon jointly by the manager of the language section.

3. Documentation Report

The researcher also employed documentation for supporting the result of the observation and interview. The documentation showed about students' activities by photo (see appendix). Through this instrument the researcher could identify the English environment role and students' activities in developing the English speaking performance of students.

c. Conclusion Drawing/Verification

Conclusion drawing/verification is the third level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the

research. In this case, the discussion and findings were divided into two part: The English Environment Role in Developing the English Speaking Performance of Students and The Student's Activities in the Environment that developed Students' English Speaking Performance. During the observation, interview and questionnaire, the researcher found the data as follow:

1. The English Environment Role in Developing Students' English Speaking Ability

Based on the data about the English environment role in developing atudents' English speaking ability, the researcher could explain as follows:

a) Naturalness of the Environment

b) The Learner's role in communication

c) Availability of concrete referent

d) Target Language Models

2. The Student's Activities in the Environment that developed English Students' Speaking Ability

Based on the data about the Student's Activities in the environment that developed English Students' English Speaking Ability, the researcher could explain as follows:

a) Public Speaking

b) Morning Conversation

c) Giving Vocabulary

d) Placing Vocabulary and Term

e) Spying

C. Discussion of finding

In this part, the researcher would like to discuss about the finding of the the English environment role in developing atudents' English speaking ability and The Student's Activities in the Environment that developed Students' English Speaking Ability. This research was composed by the participant of the research: they were the students of class A the twelfth of Ushuluddin Islamic Boarding School in academic year 2018/2019 that had been observed.

The researcher employed an observation to know The English Environment Role in Developing the English Students' speaking ability. The researcher conducted the research by observing the school, interviewing English teacher and Students of Ushuluddin Islamic boarding school, and did documentation in order to know the The English Environment Role in Developing Students English Speaking Ability and The Student's Activities in the Environment that developed English Students' Speaking Ability.

The researcher employed observation, interview and documentation to know the English Environment role. Having conducted the research, the researcher found the English environment role in developing the English speaking performance of students, they were Environmental conditions that support the students speaking ability, Students' Interaction in daily conversation, More easily

learn English with existing facilities, Required to speak English and follow the discipline of language that applied at the Ushuluddin Islamic Boarding School at the Ushuluddin Islamic Boarding School.

The researcher employed an observation to know the English Environment role in developing Students' English Speaking Ability in Ushuluddin Islamic Boarding School. Most of the students looked active in the teaching and learning process in the class and active in using their English speaking out of class in their daily activity. This research was conducted three times including observing the site, interviewing English teacher (*supervisor*) and students in order to know the English Environment role faced by them. The observation was conducted in two week. From the data through observation, the researcher assumed that the English Environment role in developing the English Speaking Performance was effective.

From the data through interview, the researcher concluded that the English Environment role in Ushuluddin Islamic Boarding School progressively run well to improve students speaking. Based on the results of interviews conducted to selected teachers and students The English environment role in developing the English speaking of students are: a) Naturalness of the environment b) The learner's role in communication c) Availability of concrete referents d) Target language models.

The result of observation showed that the student's activities were caused within students themselves. The routine activities carried out by students at the Islamic Boarding School Ushuluddin from students wake up to sleep again, all are

determined by a schedule made by the Ushuluddin Islamic Boardng School. This happens repeatedly every day. Aiming that students regularly divide their time and to get used to the discipline that has been applied by Ushuluddin Islamic Boarding School since a long time ago. Their activities start at 04.00 AM to 10.00 PM. All of their activities are positive and educational activities.

Activities that students live in the Ushuluddin Islamic Boarding School are activities that can help improve English speaking performance students including: Public Speaking, Morning Conversation, Giving Vocabulary, English courses, Vocabulary and Term Placing, and Spying.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of learning English at the Ushuluddin Islamic boarding school is going well. Some activities outside the Ushuluddin Islamic Boarding School learning activities include several activities such as: conversation, giving vocabulary, public speaking etc.

2. The Role of English Environments in enhancing English Speaking Skills Students with habituation exercises that are outside of classroom learning activities are realized through guidance in the form of vocabulary training, conversation, public speaking. The existence of these exercises is a supporting factor that helps students in formal learning. Because what has been given outside of learning to students can be applied and related to what is learned in formal learning.

3. The informal environment (English Environment) is created due to the application of a dormitory system where all students are encouraged to stay in a dormitory, there are activities to support English language skills such as morning conversation activities, speaking in English, vocabulary giving of three to five vocabulary words every day, there is an English language course program, the

OSU program (Santri Ushuluddin Organization) which emphasizes memorizing English vocabulary and speaking English.

4. Implement discipline through various kinds of rules and sanctions for students who break the rules. This aims to instill discipline in English in the students. The order is made carefully and wisely so that it will foster awareness and willingness to comply with all established rules. The sanctions determined must be educational and not contain violence.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

Based on the results of the conclusions stated that the role of the language environment (English environment) in improving Arabic speaking skills, wherein there is an informal environment that gives a role in improving students' speaking skills, therefore researchers provide input and suggestions as follows:

1. For the Teachers

a. It is better if the informal environment coverage is wider than the formal environment, where not all corners can be controlled by the teacher or the system created, it requires the involvement of cooperation and awareness of all parties in guarding it. In addition, in the informal environment there are more parties involved, so that creating a conducive and comfortable atmosphere requires this.

b. The researcher recommend that you hold a sustainable program that is varieties and creative in creating a conducive environment, while the existence of the environment in question sometimes does not always run smoothly according to common goals and desires.

2. For the Students

a. The students are expected to always learn with high enthusiasm and strong motivation, so that the desired goals can be achieved.

b. The students are expected to be more able to love language, especially English which is a necessity. Where someone's mastery of English has become mandatory.

c. The students should improve their vocabulary, pronunciation and grammar mastery that can be easily used in their daily speaking activity.

d. The students are expected to always maintain the mandate of the parents and the mandate of the Islamic boarding school in order to continue to work hard to learn to pursue ideals.

3. For the next Researcher

The researcher expects the next researcher to prepare the research's needs; before and during conducting the research.

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APPENDICES

Appendix 1 the Activities' List in Ushuludddin Islamic Boarding School

The Activities' List in Ushuludddin Islamic Boarding School

TIME	ACTIVITIES
04.00-05.00 AM	Waking up, Muhasabah, and Subuh prayers in congregation.
05.00-05.45 AM	Reading of holy Qur'an, **Conversation/Giving Vocabulary**.
05.45-06.00 AM	Cleaning
06.00-06.50 AM	Taking bath, Breakfast, Class Preparation
06.50-07.00 AM	Go to class.
07.00-07.10 AM	Reading of holy Qur,an.
07.10-08.30 AM	Formal Learning.
08.30-09.10 AM	Rest and Dhuha prayers.
09.10-12.00 AM	Formal Learning.
12.00-01.30 PM	Dzuhur Prayers in congregation, Reading of holy Qur,an, Lunch.
01.30-01.40 PM	Go to Class, Reading of holy Qur,an.
01.40-03.00 PM	Formal Learning.
03.00-04.00 PM	Ashar Prayers in congregation, Reading of holy Qur,an.
04.00-05.00 PM	Extracurricular (Course, Exercise, etc.)
05.00-05.30 PM	Taking bath, Dinner, and Go to Mosque.
05.30-06.30 PM	Tafsir Al-Qur,an, and Maghrib Prayers in congregation.
06.30-07.30 PM	Reading of holy Qur'an with Supervisor (ustadz/ustadzah)
07.30-08.00 PM	Isya Prayers in congregation, and Reading of holy Qur,an.
08.00-09.30 PM	**Giving Vocabulary (per room)**, Study night with class guardians (except; Saturday and Monday evening : **Public Speaking**).
09.30-10.00 PM	Rest and Go to Canteen.
10.00-04.00 AM	Sleeping.

Appendix 2 The Name of Teachers

Teachers of MA Terpadu Ushuluddin Belambangan
Penengahan Lampung Selatan in 2018/2019 academic year

No	Name	Education	Subject Taught
1	Rina Wahyuni, SE	S1	Economi, Insya', Nahwu, Faroid
2	Ahmad Apiudin, S.Pd.I	S1	Jurumiyah, Fiqih Sunnah
3	Safaruddin, S.Pd.I	S1	Balaghoh, Kaligrafi
4	Erah Rahmawati, M.Pd.I	S1	Grammar, Tarbiyah
5	Sahriwantoni, S.Pd.I	S1	Nahwu, Shorof
6	Zaenal Abidin, S.Pd.I	S1	Tarbiyah, Ushul Fiqh
7	Nurhalimah, S.Pd.I	S1	Muthola'ah, Insya, Fiqih Umum
8	Didik Darmadi, S.Pd.I	S1	Hadits, SKI
9	Amas Masruroh, S.Pd.I	S1	Arabic, Qur'an Hadits
10	Urfi Mawaddah, S.Pd.I	S1	Aqidah Akhlak
11	Tri Novita Sari, S.Pd.I	S1	English, Insya, Mahfudzot
12	Ani Mulyani, SE	S1	Hadits, Tafsir
13	M. Akhi Yusuf, M.Pd.I	S1	Nahwu, Tauhid
14	Mustomar, S.Pd	S1	Qur'an Hadits, Geografi
15	Ika Nur Hanifah, S.Sos.I	S1	Indonesian
16	Wiwit Jayanti, S.Pd	S1	Math
17	Laila Roza, S.Pd	S1	English
18	Nuril Hanifah, S.Pd	S1	English
19	Adi sholehuddin sidiq, S.Sos.I	S1	Nahwu
20	Ecep Nur Kencana, S.Pd.I	S1	Muthola'ah, Tafsir
21	Lailatul Bisriyah, S.Ag	S1	Fiqh Wadhi, Indonesian
22	Hamidun, S.Sos.I	S1	SKI, Fiqh
23	Dwi Riski Stia Putri, SH	S1	PKn, Mahfudzot
24	Azmi Fikron, S.Pd	S1	Pkn, Sociology
25	Ibnu Abda'u Pradika, S.Pd	S1	IPS, Sejarah
26	Nella Indri, S.Pd	S1	Science, Biology
27	Yusuf Sepriangga, S.Pd	S1	Chemistry, Fisika
28	Budi Setiawan, S.Pd	S1	Tajwid
29	Yuni Wahyuni	SLTA	Arabic, Insya, Tauhid
30	Tri Wahyu Wulandari	SLTA	Math, Fiqh wadhi
31	Devi Damayanti	SLTA	Arabic, Mahfudzot
32	Ahmad Malik	SLTA	Arabic, Tauhid
33	Vialy Ricky Afriza	SLTA	Arabic
34	Anindy Firdaus	SLTA	Mutholaah
35	Dima Rantika	SLTA	Tafsir, Arabic
36	M. Zuffar Albaweel	SLTA	Computer
37	Randy Aslan	SLTA	English, History of Islam
38	M. Rafly	SLTA	Imla', Hadits

Appendix 3 The Name of Students

The Students' List of Class XII A

No	NAME	M/F
1	ALVIN HAKIM	M
2	M. FADL ROSYID	M
3	M. ARMA RIVALDI	M
4	M. RISYAD FERADIL	M
5	M. RIDHO ALFAJAR	M
6	RASYIFAN SAFRI	M
7	SYAHRIL SIDDIQ	M
8	ZORA FIRMANSYAH	M
9	WIFA RAZIQ SYIHAB HABIBI	F
10	AJENG SEPTIANA DEWI	F
11	DARA JUNITA	F
12	DELYA DWI ANTARI	F
13	DZELLA KARTIKA AYU NINGTYAS	F
14	FEBRILLIA INTAN SAPUTRI	F
15	ISMI AULIA	F
16	LU'LU'ATUN NISA	F
17	LUTHFIATUN NISWAH	F
18	NADIA AROFAH	F
19	SANTI ANGGRAENI	F
20	SITI NURDIANTI	F
21	ULFA NUR AZIZAH	F
22	ZAMZA PRILANITA	F
23	ZULFA MIFTAKUL R	F

Appendix 4 The Facilities of School

The facilities of MA terpadu Ushuluddin belambangan penengahan lampung selatan in 2018/2019 academic year

No	Facilities	Total
1	Classes	16
2	Headmaster Office	1
3	Teachers Office	1
4	Library	1
5	Biology Laboratory	1
6	Chemistry Laboratory	1
7	Computer Laboratory	1
8	TU	1
9	Counseling office	1
10	Mosque	1
11	Health Care Unit	2
12	Boy Scout Room	2
13	Canteen	2
14	Art Room	2
15	Committee Room	1
16	Futsal Court	1
17	Basketball Court	1
18	Sport Hall	1
19	OSU/OSIS Room	2

Appendix 5 Interview Guideline for the Preliminary Research

INTERVIEW'S GUIDELINE FOR THE TEACHER

Teacher   : **Ika Nurhanifah, S.Sos**

Interviewer   : **Rena Islamiati**

Day & Date   : **October, 14th 2017**

Place   : **Ushuluddin Islamic Boarding School**

Questions :

1. Sejak kapan ibu mengajar di Pesantren Ushuluddin?

2. Bagaimana antusiasme /ketertarikan siswa terhadap bahasa Inggris?

3. Apa saja fasilitas yang tersedia di Pesantren Ushuluddin ini yang dapat menunjang siswa dalam berbahasa Inggris?

4. Seberapa pentingkah menurut ibu peran lingkungan bahasa Inggris terhadap perkembangan performa berbicara bahasa Inggris siswa?

5. Kendala apa saja yang ibu rasakan ketika mengajarkan siswa untuk berbicara bahasa Inggris?

6. Apa aktivitas yang mendukung performa berbicara bahasa Inggris siswa di pesantren ini?

Appendix 6 the Result of Interview with Teacher

The following of interview with the teacher

No	Question	Answer	Conclusion
1	Sejak kapan ibu mengajar di pesantren Ushuluddin?	Saya sudah mengajar disini sejak tahun 2014.	Guru sudah mengajar di pesantren Ushuluddin selama 4 tahun.
2	Bagaimana antusiasme/ketertarikan siswa terhadap bahasa inggris?	Siswa sangat tertarik dengan bahasa inggris,walaupun cukup sulit untuk melakukan nya.	Menurut pernyataan guru tersebut, bahwa siswa sangat tertataik untuk bisa mengembangkan performa berbicara bahasa inggris walaupun dirasa cukup sulit.
3	Apa saja fasilitas yang tersedia di pesantren Ushuluddin yang dapat menunjang siswa dalam berbahasa inggris?	Fasilitas yang tersedia di pesantren Ushuluddin yang dapat menunjang siswa dalam berbahasa inggris ada laboraturium bahasa yang dapat menunjang kemampuan performa berbicara bahasa inggris siswa.	Menurut pernyataan guru, fasilitas yang mereka miliki sangat menunjang untuk siswa mengembangkan perfroma berbicara bahasa inggris melalui karena adanya fasilitas laboraturuim bahasa.
4	Seberapa pentingkah menurut ibu peran lingkungan bahasa inggris terhadap perkembangan performa berbicara bahasa inggris siswa?	Sangat penting karena lingkungan berbahasa inggris yang baik dapat mendukung siswa untuk dapat melakukan komunikasi secara aktif. Performa berbicara bahasa inggris mereka pun akan menjadi lebih baik. Karna ada interaksi baik sesama siswa ataupun guru.	Peran lingkungan bahasa inggris sangat mendukung bagi siswa untuk dapat mengembangkan performa berbicara bahasa inggris siswa, karena lingkungan tersebut berperan aktif untuk siswa berkomunikasi dalam bahasa inggris.
5	Kendala apa saja yang ibu rasakan ketika mengajarkan siswa untuk berbicara bahasa inggris?	Kebanyakan dari mereka belum tahu menggunakan bahasa inggris, terutama dalam hal kosakata,	Kebanyakan dari siswa belum mengatahui kosakata bahasa inggris dengan baik, belum bisa

		grammar dan lain sebagainya. Ditambah lagi perasaan malu dan takut salah ketika berbicara menggunakan bahasa inggris. Hal itu biasanya terjadi dengan siswa baru.	menggunakan grammar dengan baik,ditambah kurangnya rasa kepercayaan diri, terutama yang dirasakan oleh siswa baru.
6	Apa aktivitas yang mendukung performa berbicara bahasa inggris siswa di pesantren ini?	Aktivitas atau kegiatan bahasa yang mendukung performa berbicara bahasa inggris siswa diantaranya; berpidato, pemberian kosa kata dan percakapan, penempatan kosa kata ditempat-tempat tertentu, dll.	Banyak aktivitas bahasa yang dapat mendukung performa berbicara bahasa inggris siswa yang mana aktivitas tersebut dilakukan untuk mendukung fasilitas yang ada (laboraturium bahasa), jadi adanya fasiltas dan aktivitas mendukung lebih siswa untuk dapat meningkatkan kemampuan performa berbahasa inggris.

The Observation Checklist

No	Aspect	Indicator		Yes	No
5.	Naturalness of the Environment	Speak English with comfortable environmental conditions	*Speak English with enjoy*	✓	
		Attend language-related activities in boarding schools	*Speech, conversation, Vocabulary, placing Vocabulary and Term, Spying.*	✓	
6.	The Learner's role in communication	Use every day English conversations on the boarding school	*Use English in every day conversation*	✓	
		Greet with English for everyone in the boarding school (teacher and student)	*Greeting used by students every time they meet with people in boarding school*	✓	
3.	Availability of concrete referent	Feel comfort when they learn English in the class	*Comfortable classes*	✓	
		FeFeel easy to learn English because there is a language laboratory	*Language Laboratory*	✓	
4.	Target Language Models	Use English in everywhere and every time	*Use English in the school, dormitory, canteen, kitchen, etc.*	✓	

			Use English every 2 week in a month		
		Run a system that is applied by the language section (language center) to use the English language in daily activity	*Language discipline police*	✓	
		Receive concessions given by the language section (language center) if they violate the rules of language discipline	*Punishment for language trespasser*	✓	

Appendix 8 Interview Guideline for the Research

INTERVIEW'S GUIDELINE FOR THE TEACHER

Teacher   : **Ika Nurhanifah, S.Sos**

Interviewer   : **Rena Islamiati**

Day & Date   : **Saturday, December, 1st 2018**

Place   : **Ushuluddin Islamic Boarding School**

Questions :

1. Are you confident in using English in the boarding school environment?

2. Are there routine activities carried out by the language section of the boarding school that are related to English?

3. Do you always use English in everyday conversation?

4. Is the English language greeting used by students every time they meet with people on the boarding school?

5. Does the school provide comfortable classes for students learning English?

6. Is there a language laboratory for students to study English?

7. Where are you required to speak in English?

8. When are you required to speak in English?

9. Are you able to accept the language discipline policy that has been determined by the language section?

10. What punishment is given by the language section to you (student) who violate the language discipline system?

Appendix 9 Interview Transcript with English Teacher

<u>**Interview Transcript with English Teacher at Ushuluddin Islamic Boarding School**</u>

Respondent : Teacher

Name : Mrs. Ika Nurhanifah, S.Sos.I

Interviewer : Rena Islamiati

Day/ Date/ Year : Saturday, December 1st 2018

Place :Ushuluddin Islamic Boarding School

Question : Apakah dalam lingkungan pesantren siswa/santri percaya diri dalam menggunakan bahasa inggris.

Answer : iya percaya diri, karena semua siswa disini dididik dan diberikan doktrin oleh guru-guru supaya percaya diri dalam berkomunikasi menggunkan bahsa inggris.

Question : Apakah ada aktivitas rutin yang dilakukan oleh bagian bahasa pihak boarding school) yang berkaitan dengan bahasa inggris?

Answer	: iya pastinya ada, setiap pagi dan malam jadwalnya pemberian kosakata, dan conversation seminngu 2x senin dan kamis pagi, latihan berpidato seminngu 2x setiap malam sabtu dan minggu.
Question	:apakah siswa selalu menggunakan bahasa inggris dalam percakapan/komunikasi sehari-hari?
Answer	:Iya pasti, karena sudah menjadi aturan dan disiplin bahasa
Question	: Apakah sapaan bahasa inggris selalu digunakan siswa setiap bertemu dengan orang-orang yang ada di boarding school?
Answer	: iya, karena disini dalam keseharian siswa menggunakan bahasa inggris seperti saling sapa menggunakan bahasa inggris. disegala tempat dimanapun dan kapanpun.
Question	:apakah sekolah menyediakan kelas yang nyaman untuk siswa belajar bahasa Inggris?
Answer	: Iya tentu saja karena kelas yang nyaman menunjang siswa untuk belajar dengan nyaman, dan dapat menerima ilmu dengan baik.
Question	: Apakah ada laboraturium bahasa untuk siswa dalam mendalami belajar bahasa inggris?
Answer	: pastinya ada, dan mereka berkunjung ke laboraturium bahasa setiap hari sabtu. Dilanjutkan ekskul bahasa bagi mereka yang mengikuti.

Question   : Kapan saja siswa diwajibkan untuk berbicara menggunakan bahasa Inggris?

Answer   : dua minggu dalm satu bulan diselingi dengan bahasa arab. Jadi,

sistemnya seminngu menggunakanakan bahasa arab dan seminggu

menggunakan bahasa inggris.

Question   : Dimana saja siswa diwajibkan untuk berbicara menggunakan bahasa Inggris?

Answer   : Dimanapun dan kapanpin siswa diwajibkan berbicara berbahasa

Inggris

Question   : Apakah siswa mampu menerima kebijakan disiplin bahasa yang sudah ditentukan oleh bagian bahasa?

Answer   : iya mampu karena ini memang sudah menjadi disiplin

pesantren/peraturan pesantren yang sudah tertulis.

Question   : Apa hukuman yang diberikan oleh bagian bahasa kepada siswa yang melanngar system disiplin bahasa?

Answer   : mengahadap bagian bahasa kemudian menghafal kosa-kata serta

hukuman lainnya sesuai tingkat pelanggrannya.

Appendix 10 the Result of Interview with Teacher

The following of interview with the teacher

No.	Question	Answer
1	Are students in the boarding school environment confident in using English?	Iya pasti, karena disini siswa di didik oleh kami untuk percaya diri dalm berkomunikasi menggunakan Bahasa inggris. Bahasa inggris digunakan pada pekan Bahasa inggris dan Bahasa arab digunakan pada pekan bahsa arab. Kami tidak menuntut sempurna, tidak apa-apa jika siswa salah dalam pengucapan kosakata, grammar etc.
2	Are there routine activities carried out by the language section of the boarding school that are related to English?	Ada aktivitas rutin yang dilakukan setiap minngunya. Yakni : Morning conversation (sabtu dan minggu), Public Speaking (Sabtu dan minngu), dan Giving Vocabulary (every morning and evening).
3	Do students always use English in everyday conversation?	Iya pasti, karena sudah menjadi aturan disiplin Bahasa. Bahwa siswa harus menggunakan Bahasa inggris ketika berkomunikasi.
4	Is the English language greeting used by students every time they meet with people on the boarding school?	Tentu saja, Karena saat siswa sedang berada di minggu berbahasa inggris jadi sudah pasti mereka pun mengucapkan salam dengan bahasa inggris setiap bertemu dengan orang kan.

5	Does the school provide comfortable classes for students learning English?	Tentu saja, kelas yang nyaman menunjang siswa agar belajar dengan nyaman dan dapat menerima ilmu dengan baik. bertemu dengan baik.
6	Is there a language laboratory for students to study English?	Ada, menggunakannya setiap hari sabtu, jadi extra-curricular Bahasa inggris ada dua kali dalm seminngu. Yakni hari rabu dan sabtu. Rabu siswa belajar teori, dan sabtu siswa praktek di lab Bahasa.
7	Where are students required to speak in English?	Disemua tempat siswa diwajibkan berbicara menggunakan Bahasa inggris tanpa terkecuali.
8	When are students required to speak in English?	Saat pekan berbahasa inggris. Yakni setiap 2 minngu dalam sebulan. Dimula hari minggu-sabtu.
9	Are students able to accept the language discipline policy that has been determined by the language section?	Tentu saja karena sudah disiplin dan ada aturan tertulis bahwa siswa wajib menjalankan, menerima dan menaati segala peraturan dan disiplin di Ushuluddin Islamic Boarding School.
10	What punishment is given by the language section to students who violate the language discipline system?	Menghadap bagian Bahasa dan menghafal kosakata, serta hukuman lannya sesuai tingkat kesalahan.

Appendix 11 Interview Guideline for the Research

STUDENTS' GUIDELINE FOR THE TEACHER

Interviewee   : Students

Interviewer   : Rena Islamiati

Day & Date   : December, 4th – 6th 2018

Place   : Ushuluddin Islamic Boarding School

Questions :

1. Are you confident in using English in the boarding school environment?

2. Are there routine activities carried out by the language section of the boarding school that are related to English?

3. Do you always use English in everyday conversation?

4. Is the English language greeting used by students every time they meet with people on the boarding school?

5. Does the school provide comfortable classes for students learning English?

6. Is there a language laboratory for students to study English?

7. Where are you required to speak in English?

8. When are you required to speak in English?

9. Are you able to accept the language discipline policy that has been determined by the language section?

10. What punishment is given by the language section to you (student) who violate the language discipline system?

Appendix 12 Interview transcript

Interview transcript with Students at Ushuluddin Islamic Boarding School

1) **Respondent 1 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya, karena saya suka bahasa inggris jadi saya percaya diri berkomunikasi dalam bahasa inggris.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : ada laboraturium bahasa

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya, karena dikelas kami, kami menjaga kebersihan kelas.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya saya menggubakan bahasa inggris setiap hari pada minggu berbahsa inggris.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : kami akan menyapa setiap orang dengan menggunakan bahasa inggris saat bertemu.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : Di setiap tempat

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minggu bahasa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : menerima karena mau tidak mau itu sudah peraturan pesantren.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : biasanya menghapal kosakata.

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : banyak ada pembagian kosakata, pidato, jadi mata-mata, dll.

2) **Respondent 2 :**

   - Questionnaire number 1: Are students in the boarding school environment confident in using English?

     Answer : iya percaya diri. Apalagi ketika berbicara dengan kawan sebaya.

   - Questionnaire number 2 : Is there a language laboratory for students to study English?

     Answer : ada di belakang dekat GSG.

   - Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

     Answer : sangat nyaman karena kami selalu membersihkan kelas kami dan menghiasnya.

   - Questionnaire number 4 : Do students always use English in everyday conversation?

Answer : tentu saja, saya dan kawan yang lainnya menggunakan bahasa inggris dalam percakapan sehari-hari.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : kami menyapa semua orang ketika bertemu. Apalagi di minngu bahasa inggris pasti kami akan menyapa dengan menggunakan bahasa inggris.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : di kantin, di kelas, di masjid, dimanapun. Kecuali dikamar dibolehkan asal dengan suara yang kecil dan tidak terdengar sampai luar kamar.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : kapanpun itu saat minggu bahasa inggris tiba.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : menerima karena memang sudah peraturannya seperti itu.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menhapal kosakata, menempel kata-kata dalam bahasa inggris (poster)

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : muhadasah (conversation), mufrodat (vocabulary), muhadoroh (speech)

3) **Respondent 3 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

Answer : sedikit, tapi iya saya percaya diri.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya, ada lab bahasa

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : sangat nyaman sekali, karena di kelas pun jadwal pelajaran dan jadwal oiket menggukan bahasa inggris juga.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya selalu menggunakan bahasa setiap hari pada minggu bahasa inggris.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya selalu menyapa dengan bahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : diwajibkan semua untuk berbahsa tanpa terkecuali

- Questionnaire number 7 : When are students required to speak in English?

  Answer : pada minggu bahasa inggris. Biasanya dimulai setiap hari minggu.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : menerima segala konsekuensi yang ada.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghapal kosa kata, mencari orang lain yang tidak menggunakan bahasa (menjadi mata-mata)

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : banyak, ada vocab, speech, conversation, lalu ada muhadoroh kubro setahun sekali.

4) **Respondent 4 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya saya percaya diri, walaupun agak sedikit malu takut salah.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : ada, biasanya digunakan seminggu sekali kalau kursus bahasa. Kadang saat pelajarn bahasa inggris juga.

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya karena disini kelasnya menerima udara dengan baik juga. Bersih jadi nyaman juga belajarnya.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya saat minngu bahasa inggris pasti menggunakan bahsa inggris, kalau tidak kena sanksi juga.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : kadang menyapa dengan assalamualaikum dulu, baru setelah itu dengan bahasa inggris, seperti how are you miss, good morning sister, dll.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer :di kamar mandi, berangkat sekolah, ke masjid, diamana saja.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : sebualn 2 kali ada minggu berbahasa inggris, disitu diwajibkan berbahasa inggris.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya menerima, lagian hukuman nya memang sesuai dengan kesalahan.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : diumumkan dulu siapa yang terkena mata-mata, lalu dikumpulan dan ditanya satu persatu, lalu dihukum sesuai berapa kali terkena mahkamah bahasa lalu disuruh mencari siapa yang tidak berbahasa.

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : pidato, vocabulary, conversation masing-masing 2 kali dalam seminggu.

5) **Respondent 5 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya saya percaya diri, walaupun masih banyak kekurangan. Tapi disini saya masih belajar, dan teman-teman yang lain pun sama. Jadi, percaya diri saja. Nanti pun jika salah akan ditegur.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya, ada laboraturium bahasa disini, yang sangat membantu kami untuk belajar bahasa inggris.

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : sangat nyama, suasana disini sangat mendukung untuk belajar bahsa inggris, tidak terkecuali dengan ruang kelas yang bersih dan nyaman.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya selalu menggunakan bahasa inggris setiap hari pada minggu bahasa inggris.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya disini diwajibkan menyapa dengan sesama. Terutama kepada yang lebih tua dari kita, jadi pasti ketika bertemu pun kami kian manyapa dengan bahasa inggris.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : dimana saja, dan kapan saja, kami diwajibkan berbahasa.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minggu bahsa inggris dimulai. Biasanya nya satiap 2 minngu dalam sebulan adalah minggu berbahsa inggris.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya bisa menerima semua pertauran bahasa yang yang telah ditetapkan.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : macam-macam sesuai dengan tingkat kesalahannya. Bisa menjadi mata-mata dan menghafal kosakata dan lain sebaginya.

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : iya ada kegiatan bahasa yang rutin kami lakukan, yaitu conversation (muhadasah), vocabulary (mufrodat), dan public speaking/speech (muhadoroh).

6) **Respondent 6 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya percaya diri. Karena disini diajarkan untuk percaya diri dalam berbahsa inggris maupun arab.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa di gedung dekat GSG.

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya kelas kami sangat mendukung untuk belajar terutama belajar bahsa inggris.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya kami selalu berbahasa inggris

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya kami menyapa seperti dengan sapaan "good morning" ketika pagi, seperti "good eating" ketika mau makan.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : iya diwajibkan untuk berbahasa inggris

- Questionnaire number 7 : When are students required to speak in English?

Answer : ketika telah tiba minggu bahsa inggris. Biasanya bergantian dengan bahasa arab setiap minggunya.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya menerima segala konsekuensi yang ada disini terutama discipline bahasa

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menajdi mata-mata mencari orang lain yang berkomunikasi tidak menggunakan bahasa, menghafal kosa kata.

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : ada kegiatan bahasa seperti mufrodat (vocabulary), muhadoroh (speech), dan muhadasah (conversation).

7) **Respondent 7 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : sebenarnya agak malu, takut salah Dallam pengucapan bahasa inggris tapi saya mencoba agar menyukai bahasa inggris.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya disini disediakan ruang kelas yang luas dan nyaman untuk belajar, tergantung kita bisa menjaga kebersihannya atau tidak.

- Questionnaire number 4 : Do students always use English in everyday conversation?

Answer : iya karena sudah ditentukan menggunakan bahasa apa setiap minggunya. Jadi seperti saat ini diwajibkan untuk berbicara bahasa inggris.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya kami menyapa dengan menggunakan bahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : di sekolah, asrama, di masjid, dimana saja

- Questionnaire number 7 : When are students required to speak in English?

  Answer : kapan pun dan dimanapun ketika minggu bahasa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya saya menerima semua kebijakan disiplin yang ada disini.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : ada pidato, pemberian kosakata, dan percakapan.

8) **Respondent 8 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya saya percaya diri

- Questionnaire number 2 : Is there a language laboratory for students to study English?

Answer : ada laboraturium bahsa di sini

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya sangat mendukung untuk belajar bahasa inggris

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya selalu berbahsa inggris

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya kami saling menyapa dengtan bahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : diamapun dan kapanpun

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minggu bahasa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya kami menerima semua kebijakan disiplin yang ada di Ushuluddin Islamic Boarding School.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosakata sesuai sudah ebrapa kali terkena mahkamah bahsa, misalnya pertama menghafal 5 kosakata, lalu 10, 15 dan seterusnya.

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

Answer : iya disinin ada pemberian kosakata, latihan berpidato, dan belajar percakapan bahsa inggris pada pagi hari.

9) **Respondent 9 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya percaya diri dalam menggunakan bahasa inggris

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya sangat nyaman dalam belajar bahasa inggris

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya saya dan yang ain selalu menggukan bahasa inggris.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya kami selalu menyapa dengan bahsa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : disemua tempat disini

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minggu berbahasa inggris.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya dapat menerima semua aturan bahasa yang telah ditetapkan.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : iya ada muhadorh, mufrodat dan muhadasah

10) Respondent 10 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : sedikit percaya diri

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa disini

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya kelas kami mdiberi kelas yang sangat nyaman untuk belajar.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya saya menggunakan bahasa inggris setiap hari

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya saya menyapa dengan bahasa inggris ketika bertemu seseorang.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : di semua tempat di sini

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketiak minngu bahasa inggris tiba

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya dapat menerima semua peraturan yang telah di buat

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : ada di suruh menghafal kosa kata, menjadi mata-mata dll.

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : ada pastinya kegiatan seperti pemberian kosakata, latihan pidato dan percakapan sehari-hari.

11) Respondent 11 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : percaya diri walaupun agak sedikit takut dan malu.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa yang letaknya dekat GSG.

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya sekolah menyediakan kelas yang sangat nyaman untuk belajar bahasa inggris.

- Questionnaire number 4 : Do students always use English in everyday conversation?

Answer : iya selalu digunakan setiap minggu berbahasa inggris

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya menyapa dalam berbahsa inggris di minggu berbahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : dimana saja dan kapan saja harus menggunakan bahasa inggris.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika pergantian bahasa inggris setiap minggunya bergilir dengan bahasa arab

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya menerima dan bersedia mengikuyi disiplin yang ada

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : ada kegiatan bahasa seperti latihan berpidato dan percakapan, dan pemberian kosakta

12) Respondent 12 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya percaya diri walau agak takut salah

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : ada laboraturium bahasa

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya nyamn untuk belajar bahasa inggris

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya pastinya selalu menggunakan bahsa inggris setiap hari.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : setiap bertemu seseorang pasti menyapa dengan bahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : dimanapun dan kapanpun.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minngu berbahasa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya menrima segala ketentuan yang ada

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosa kata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

Answer : ada vocabulary, speech, dan coneversation.

13) Respondent 13 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : percaya diri

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : ada laboraturium bahasa

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya nyaman dan sejuk jadi bisa belajar degan baik

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya pastinya

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya selalu menyapa dengan bahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : di semua tempat diwajibkan

- Questionnaire number 7 : When are students required to speak in English?

  Answer : 2 minggu dalam satu bulan

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya menerima pastinya apapun itu pasti untukkebaikan kami.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : biasanya disuruh menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : ada vocabulary, pidato dan percakapan.

14) Respondent 14 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya percaya diri sedikit

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya disini kelasnya nyaman dan cocok untuk belajar. Bersih juga.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya selalu berbicara dengan bahasa inggris di minggu bahasa inggris

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya selalu saling menyapa seperti "good morning". Biasanya seperti itu.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : dimanapun dan kapanpun

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minggu bahsa inggris.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya menerima

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : mencari yang tidak berbahasa dan menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : ada tentumya. Ada pemberian kosakta, latihan berpidato dan percakapan

15) Respondent 15 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya disini diajarkan untuk percaya diri

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : ada pastinya, laboraturium ada di dekat GSG

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya kelas untuk belajar disini sangat nyaman.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya selalu

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : tentu saja, kami menyapa dengan bahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : di mana-mana wajib berbicara menggunakan bahasa inggris.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minggu bahasa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya menerima kebijakan yang ada

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : ada kegiatan rutin yang lakukan dihari yang sudah ditentukan. Seperti percakapan pagi, pemberian kosakta, dan latihan berpidato.

16) Respondent 16 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : percaya diri

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa.

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya sangat nyaman untuk belajar bahsa inggris.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya selalu menggunakan bahasa inggris setiap harinya.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya selalu menyapa dengan bahsa inggris.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : dimana saja dan kapan saja diwajibkan untuk berbicara dengan bahasa.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minngu bahasa inggris.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya dapat menerima semua kebijakan yang ada.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : biasanya menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : ada pemberian kosakata, latihan berbidato dan percakapan sehari-hari.

17) **Respondent 17 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : percaya diri insya allah

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya sangat mendukung untuk bekajar bahasa inggris.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya selalu

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya menggkan bahasa inggris untuk menyapa.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : di mana-mana diwajibkan

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minggu berbahsa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : tentu saja menerima. Itu untuk kebaikan kami.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : ada pemberian kosakata, latihan berpidato dan percakapan pada pagi hari.

18) Respondent 18 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya tentu saja percaya diri

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : tentu saja disini kelas sangat nyaman untuk kami belajar

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya kami selalu berbicara dengan bahsa inggris

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya sapaan bahasa inggris digunakan ketika menyapa seseorang

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : di seluruh area lingkungan Ushuluddin Islamic Boarding School

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika minggu bahasa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya tentun saja menerima semua kebijakan yang sudah ditentukan.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : pemberian kosakata, pidato dan percakapan

19) **Respondent 19 :**

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : sedikit percaya diri dan ada takutnya juga.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya kelas kami sangat nyaman untuk belajar bahasa inggris

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya kami selelau menggunakan bahasa inggris sehari-hari

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya kami saling menyapa dengan sapaan bahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : dimana saja dan kapan saja

- Questionnaire number 7 : When are students required to speak in English?

  Answer : setipa minggu bahasa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya kamai menerima kebijakan dari bagian bahasa

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosakata sesuai tingkat kesalahan kami

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : iya pastinya ada kegiatan seperti, muhadoroh, muhadasah, dan mufrodat

20) Respondent 20 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : tidak, tapi saya berusaha terus untuk bisa.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa disini.

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

Answer : iya, kelas nya dekat dari asrama, luas dan nyaman untuk belajar.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya, bahasa kan mahkota pesantren

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya wajib menyapa sesame dengan bahasa pula. Termasuk dengan bahasa inggris.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : dimana pun dan kapanpun kami diwajibkan untuk berbicara dengan menggunakan bahasa ingris atu arab.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika kami sedang berada di minngu bahasa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : saya menerima semua disiplin bagian bahasa termasuk hukuman nya.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : hukuman nya seperti menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : kegiatan bahasa meliputi : pemberian kosakata, beropidato dan latihan percakapan.

21) Respondent 21 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya setengah percaya diri setengah tidak.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : ada laboraturium bahasa

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : tentu saja, kelas kami bagus dan cocok untuk belajar

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya kami diwajibkan untuk hal itu.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya sudah tentu kami akan menyapa dengan bahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : disemua tempat di lingkungan pesantren

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika dalam minggu bahasa inggris

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya tentu saja menerima Karen demi kebaikan kami

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : hukumannya menjadi mata-mata dan menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : kegiatan bahasa seperti belajar berpidato, pemberian vocabulary dan percakapan pada pagi hari.

22) Respondent 22 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya percaya diri karena saya suka bahasa inggris.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa disini untuk membantu kami belajar.

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya kelas yang sangat nyaman, dan guru nya juga sangat membantu kami untuk belajar bahasa inggris.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya saya selalu mencoba mempraktekan apa yang saya bisa dalam berkomunikasi dengan bahasa inggris di kehidupan sehari-hari

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya jadi saya dan teman yang lain saing sapa dengan bahasa inggris juga.

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : dimana opun kami selalu dwajibkan untuk berbicara dengan bahasa inggris.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : diwajibkan ketika minggu wajib menggunakan bahasa inggris.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya menerima peraturan yang sudah dibuat untuk kami.

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : ketika terkana mahkamah bahasa biasanya menghafal kosakata

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : kegiatan bahasa disini ada pemberian kosakata, latihan pidato dan latihan percakapan dengan sesama murid disini.

23) Respondent 23 :

- Questionnaire number 1: Are students in the boarding school environment confident in using English?

  Answer : iya saya percaya diri karena kami dilatih untuk percaya diri.

- Questionnaire number 2 : Is there a language laboratory for students to study English?

  Answer : iya ada laboraturium bahasa untuk mendukung kegiata bahasa.

- Questionnaire number 3 : Does the school provide comfortable classes for students learning English?

  Answer : iya sangat mendukung kami sebagai siswa untuk belajar dikelas yang nyaman.

- Questionnaire number 4 : Do students always use English in everyday conversation?

  Answer : iya saya selalu menerapkan apa yang sudah diberikan kepada kami.

- Questionnaire number 5 : Is the English language greeting used by students every time they meet with people on the boarding school?

  Answer : iya kami saling menyapa dengan bahasa inggris

- Questionnaire number 6 : Where are students required to speak in English?

  Answer : dimana pun dan kapanpun kami diwajibkan untuk berbicara menggunakan bahasa inggris/arab.

- Questionnaire number 7 : When are students required to speak in English?

  Answer : ketika sudah pergantian minggu bahasa yakni bergantian dengan minggu bahasa arab.

- Questionnaire number 8 : Are students able to accept the language discipline policy that has been determined by the language section?

  Answer : iya menerima semua ketentuan yang sudah ada

- Questionnaire number 9 : What punishment is given by the language section to students who violate the language discipline system?

  Answer : menghafal kosakta sesuai dengan tingkat kesalahan

- Questionnaire number 10 : Are there routine activities carried out by the language section of the boarding school that are related to English?

  Answer : iya ada kegiatan bahasa seperti berpidato, latihan percakapan dalam bahasa inggris dan pemberian kosakata.

Appendix 13 the Result of Interview with Students

The following of interview with the teacher

No.	Question	Answer
1	Are you (students) in the boarding school environment confident in using English?	Iya pasti, karena disini kami di didik oleh para guru dan pengurus untuk percaya diri dalam berkomunikasi menggunakan Bahasa inggris. Bahasa inggris digunakan pada pekan Bahasa inggris dan Bahasa arab digunakan pada pekan bahasa arab.
2	Are there routine activities carried out by the language section of the boarding school that are related to English?	Ada aktivitas rutin yang dilakukan setiap minngunya. Yakni : Morning conversation (sabtu dan minggu), Public Speaking (Sabtu dan minngu), dan Giving Vocabulary (every morning and evening)
3	Do you (students) always use English in everyday conversation?	Iya pasti, karena sudah menjadi aturan disiplin Bahasa. Bahwa kami harus menggunakan Bahasa inggris ketika berkomunikasi pada minggu bahasa

		inggris.
4	Is the English language greeting used by students every time they meet with people on the boarding school?	Tentu saja, Karena saat kami sedang berada di minggu berbahasa inggris jadi sudah pasti akan mengucapkan salam dengan bahasa inggris setiap bertemu dengan orang lain.
5	Does the school provide comfortable classes for students learning English?	Tentu saja, kelas yang nyaman membantu kami sebagai pelajar agar belajar sealain karena guru kelas yang nyaman kami dapat menerima ilmu dengan baik.
6	Is there a language laboratory for students to study English?	Ada, kami menggunakannya setiap hari sabtu, jadi extra-curricular Bahasa inggris ada dua kali dalam seminggu. Yakni hari rabu dan sabtu.
7	Where are you (students) required to speak in English?	Disemua tempat kami diwajibkan berbicara menggunakan Bahasa inggris tanpa terkecuali.
8	When are you (students) required to speak in English?	Saat pekan berbahasa inggris. Yakni setiap 2 minggu dalam sebulan. Dimula hari minggu-sabtu. Begitu seterusnya.
9	Are you (students) able to accept the language discipline policy that has been determined by the language section?	Tentu saja karena sudah disiplin dan ada aturan tertulis bahwa siswa wajib menjalankan, menerima dan menaati segala peraturan dan disiplin di Ushuluddin Islamic Boarding School.
10	What punishment is given by the language section to students	Menghadap bagian Bahasa dan menghafal kosakata, serta hukuman

	who violate the language discipline system?	lannya sesuai tingkat kesalahan yang kami lakukan.

Appendix 14 Field Observation Sheet

Field Observation Sheet

Day 1

Day & Date   : Saturday, December 1 2018

Time   : 09:00 A.M-10:00 P.M

- 09:00-10:00 A.M : The researcher met the Head Master of Senior High School of Ushuluddin Islamic Boarding School, Mr. Zaenal Abidin, M.Pd

- 11:00-11.40 A.M : The researcher met the English teacher and also as the Language Central Movement (LCM), Mrs. Ika Nurhanifah, S.Sos.I

- 12:00-01:30 P.M : Dzuhur Praying, reading of holy Qur'an, and lunch time

- 01:40-03:00 P.M : Scouting

- 03:00-04:00 P.M : Ashar praying, and reading of holy Qur'an at mosque

- 04:00-05:00 P.M : Extracurricular, all students continue their activities with their course (sport, qasidah, marching band, etc.).

- 05:00-05:30 P.M : Taking bath, dinner and prepare go to mosque

- 05:30-06:30 P.M : Tafseer Qur'an, and Maghrib praying.

- 07:30-08:00 P.M : Isya praying

- 08.00-09-00 P.M : **Public Speaking/Speech**

- 09:00-10:00 P.M : Go to Canteen

- 10:00-04:00 A.M : Night Sleeping

Field Observation Sheet
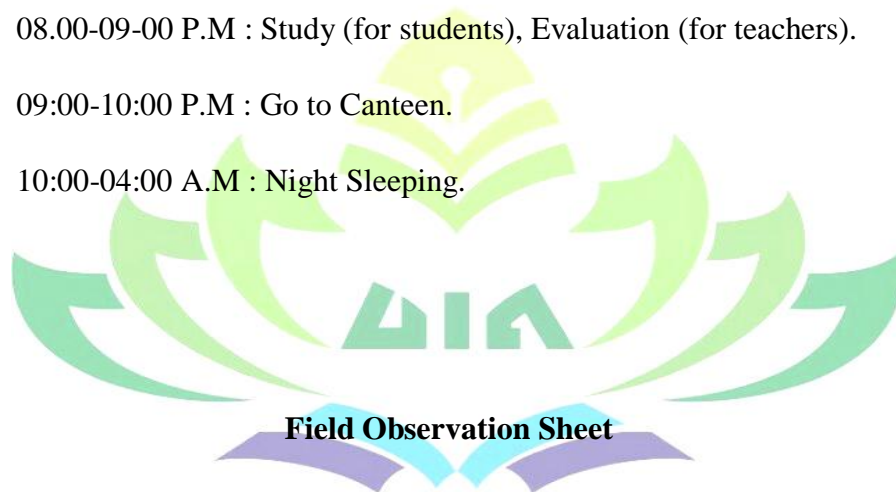
Day 2

Day & Date   : Sunday, 2nd of December 2018

Time   : 04:00 A.M-10:00 P.M

- 04:00-05:00 A.M : Waking up, Muhasabah, and Shubuh Praying at mosque

- 05:00-05:45 A.M : Reading of holy Qur'an, and tafseer Qur'an.

- 05:45-07:30 A.M : Exercise time. Morning jogging, gymnastic, badminton etc.

- 07:30-08:00 A.M : Absences by Sport Section and other announcement by other section. Language section announced that "now we are in England"

- 08:00-09:00 A.M : Breakfast and Cleaning time.

- 12:00-01:00 P.M : Dzuhur praying, reading of holy Qur'an.

- 03:00-04:00 P.M : Ashar praying, and reading of holy Qur'an.

- 04.00-05:00 P.M : Extracurricular (course, exercise, etc.).

- 05:00-05:30 P.M : Taking bath, dinner and prepare go to mosque

- 05:30-06:30 P.M : Tafseer Qur'an, and Maghrib praying.

- 07:30-08:00 P.M : Isya praying.

- 08.00-09-00 P.M : Study (for students), Evaluation (for teachers).

- 09:00-10:00 P.M : Go to Canteen.

- 10:00-04:00 A.M : Night Sleeping.

Field Observation Sheet

Day 3

Day & Date   : Monday, 3rd of December 2018

Time   : 04:00 A.M-10:00 P.M

- 04:00-05:00 A.M : Waking up, Muhasabah, and Shubuh Praying at mosque

- 05:00-05:45 A.M : Reading of holy Qur'an, and **Morning Conversation.**

- 05:45-06:00 A.M : Cleaning

- 06:00-06:50 A.M : Taking bath, Breakfast.

- 07:10-08:30 A.M : Evaluation

- 08:30-09:10 A.M : Dhuha praying.

- 09:10-12:00 A.M : Formal Learning.

- 12:00-01:00 P.M : Dzuhur praying, reading of holy Qur'an.

- 03:00-04:00 P.M : Ashar praying, and reading of holy Qur'an.

- 04.00-05:00 P.M : Extracurricular (course, exercise, etc.).

- 05:00-05:30 P.M : Taking bath, dinner and prepare go to mosque

- 05:30-06:30 P.M : Tafseer Qur'an, and Maghrib praying.

- 07:30-08:00 P.M : Isya praying. **Giving Vocabulary** per room.

- 08.00-09-00 P.M : Study with guardian class.

- 09:00-10:00 P.M : Go to Canteen.

- 10:00-04:00 A.M : Night Sleeping.

Field Observation Sheet

Day 4

Day & Date   : Tuesday, 4th of December 2018

Time   : 04:00 A.M-10:00 P.M

- 04:00-05:00 A.M : Waking up, Muhasabah, and Shubuh Praying at mosque

- 05:00-05:45 A.M : Reading of holy Qur'an, and tafseer Qur'an

- 05:45-06:00 A.M : Cleaning

- 06:00-06:50 A.M : Taking bath, Breakfast.

- 06:50-07:00 A.M : Go to class

- 07:00-07:10 A.M : Reading of holy Qur'an at class.

- 07:10-08:30 A.M : Formal Learning

- 08.30-09.10 A.M : Dhuha praying.

- 09:10:12:00 A.M : Formal Learning.

- 12:00-01:00 P.M : Dzuhur praying, reading of holy Qur'an.

- 03:00-04:00 P.M : Ashar praying, and reading of holy Qur'an.

- 04.00-05:00 P.M : Extracurricular (course, exercise, etc.).

- 05:00-05:30 P.M : Taking bath, dinner and prepare go to mosque

- 05:30-06:30 P.M : Tafseer Qur'an, and Maghrib praying.

- 07:30-08:00 P.M : Isya praying. **Giving Vocabulary** per room.

- 08.00-09-00 P.M : Study with guardian class.

- 10:00-04:00 A.M : Night Sleeping.

Field Observation Sheet

Day 5

Day & Date   : Wednesday, 5th of December 2018

Time   : 04:00 A.M-10:00 P.M

- 04:00-05:00 A.M : Waking up, Muhasabah, and Shubuh Praying at mosque

- 05:00-05:45 A.M : Reading of holy Qur'an, and **Giving Vocabulary.**

- 05:45-06:00 A.M : Cleaning

- 06:00-06:50 A.M : Taking bath, Breakfast.

- 06:50-07:00 A.M : Go to class

- 07:00-07:10 A.M : Reading of holy Qur'an at class.

- 07:10-08:30 A.M : Formal Learning

- 08.30-09.10 A.M : Dhuha praying.

- 09:10:12:00 A.M : Formal Learning.

- 12:00-01:00 P.M : Dzuhur praying, reading of holy Qur'an.

- 03:00-04:00 P.M : Ashar praying, and reading of holy Qur'an.

- 04.00-05:00 P.M : Extracurricular (course, exercise, etc.).

- 05:00-05:30 P.M : Taking bath, dinner and prepare go to mosque

- 05:30-06:30 P.M : Tafseer Qur'an, and Maghrib praying.

- 07:30-08:00 P.M : Isya praying. **Giving Vocabulary** per room.

- 08.00-09-00 P.M : Study with guardian class.

- 10:00-04:00 A.M : Night Sleeping.

Field Observation Sheet

Day 6

Day & Date   : Thursday, 6th of December 2018

Time   : 04:00 A.M-10:00 P.M

- 04:00-05:00 A.M : Waking up, Muhasabah, and Shubuh Praying at mosque

- 05:00-05:45 A.M : Reading of holy Qur'an, and **Morning Conversation.**

- 05:45-06:00 A.M : Cleaning

- 06:00-06:50 A.M : Taking bath, Breakfast.

- 06:50-07:00 A.M : Go to class

- 07:00-07:10 A.M : Reading of holy Qur'an at class.

- 07:10-08:30 A.M : Formal Learning

- 08.30-09.10 A.M : Dhuha praying.

- 09:10:12:00 A.M : Formal Learning.

- 12:00-01:00 P.M : Dzuhur praying, reading of holy Qur'an.

- 03:00-04:00 P.M : Ashar praying, and reading of holy Qur'an.

- 04.00-05:00 P.M : Extracurricular (course, exercise, etc.).

- 05:00-05:30 P.M : Taking bath, dinner and prepare go to mosque

- 05:30-06:30 P.M : Tafseer Qur'an, and Maghrib praying.

- 07:30-08:00 P.M : Isya praying. **Giving Vocabulary** per room.

- 08.00-09-00 P.M : Study with guardian class.

- 10:00-04:00 A.M : Night Sleeping.

Field Observation Sheet

Day 7

Day & Date   : Friday, 7th of December 2018

Time   : 04:00 A.M-10:00 P.M

- 04:00-05:00 A.M : Waking up, Muhasabah, and Shubuh Praying at mosque

- 05:00-05:45 A.M : Reading of holy Qur'an, and **Giving Vocabulary.**

- 05:45-06:00 A.M : Cleaning

- 06:00-06:50 A.M : Taking bath, Breakfast.

- 06:50-07:00 A.M : Go to class

- 07:00-07:10 A.M : Reading of holy Qur'an at class.

- 07:10-08:30 A.M : Formal Learning

- 08.30-09.10 A.M : Dhuha praying.

- 09:10:12:00 A.M : Formal Learning.

- 12:00-01:00 P.M : Dzuhur praying, reading of holy Qur'an.

- 03:00-04:00 P.M : Ashar praying, and reading of holy Qur'an.

- 04.00-05:00 P.M : Extracurricular (course, exercise, etc.).

- 05:00-05:30 P.M : Taking bath, dinner and prepare go to mosque

- 05:30-06:30 P.M : Tafseer Qur'an, and Maghrib praying.

- 07:30-08:00 P.M : Isya praying. **Giving Vocabulary** per room.

- 08.00-09-00 P.M : Study with guardian class.

- 10:00-04:00 A.M : Night Sleeping.

Field Observation Sheet

Day 8

Day & Date   : Saturday, 8th of December 2018

Time   : 04:00 A.M-10:00 P.M

- 04:00-05:00 A.M : Waking up, Muhasabah, and Shubuh Praying at mosque

- 05:00-05:45 A.M : Reading of holy Qur'an, and tafseer Qur'an.

- 05:45-06:00 A.M : Cleaning

- 06:00-06:50 A.M : Taking bath, Breakfast.

- 06:50-07:00 A.M : Go to class

- 07:00-07:10 A.M : Reading of holy Qur'an at class.

- 07:10-08:30 A.M : Formal Learning

- 08.30-09.10 A.M : Dhuha praying.

- 09:10:12:00 A.M : Formal Learning.

- 12:00-01:00 P.M : Dzuhur praying, reading of holy Qur'an.

- 03:00-04:00 P.M : Ashar praying, and reading of holy Qur'an.

- 04.00-05:00 P.M : Extracurricular (course, exercise, etc.).

- 05:00-05:30 P.M : Taking bath, dinner and prepare go to mosque

- 05:30-06:30 P.M : Tafseer Qur'an, and Maghrib praying.

- 07:30-08:00 P.M : Isya praying.

- 08.00-09-00 P.M : Public Speaking/Speech

- 10:00-04:00 A.M : Night Sleeping.

OBSERVATION RESULT

FIELD NOTE

Day/Date	: Saturday, 1st of December 2018
Time	: (Day 1)

Today I plan to meet the principal of the Senior High School (MA), namely Mr. Zaenal Abidin, Mp.d. and incidentally today he can be found. I gave a permit for research at Ushuluddin Islamic Boarding School + for 2 weeks (weeks when using English). I convey that I will stay here, to obtain the data I want. As well as the involvement of students and teachers in completing the answers that I need when interviewing, and Mr. Zaenal agreed, and gave me permition if there was a need regarding data in schools or boarding schools if needed.

Then after that, around 11:00 a.m. I met Mrs. Ika Nurhanifah. She is a teacher of English language studies and serves as the manager of the central language section. So I addressed him and discussed my intentions and goals with him. I also asked him to validate my interview questions which would later be used by him and several selected students. Finally my interview question was validated, and he offered the interview after passing 12.00 or after the midday prayer.

I went to him and started the interview + 14.00 a.m. until Ashar praying. He clearly answered some of my questions. While occasionally wandering around the facilities and infrastructure at the Ushuluddin Islamic Boarding School.

Tonight is the evening of language activities namely public speaking. This activity is carried out after evening prayers, between 20:00 - 21:30 WIB. This activity is to train students how to make good and true speeches in 3 languages, namely Arabic, English and Indonesian.

OBSERVATION RESULT

FIELD NOTE

Day/Date	: Monday, 2nd of December 2018
Time	: (Day 2)

Time shows at 04.00 WIB. The bell rings loud and long for 3 times in a row. Signs that all occupants at Ushuluddin Islamic Boarding School must wake up and say hello to go to the mosque to perform the evening prayer service.

My eyes are very difficult to open my eyes. Understandably the last time was like this around the middle of 2014. Waking up in the morning like this was a normal thing for me. But now it's very difficult to discipline yourself as before. Thank God, I'm here feeling the atmosphere here, making me nostalgic and longing for the morning activities like this. The sound of the sirens rang, greeted by the beautiful sound of a holy qur'an scriptures. The sound of spiritual section awakened the students to make the atmosphere before shubuh praying crowded.

Immediately I woke up from sleep and I took ablution water preparing to take part in praying in congregation at the mosque. No exception the teachers who are still single are queuing for ablution. Because there is only 1 bathroom in the room where I stayed. Even though it's big but because there are many residents, so we have to queue for ablution. The lonely dawn of the atmosphere becomes lively and beautiful.

After the prayer is finished, the students are ready to do their activities with the

next activity. Today is the umpteenth Sunday I've felt here first. And now I will repeat what I did last. Yes holidays here are Sundays. Unlike most boarding schools, they choose a holiday on Friday. Not without reason, because first here was a holiday on Friday. However the guardians of the students protested on Friday's holiday because they were not able to visit their children with satisfaction. Because they work on that day. After a long discussion, finally in 2011 the holiday here falls on Sundays.

On Sunday the students will begin with morning exercise, such as morning jogging and joint gymnastics. After that students are absent and start the announcement from each section will deliver an evaluation to their members (class XII to their member). Not all parts, only a few parts, are normal if they feel the members must be evaluated during the last week.

Each part will do what is their duty. The sports section as the right owner will attend their members followed by examining members who do not wear socks and other sports tribute funds. The security department will examine the nails, cuffs, hijab that are bathed at 18.00 WIB and others. It arrived when the language section stood up and said "now we are in England" we must speak English in everywhere and every time. And they will start the English discipline in the first week of December. That means even though and whenever they have to speak English both with peers, senior citizens, teachers and residents of the boarding school who can speak English. Usually the cooks and cleaners here from outside the boarding school are therefore allowed to use Indonesian to

them.

After that, students do clean-up activities, both the boarding school and dormitory must be clean because later the health and hygiene department will check and assess. Usually every day the rooms will also be assessed for cleanliness for evaluation tomorrow, tomorrow will be announced which rooms are clean and which rooms are dirty.

As usual, on a special day you will be full of guardians of students who come to visit their children, where they eat together with the provisions prepared from home. So he visited him all day long. But when prayer times students must continue to pray in congregation. No matter what, except sick students still have to take part in prayer in congregation.
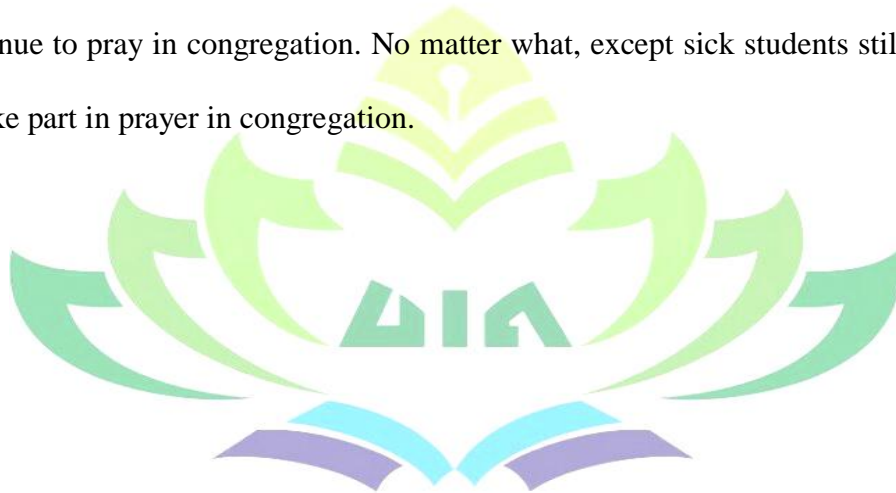
OBSERVATION RESULT

FIELD NOTE

Day/Date	: Monday, 3rd of December 2018
Time	: (Day 3)

Monday is the day when the language is held this morning. Namely morning conversation. After returning from the mosque after praying the congregation in congregation students will walk in line to begin this activity. Usually upper class students will pair up with lower class students. Which of these activities will be carried out in pairs and facing each other. And today's morning conversation friend is "Examination". Because the week will begin oral and written exams.

Oral examinations are usually carried out one by one by students alternately with one teacher who has been determined. Because for students of class VII and I ext is their first experience, so they will learn how to start the oral exam properly and correctly. You will be taught how to answer the teacher with good and correct language, etc. related to oral examination activities.

For example, do not enter the oral examination room when the teacher has not told him to enter, so that he sits before the teacher asks to sit and so on. And what are the appropriate replies and answers to orders and words from the teacher. Simple things but very good if always used in everyday life. Questions like, what is your name? where are come from ?, who are your guardian class, how long have you been studying here ?, and so on. This is usually done before starting an oral examination.

That is the language activity today that I follow and observe. Later tonight there

will be giving a marriage vocabulary. See you tomorrow.

OBSERVATION RESULT

FIELD NOTE

Day/Date	: Tuesday, 4th of December 2018
Time	: (Day 4)

This morning students carry out morning activities as usual but the activities after the morning prayer are a study with the leadership of the boarding school. This activity lasted until 6:00 a.m. WIB. Usually this activity was filled with Qur'an commentary. This activity can usually be done every Tuesday, Friday, and Sunday morning after prayer. Along with washing day for students. The washing day means that every day there will be washing mothers who come to take their clothes to be washed, each student can only wash 6 pieces of clothes.

After the study with the leadership of the boarding school students do the daily activities as usual. And for this user the students have a quiet week before the exam. The atmosphere of teaching and learning activities is not as usual. This week students will be given a question grid by the teacher about what questions will be tested later. Of course there are some questions that will come out at the time of the exam but not in the question grid. The goal is for students to learn the entire book, not just the question grid they are learning, which will later cause them trouble when they are not studying.

Even though school activities are not as usual, daily activities and language activities continue. But next week will definitely feel very different because next week is a test week so students wherever and wherever will always be willing to book to study.

The day I interviewed students from the XII MIA class which here they are my sample class. Because this interview takes place in depth, the interview may take

up to 3 days. Because I will interview all class members from class XII MIA. Today I will interview the female students first. It was possible tomorrow and the day after tomorrow to be random.

Today I interviewed the language section, Febrilia Intan and Dellya Dwi Antari. They were students from class XII MIA while serving as part of the language. Very informative interviews are seen from the point of view of a student while serving as part of the language to help their younger siblings in general and for themselves in particular.

OBSERVATION RESULT

FIELD NOTE

Day/Date	: Wednesday, 5th of December 2018
Time	: (Day 5)

This morning students carry out language activities namely giving class vocabulary. This activity is carried out after shubuh praying. Giving class vocabulary is followed by each class according to its level, and each class will be given a different vocabulary. Sometimes students are separated by class but also sometimes they combine it between classes a and b into one because the vocabulary is the same. Usually the language section gives vocabularies to each class and students have prepared a special book to write the vocabulary that they will write later.

The method of giving vocabulary is usually with audio visual method. The language section will stand between the class students and start giving vocabularies. Usually they use repetition as a way for students to memorize and know how to pronounce it. Then students will write in a spelling way from the language section. So the language section will spell letters in letters so students can write correctly.

Followed by interviewing male students in this case all the answers are almost the same because indeed researchers use the same interview guidelines where deep questions but still converge to the root of the problem.

OBSERVATION RESULT
FIELD NOTE

Day/Date	: Thursday, 6th of December 2018
Time	: (Day 6)

This morning's language activities repeated again like yesterday. This morning students will carry out morning conversation activities as usual. But there is something different today. This time new students, namely class VII students and class 1 Ext, will be randomly selected to advance and practice the conversation earlier with their opponent / partner. And the language section tells them to practice how to talk when they are going to take an oral examination. One acts as a teacher and the other acts as a student. Of course students in class VII and Class 1 extensions are even more nervous and embarrassed so sometimes what they learn and memorize is lost in memory. This is a stimulation for them before completing a real oral examination.

My unfinished interview will be completed today. Maybe it takes a lot of time, from early morning to late afternoon. But I am still enthusiastic. Although finally not all I can capture in the form of audio, video and images. But at least their average responses really recognize that the environment they live in currently supports them in terms of speaking performance.

There are many internal obstacles that occur when my handphone suddenly dies and I rest in a few hours after that I can use it again.

OBSERVATION RESULT

FIELD NOTE

| Day/Date | : Friday, 7th of December 2018 |
| Time | : (Day 7) |

Today is the seventh day I am here tomorrow is my last day here in English. And next, when I start English, I will go back again to fulfill my thesis research. Namely about "the English environment role in developing the English speaking performance of students".

Today students have carried out their activities as usual. Queuing is a natural thing here, who's fast he can also be juxtaposed with the situation here. But things like in god are not found at home. Everything about eating, eating, bathing, and so on.

After conducting interviews with students in class XII MIA, I got data that the atmosphere here was very supportive for them in learning English. Infrastructure, teachers, and peers also have a very large role in helping to achieve this.
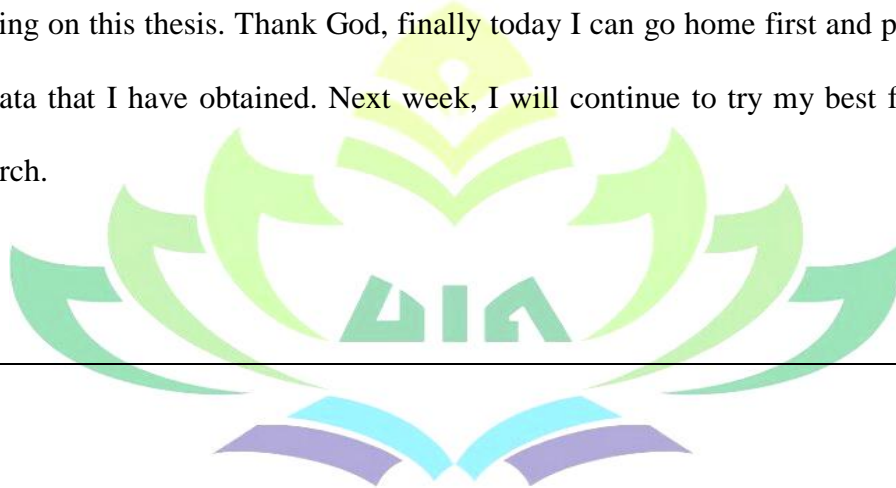
OBSERVATION RESULT

FIELD NOTE

Day/Date	: Saturday, 8th of December 2018
Time	: (Day 8)

Today is my last day in the first English language game. next week again when my English week will come back according to different needs but still with the same purpose.

I met with my cleric as well as the leader of this boarding school since Monday after the evaluation. Alhamdulillah, he prayed for me so that I would be fluent in working on this thesis. Thank God, finally today I can go home first and process the data that I have obtained. Next week, I will continue to try my best for my research.

OBSERVATION RESULT

FIELD NOTE

Day/Date	: 16th-22nd of Decemeber 2018
Time	: (Day 9-15)

The ninth day is the beginning of the English language program in the second week of the month. At the same time, my last week is here. Here I began to reevaluate the lack of information and data that I needed. Activities went on as usual, but the activity of language activities was reduced, Karen students were still in the written test environment. Until the 19th, the researcher requested the profile data of the boarding school, teachers, and students, etc. to the parties concerned. The data that researchers receive is enough to help researchers carry out research here.

Although the researcher ended the study on Saturday, December 22, 2018. But the next day was the day the researchers had to part with the boarding school community, researchers said goodbye to the teachers and students who helped carry out this research.

On Monday, December 24, 2018, researchers received a reply letter from the boarding school that the researchers really had carried out research at the Islamic Boarding School Ushuluddin.

Appendix 14 Validation Form

VALIDATION FORM FOR TEACHER AND STUDENTS

Direction:

For each question, please give your response by taking checklist a box responding your choice.

	PETUNJUK PENGISIAN	YES	NO	COMMENTS
	I. Bacalah pertanyaan-pertanyaan dibawah ini dan berikan respon yang sesuai dengan cara anda menanggapi pembelajaran speaking english dikelas. Kuesioner ini disusun untuk mengetahui cara anda belajar bahasa inggris khusus nya dalam speaking English.kuesioner ini tidak berpengaruh terhadap nilai Bahasa Inggris anda, maka jangan ragu untuk menjawab setiap pertanyaan yang diberikan. II. Saya mengharapkan anda kiranya berkenan memberikan jawaban atas pertanyaan dibawah ini secara jujur dan benar dengan memberikan tanda silang pada salah satu kata YA atau TIDAK			

NO	QUESTIONS			
1	Apakah item soal 1/2 sudah sesuai dengan teori dari **Naturalness of the environment?**			
	SOAL: 1. Apakah dalam lingkungan boarding school siswa percaya diri dalam menggunakan bahasa inggris?			
	2. Apakah ada aktivitas rutin yang dilakukan oleh bagian bahasa pihak boarding school) yang berkaitan dengan bahasa inggris?			
2	Apakah item soal 3/4 sesuai dengan teori **The learner's role in communication?**			

	SOAL:			
	3. Apakah siswa selalu menggunakan bahasa inggris dalam percakapan sehari-hari?			
	4. Apakah sapaan bahasa inggris selalu digunakan siswa setiap bertemu dengan orang-orang yang ada di boarding school?			
3	Apakah item soal 5/6 sesuai dengan teori **Availability of concrete referents?**			
	SOAL: 5. Apakah sekolah menyediakan kelas yang nyaman untuk siswa belajar bahasa inggris?			
	6. Apakah ada laboratorium bahasa untuk siswa mendalami bahasa inggris			
4	Apakah item soal 7/8/9/10 sesuai dengan teori **Target language models?**			
	SOAL: 7. Dimana saja siswa diwajibkan untuk berbicara menggunakan bahasa Inggris?			
	8. Kapan saja siswa diwajibkan untuk berbicara menggunakan bahasa Inggris?			
	9. Apakah siswa mampu menerima kebijakan disiplin bahasa yang sudah ditentukan oleh bagian bahasa?			
	10. Apa hukuman yang diberikan oleh bagian bahasa kepada siswa yang melanngar system disiplin bahasa?			

General comments:

   Please give any general comments or suggestions you may have concerning this test development.

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           Date,   2018

           Validator

           Ika Nurhanifah, M.Sos.I

           Ika Nurhanifah, M.Sos.I

Documentation

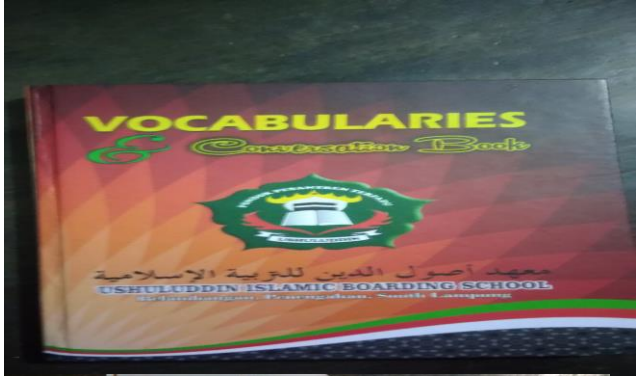TheEnvironment at Ushuluddin Islamic Boarding School

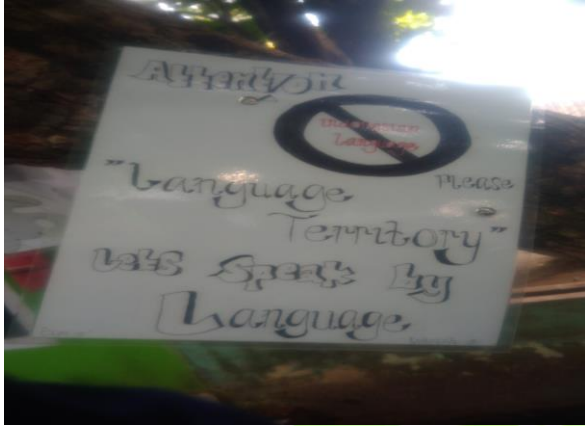Students Language Activities
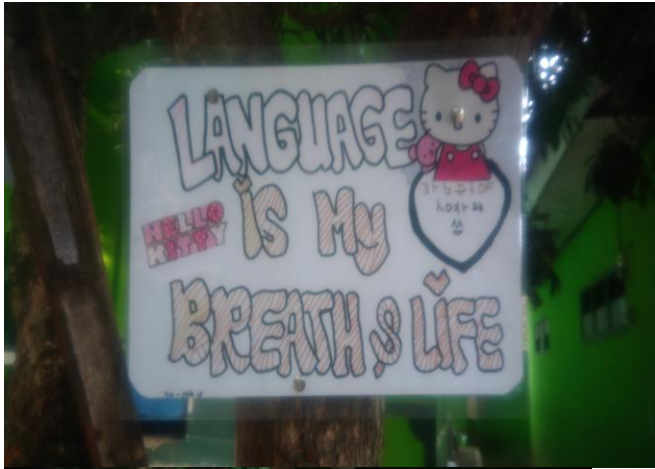
Interview teacher and Students

English Environment

Alam Pesantrenku

OUR DAILY ACTIVITIES

VOCABULARIES & Conversation Book

معهد أصول الدين للغة الإسلامية
USHULUDDIN ISLAMIC BOARDING SCHOOL
Belambangan Penengahan, South Lampung
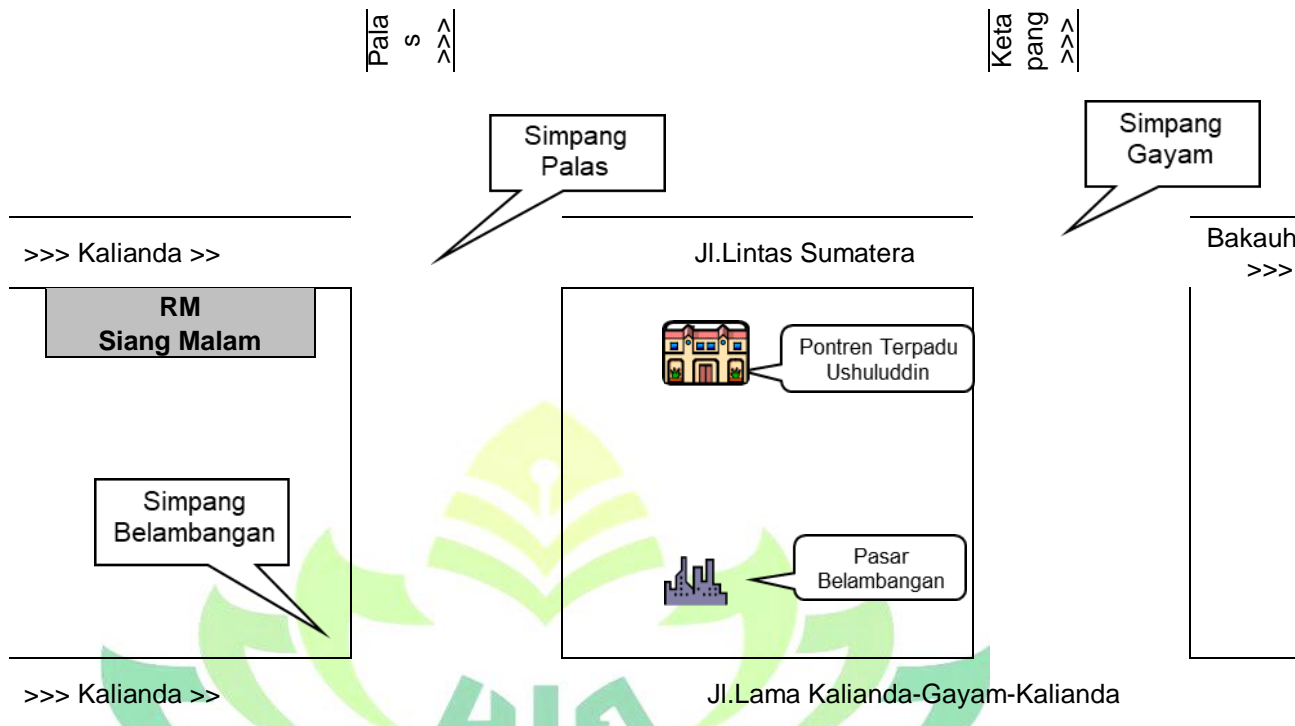

ALL THE BEST CAN BE IMPROVE

DENAH LOKASI
PONDOK PESANTREN TERPADU USHULUDDIN
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Kode Pos 35591

Palas >>>

Ketapang >>>

Simpang Palas

Simpang Gayam

>>> Kalianda >>

Jl.Lintas Sumatera

Bakauh >>>

RM Siang Malam

Pontren Terpadu Ushuluddin

Simpang Belambangan

Pasar Belambangan

>>> Kalianda >>

Jl.Lama Kalianda-Gayam-Kalianda

Rute Perjalanan
1. Dari Bandar Lampung/Kalianda ke Pelabuhan Bakauheni setelah Simpang Palas Sisi Kanan Jalan
   $\pm$ 200 M (Plang Pesantren)
2. Dari Bakauheni ke Bandar Lampung/ Kalianda Sebelum Simpang Palas Sisi kiri jalan
   (Plang Pesantren)