

**THE IMPLEMENTATION OF ENGLISH DAY PROGRAM
IN IMPROVING SPEAKING SKILL
(A CASE STUDY AT DARUL HIKMAH ENGLISH AREA
OF PONDOK PESANTREN KYAI SYARIFUDDIN
LUMAJANG)**

THESIS



IAIN JEMBER

By:

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ENGLISH EDUCATION DEPARTMENT

EDUCATION AND TEACHER TRAINING FACULTY

STATE INSTITUTE OF ISLAMIC STUDIES JEMBER

MEI 2020

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Presented to

State Institute of Islamic Studies Jember in partial fulfillment of the requirements
for Bachelor Degree (S.Pd)

English Education Department

Education and Teacher Training Faculty



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Approval by Advisor



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THESIS

Has been examined and approved as the requirements to obtain a bachelor's
degree of *Sarjana Pendidikan*(S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Thursday
Date : 15th May 2020

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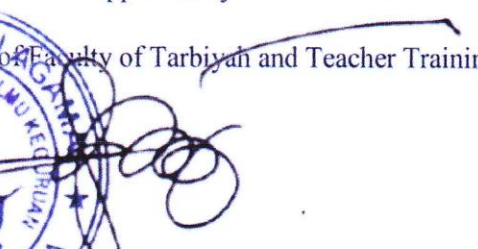
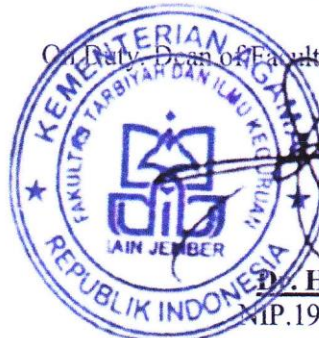
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ...

Meaning: "... Indeed, Allah will not change the condition of a people until they change what is in themselves ..." (QS Ar-Ra'd: 11)¹

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¹ Kemenag RI dan Al Jalalain Indonesia, *Quran English*.

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my dad Zainullah Hasan and my mom Ilmiyah who understand me the most and give everything for my life
2. My beloved grandfather Syafii and grandmother Jumtiya who always support anything what I do
3. My uncle Syafiuddin who always support and guide me to study english more and more
4. My younger sister Hilyatul Azizah and my younger brother Muhammad Ibrahim Hasan which always brings happiness to life
5. My supporting cycle, Mahbub Junaidi, Anis Syafaah, Bintana Alin Hilwah, Fatia Inast Tsuruya, Mahmud Zain, Sinta Yulis Pratiwi, Renda Nur Rofiah, Halimatus Saadah, Nur Diana Kholidah, and Nabila Hasanah, thank you for always giving me spirit in living every phases of life, to train how to humanize the human
6. The big family of the Indonesian Islamic Student Movement, PPME. Nurul Islam 02, Extraordinary Class, English Students Association, TANASZAHA Kom. IAIN Jember and HIMMAS Jember thank you for giving me a process space to be a better human.

ABSTRACT

Muzayyanah Awaliyah, NIM. T20166011. 2020. *The Implementation of English Day Program in Improving Speaking Skill (A Case Study at Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang)*. Thesis. English Education Department. Tarbiyah and Teacher Training Faculty. State Institute of Islamic Studies Jember. Advisor: Prof. Dr. H. Moh. Khusnuridlo, M.Pd. Academic Year 2019-2020.

Keywords: English day program, Speaking skill, Darul Hikmah English Area of PP. Kyai Syarifuddin

Success of learning a language can be seen from how the student can speak fluently. Learning English is no exception. Because language is indeed a thing that functions as a communication tool, and people around use talking as the most communication tool even though it is not the only one. To master this speaking skill requires a lot of practice, application and habituation. Darul hikmah English area of Pondok Pesantren Kyai syarifuddin implemented an English day program in improveing the speaking skills of its members. So it is very interesting to know deeper into how the planning, implementation and evaluation of the program.

The formulation of the research problems are: 1) How is the planning of English day program in improving speaking skill at Darul Hikmah english area of Pondok Pesantren Kyai Syarifuddin Lumajang? 2) How is the implementation of English day program in improving speaking skill at Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin Lumajang? 3) How is the evaluation of English day program in improving speaking skill at Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin Lumajang?

The objectives of this research are to describe: 1) The planning of English day program in improving speaking skill at Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin Lumajang. 2) The implementation of English day program in improving speaking skill at Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin Lumajang. 3) The evaluation of English day program to improve speaking skill at Darul Hikmah english area of Pondok Pesantren Kyai Syarifuddin Lumajang.

The research methodology of this research are: 1) The research design of this study is descriptive research with qualitative approach. 2) The subject of this research are the tutor, the administrator and the students. 3) The research instruments of this research are observation, interview and documentation. 4) The validity of data of this research are triangulation of techniques and triangulation of sources

The research findings of this research are: 1) The planning conducted by discussing with the caretaker and also all the administrators. 2) The implementation of the English day program is divided into three activities; a)

Daily activity consist of speaking English activity and english class activity b) Weekly activity consist of listening activity, public speaking activity and vocabulary memorizing activity c) Annual activity consist of miss language selection and *semarak bahasa arab dan inggris*. All these activities conducted to improve the speaking skill of the member. 3) the evaluation of English day program is held routinely by the administators and caretaker. While for the English learning using free speaking and translation method.



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All praises be to Allah the almighty who has given me everything we need long our life. Peace and solutation may always be given to our prophet Muhammad SAW who has guided us from the misleading era into the bright, straight, right and blessed era. And we always wait for his help in the doomsday or the day of qiyamah later.

All praises be to Allah the almighty for all his wishes so that the author can complete a thesis entitled "The Implementation of English Day Program To Improve Speaking Skill Case Study in Darul Hikmah English Area of PP. Kyai Syarifuddin" to achieve the undergraduate degree of english education departmernt, Faculty of Education and Teacher Training, State Institute of Islamic Studies Jember.

The author aware that this thesis will never finish without any helps and supports from others during the process of writing. Therefore in this occasion, the author would like to thankful to:

1. Prof. Babun Suharto, S.E, M.M as the rector of State Institut of Islamic Studies Jember who has facilitated me during this undergraduate study
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4. Prof. Dr. H. Moh. Khusnuridlo, M.Pd as my advisor who has helped me a lot in having this research
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7. And all of people who participates on this process.

May Allah swt repay all the kindness of people who have helped in this process. However, the writer understands that this thesis is far from perfect, but hopefully it will be useful for readers and future researchers

Lumajang, 8th of April 2020

Muzayyanah Awaliyah

IAIN JEMBER

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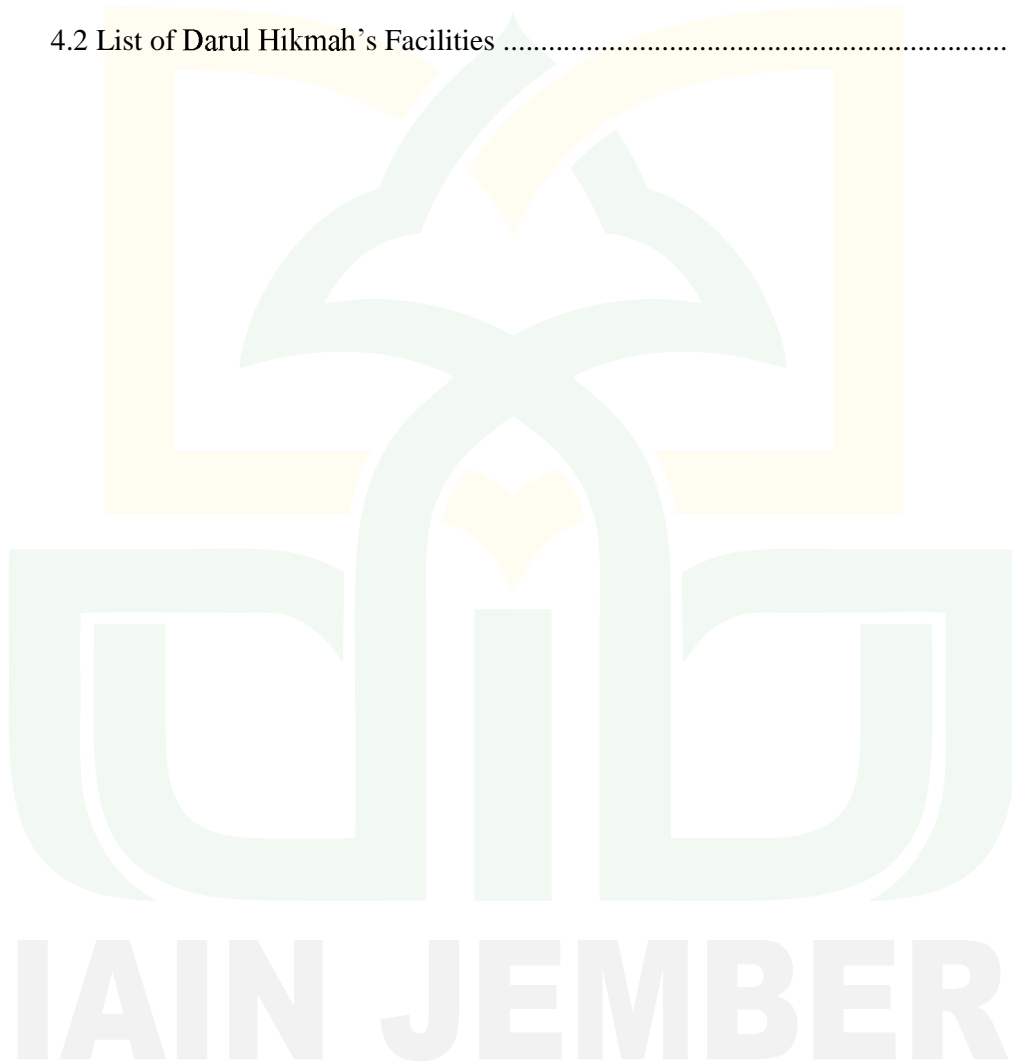
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CHAPTER I

INTRODUCTION

This chapter presents background of research, focus of research, objective of research objectives, significance of research, definition of keyterms, and sytematic discussion.

A. Research Background

In this recent era, English as an international language is increasingly needed by people in the world, Indonesian society is one of them. In Indonesia English is as a Foreign Language still not Second Language, therefore some Indonesian are still unfamiliar with the use of English as a daily communication.

From the aspect of learning English theory side, there are four skills, these are; listening, reading, writing and speaking skills. These four skills are related between one and another, but most of people emphasize the ability to speak as a measure of one's success in learning a language.

Lisrohli said that speaking is a skill which becomes important in daily life; it is the line for people to create social relationship as human being, so it needs to be developed and practiced independently in the grammar curriculum.² Thus, it can be concluded that one of function of speaking skill is to build communication between people. Remember that language is as communication tool with others, and by communication we can obtain a lot of

² Lisrohli Irawati, "Improving Student's Speaking Ability Through Communicative Language Games", *Magistra*, 87 Th. XXVI (Maret, 2014), 26.

knowledge and experience. Therefore it is a proper thing if some people emphasize the ability to speak. Besides that as a social creature, humans certainly really need it. To develop this speaking ability requires practice and application in daily life continuously.

In fact, speaking is one of the most difficult skill and need habit to master it. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the person you are communicating with.³ From the statement above, it can be concluded that the ability to speak must be practiced on an ongoing basis because in this skill there are many elements in its application, therefore many exercises are needed to master it.

From some problems of speaking skill that have been described above, Indonesian people respond to it with a variety of solutions. One of them is English day program in an English area, English camp and so on. And the program is mostly carried out in learning outside the classroom, because some people realize that the habit of applying the ability to speak using a foreign language is not enough if only done in the class because it just has a very limited time.

This English learning innovation in the form of English day was applied one of them at the Darul Hikmah English Area at Kyai Syarifuddin Wonorejo Lumajang Islamic Boarding School. The leader of the english area, Wardatul

³ Lucy Pollard, *Guide to Teaching English*, (USA: Longman Group, 2008), 33.

Layli Hidayat said that many of the students were not aware that learning a foreign language was a necessity, especially English. Even though there are some students who are already aware and have basic skills in English they still have obstacles in its application especially in the field of speaking skills; they do not have a lot of English vocabulary, unconfident in pronunciation due to fear of being wrong in say it, in their speaking still can not apply the rules of language or grammar that they have been known.⁴

From some of the problems above the English Day program is one step in handling the difficulties of developing speaking skills in the Darul Hikmah English Area. There are some of activities implemented on English Day to develop students' speaking skills.

English day is an innovative program in developing speaking skills for its members. Therefore, researchers are interested in doing research on this program. Researchers take this case as a study entitled "The Implementation of English Day Program in Improving Speaking Skills (A Case Study at Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang)"

B. Research Focus

Based on the background presented, the following focus of research:

1. How is the planning of English day program to improve speaking skill?
2. How is the implementation of English day program to improve speaking skill?

⁴ Observation. General Description. Monday, 2nd of December 2019.

3. How is the evaluation of English day program to improve speaking skill?

C. Research Objective

Objective of research is an overview of what will be adressed in conducting the research.⁵ The objective of this study are:

1. To describe the planning of English day program to improve speaking skill
2. To describe the implementation of English day program to improve speaking skill
3. To describe the evaluation of English day program to improve speaking skill

D. Research Significance

The result of this research is fully expected to give some theoritical and pratical knowledge for the following parties:

1. Theoritically

This research provides beneficial and referential contributions in giving general knowledge of the way to improve speaking skill through English day program.

2. Practically

The result of this research is beneficial:

- a. For the organizer of the English are

This research would help them in creating a better english day program.

⁵ Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2018), 45.

b. For the tutor of the program

This research would help them to know how a better way of teaching speaking skill through this English day program.

c. For other researchers

This research could be used for reference in conducting further research to develop other learning program for learner.

d. For the researcher

This could be a knowledge about improving speaking skill through english day program.

E. Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception for some terms used in this research. They are also intended to avoid ambiguity or misinterpretation. The terms are as follows:

1. English Day Program

English day program is a language program to develop language skills, especially in speaking skill that is carried out routinely every day with a variety of series of activities. This program is participated by members of darul hikmah English area, they are required to follow the regulations that have been prepared by the regional administration. Including planning, action and evaluation.

2. Speaking Skill

Speaking skill is the ability to verbally communicate not only about mastering the concept of language properly and correctly, but must be able to communicate verbally with the aim of conveying ideas, intentions and desires to others properly and correctly

F. Systematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as background of research, focus of the research, objective of the research, significance of research, and definition of keyterm.

Chapter II contains review of related literature, such as previous research and theory of research related with the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, object of the research, source of data, technique of data collection, technique of data analysis, and validity of data.

Chapter IV contains a findings and discussion which consists of description of research object, research findings and data analysis, discussion on the result of data analysis.

Chapter V contains a conclusion which consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents of previous research which is similiar to this research and theoritical description.

A. Review of Previous Research

To make sure the originality of the idea in this research, the researcher will present several previous studies that have relevance with this kind of research the researcher conducted, such as:

- a. **A thesis written by Prayogi Diantoro (2016)⁶ entitled “The Implementation of English Day Program In SMK Putra Indonesia Malang”**

The result of this research is this program has a positive impact on students and is able to provide information to students that the foreign language environment needs to be developed at this time.

The similarity between this research is the use of the English day program as a learning strategy. And the difference lies in the focus of research.

⁶ Prayogi Diantoro, “The Implementation of English Day Program In SMK Putra Indonesia Malang”, (Thesis, Sultan Brawijaya University, 2016)

b. A journal written by Noprival (2016)⁷ entitled “Student’s Voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia”

The findings of this research are, there are five problems in speaking, these are: (1) Inadequate vocabulary knowledge, (2) Grammar as a stumbling block, (3) Fear of negative responses from others, (4) Low self-esteem to speak in English, (5) Feeling anxious to speak in English.

The similarity of this research is the use of English day program in developing speaking skills. While the difference is in the focus of research and the data collection method.

c. A journal written by Octavany Sinaga (2018)⁸ entitled “Students’ Perception on The Role of English Day Program in Speaking Skill Development”

In this research they found that the motivation to develop speaking skills was very high, and they had high hopes for this program to help students improve their speaking skills.

The similarity of this research is the use of English day in speaking development. The difference is the focus of research and the methodology.

⁷ Noprival, “Student’s Voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia”, Scientific Journal of Batanghari University of Jambi Vo. 16 No. 1 (2016)

⁸ Octavany Sinaga, “Students’ Perception on The Role of English Program in Speaking Skill Development”, Journal of English Teaching Vol. 4 No. 2 (June, 2018)

d. A thesis written by Wahyu Hidayatullah (2016)⁹ “The Impact of English Program On Students’ Speaking Confidence: Study Case at MA Plus Burhanul Hidayah”

In this research found that the impact of english program on students’ speaking confidence, such as; active expressing the idea, do not feel nervous to communicate, do not feel afraid making mistake and some problem which causes the students’ lack confidence before joining english program, such as; worry about making mistakes, shy of the attention, feel nervous, do not know the meaning of the words in english and difficult to express the information in mind.

The similiarity of this reserach is the use of the program to improve speaking skill. The difference is the focus of research and the methodology.

e. A thesis written by M Muhajirin (2019)¹⁰ “The Implementation of English Day In MAPK Martapura Academic Year 2018/2019”

In this reserach found out that the response of students to this program was good. Because the students are active to get involved in this program.

The similarity of this program is the use of english day program to improve speaking skill. The difference is the focus of the research.

⁹ Wahyu Hidayatullah, “The Impact of English Program On Students’ Speaking Confidence: Study Case at MA Plus Burhanul Hidayatullah, (UIN Sunan Ampel Surabaya, 2016)

¹⁰ M Muhajirin, “The Implementation of English Day In MAPK Martapura Academic Year 2018/2019”, (UIN Antasari, 2019)

These five reseraches focus on the finding of how to build english environment, to find out the problem of speaking, the students' perception on this program, the response and how to build a confidence in speaking. While this research focus on how the implementation (planning, process and evaluation) of english day program itself.

Table 2.1

The similarities and differences between previous research and this research

NO.	Name	Similarities	Differences	
			Previous Research	This Research
1.	A thesis written by Prayogi Diantoro (2016) entitled "The Implementation of English Day Program In SMK Putra Indonesia Malang	<ul style="list-style-type: none"> • Both researchers research about english day program. • Both researchers use descriptive qualitative method. 	<ul style="list-style-type: none"> • Prayogi's research focus on how to build a english environment in learning english, there is no spesification skill. • Conducted in SMK Putra Indonesia Malang. 	<ul style="list-style-type: none"> • Using English day Program in improving skill • Conducted at Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin • Using Descriptive Qualitative Research
2.	A journal written by Noprival (2016) entitled "Student's	<ul style="list-style-type: none"> • Both researchers research about english day program. 	<ul style="list-style-type: none"> • Noprival's research focus on finding out the problems of speaking 	<ul style="list-style-type: none"> • Using English day Program in improving skill • Conducted at

	Voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia”	<ul style="list-style-type: none"> • Both reserachers use descriptive qualitative method. 	<p>through the english day implementatio n</p> <ul style="list-style-type: none"> • Conducted at One Senior High School in Indonesia 	<p>Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin</p> <ul style="list-style-type: none"> • Using Descriptive Qualitative Research
3.	A journal written by Octavany Sinaga (2018) entitled “Students’ Perception on The Role of English Day Program in Speaking Skill Development”	<ul style="list-style-type: none"> • Both researchers research about english day program. • Both reserachers use descriptive qualitative method. 	<ul style="list-style-type: none"> • Octavany’s research focuses on the students’ perception on the role of English Day Program in Speaking Skill development • Conducted in SMPK Penabur Kota Wisata, Bogor 	<ul style="list-style-type: none"> • Using English day Program in improving skill • Conducted at Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin • Using Descriptive Qualitative Research
4.	A thesis written by Wahyu Hidayatullah (2016) “The Impact of English Program	<ul style="list-style-type: none"> • Both researchers research about english day program. • Both 	<ul style="list-style-type: none"> • Wahyu’s research focus on the spesific area of speaking, that is the 	<ul style="list-style-type: none"> • Using English day Program in improving skill • Conducted at Darul Hikmah

	On Students' Speaking Confidence: Study Case at MA Plus Burhanul Hidayah"	reserachers use descriptive qualitative method.	confidence <ul style="list-style-type: none"> Conducted in MA Plus Burhanul Hidayah 	English area of Pondok Pesantren Kyai Syarifuddin <ul style="list-style-type: none"> Using Descriptive Qualitative Research
5.	A thesis written by M Muhajirin (2019) "The Implementation of English Day In MAPK Martapura Academic Year 2018/2019"	<ul style="list-style-type: none"> Both researchers research about english day program. Both reserachers use descriptive qualitative method. 	<ul style="list-style-type: none"> Muhajirin's research focus on how the respons of the students to english day program Conducted in MAPK Martapura 	<ul style="list-style-type: none"> Using English day Program in improving skill Conducted at Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin Using Descriptive Qualitative Research

B. Theoretical Description

1. English Day Program

a. The Definition of English Day Program

English day program is a series of activities carried out in order to create a conducive learning environment for English. A conducive environment is needed in developing foreign languages, especially when wanting to develop speaking skills. Because mastering speaking skills requires a high intensity of dialogue training. Therefore, a conducive and supportive environment such as a guiding tutor, supportive activities, and friends with one goal can develop speaking skills effectively.

English day programs are widely implemented in various places, both in formal and non-formal educational institutions. One of them is in PPs. Kyai Syarifuddin Lumajang. Information from Wardatul Laily Hidayat as the area coordinator said that the English day program was a program that had been running for 8-10 years. This program is one of the leading programs because it is believed to provide good output even though every year development must be carried out because it sees the state of student objects that are always dynamic, so the approach must always be innovated.

Some of the activities carried out in this program include:

- (a) Use English as the language of daily communication
- (b) Language studies (3 times a week)

(c) Public speaking: speech and story telling training

(d) Choice of language ambassadors

b. The Goal of Program

With the implementation of this program, there are several objectives to be achieved. Among others are:

a) Promotes a conducive environment for developing speaking skills

b) Improve the quality of speaking skills

c) Can apply English as a communication tool every day

2. The Planning of Conducting English Speaking Skill Teaching

Speaking is one of the important skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Speaking is perhaps the most demanding skill for the teacher to teach.¹¹ While according to Hornby, speaking is expressing ideas or feelings using language.¹²

Therefore, speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. It is a way to present new language English orally. Speaking is an act to express one's ideas, feeling, purpose, and thought orally. Nunan says that to most people, mastering speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language.¹³ Speaking is one of the four language

¹¹ W.A Scott, & Ytreberg, L.H, *Teaching English to Children*, (New York: Longman, 2000),3.

¹² Horby, *Advance Learners' Dictionary*, (New York: Oxford Dictionary Press, 1994), 398.

¹³ David Nunan, *Second Language Teaching & Learning*, (Boston: Heinle & Heinle Publishers, 1999), 39.

skills. If students want to speak English fluently, as Harmer says: “They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.”¹⁴

From some of the above theories, it can be concluded that my speaking skills are one of the ways we produce a language. But it must master many aspects when doing it, knowing vocabulary, how to pronounce it, intonation of pronunciation and as much as possible must be understood by our interlocutors.

a. Concept of Speaking Skill

Nunan says that implies spoken language consists of short, often fragmentary utterances, in a range of pronunciations. There is often great deal of repetition overlap between one speaker and another, and speaker frequently use non-specific references.¹⁵

When people speak, they construct ideas in words, express their perception, their feelings and their intensions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have

¹⁴ Jeremy Harmer, *The Practice of Language Teaching: Third Edition*, Edinburgh, (Gate: Pearson Education Limited, 2007)

¹⁵ David Nunan, *Research Methods in Language Learning*, (Cambridge: University Press, 1992), 26.

speaking ability, does not understand the English words about what the speaker's said, they can't grasp meaning of the speaker's mean. From that condition can be concluded that the learner have to be success in learning English, in order they can understand about the material.¹⁶

3. The Implementation of English Speaking Skill Teaching

a. Teaching Speaking

Teaching speaking is sometimes considered a simple process of commercial language school around the world, which hires people with no training to teach conversation. Although, speaking is totally natural, speaking is a language other than our own is anything but simple.¹⁷

This sub chapter covers four points about teaching speaking; those are method of teaching speaking, types of interactive speaking techniques, teachers' rules in teaching speaking. The explanation of each literature is as follows;

a) Method of Teaching Speaking

Method is treated at the level of design in which the roles of teachers, learners and instructional materials as specified. There are ten methods of teaching foreign language; Grammar Translation Method (GTM), Audio Lingual Method (ALM),

¹⁶ Siti Ayda Nurcholilah, *The Implementation of English Day Program on Student's Speaking Ability*, (Thesis, State Islamic University of Sultan Maulana Hasanuddin Banten, 2018)

¹⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. (New York: Pearson Education Company, 2001), 272.

Situational Language Teaching (SLT), Community Language Learning (CLL), Total Physical Response (TPR), Natural Approach (NA), Silent Way (SW), Suggestopedia and Communicative Language Teaching (CLT), however, the researcher wants to describe Communicative Approach and Audio Lingual Method as the way of teaching Speaking.

1. Communicative Approach

The goal is to have one's students become communicatively competent. While this has been stated the goal of many the other methods, in the communicative approach the notion of what it takes to be communicatively competent is much expanded.

The characteristics of communicative approach stated by Larsen:¹⁸

- 1) Communicative competence involves being able to use the language appropriate to a given social context.
- 2) The teacher as facilitator of his students' learning. As such he has many roles to fulfill. He is a manager of classroom activities. In this role, one of his major responsibilities is to establish situation likely to promote communication. During the activities he acts as an advise

¹⁸ Diane Larsen-Freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 1986), 43.

answeing students' question and monitoring their performance.

- 3) Students are, above all, communicators. They learn to communicate by communicating
- 4) Since the teacher's role is less dominant than in a teacher centered method, students are seen as more responsible managers of their own learning.
- 5) Almost everything that is done with communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks.
- 6) Students interact a great deal with one another. They do invarious configurations; pairs, trial smaal groups, and whole group.
- 7) Students will more motivated to study a foreign language since they feel they are learning to do something useful with the language they study.

2. Audio Lingual Method

Teaching and learning process of audio lingual method is the students get new vocabularies and structure everyday to present dialogues. The dialogues are learnt through imitation and repitition drill are based on the pattern in dialogue. Students' successful responses are positively reinforced.

Grammar is inducted from the model and cultural information is contextualized in the dialog.

The characteristics of audio lingual method;

- a. The goal is to make students to be able to see the target language communicatively.
- b. Teacher is like an orchestra leader, directing and controlling the language behaviour of the students. He is also responsible for providing the students with good model for imitation.
- c. Students are imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible
- d. New vocabulary and structure are presented through dialogues. The dialogues are learned through imitation and repetition. Drills are conducted based upon the patterns present in the dialogue. Grammar is inducted from the examples given.
- e. Most of interaction is between teacher and students and is initiated by the teacher.
- f. The views of the language in the audio lingual method have been influenced by the descriptive linguists. Every language is seen as having its own system.

3. Types of Interactive Speaking Techniques

There are many types of interactive techniques which can be applied in teaching speaking. Those are designed in order to get successful in mastering speaking skill. Those types of interactive activities as follows:

a. Role Plays

Role plays are also excellent for speaking in the relatively safe environment in the classroom. In a role play, students are given particular roles in the target language.

b. Simulations

Simulations are more elaborate than role plays. In a simulation props and documents provide a somewhat realistic environment for language practice.

c. Telling story

Teacher can encourage the students to retell stories which they have read in their books or found it in newspaper or internet.

d. Interview

Students can conduct interviews on selected topics with various people. It is a good idea that teacher provides a rubric to students so that they know what the type of questions. Conducting interviews with people gives the students a chance to practice their speaking ability both in the class and out of

class. It also helps them to be socialized. After interview, each student can present his or her study to the class. So, students can interview each other and introduce his or her partner to the class.

e. Conversation

Conversation is a kind of speech that happens informally, symmetrically, and for the purpose of establishing and maintaining social ties, follows rules of etiquette because conversations are social interactions. It is generally face-to-face person-to-person at the same time. Each student can express their ideas, feelings, or news and information is exchanged.

f. Discussion Activities

Discussion activities give learners the chance to speak more freely and express themselves. It is helpful to structure a discussion activity by giving learners enough information about what they want to say.

g. Using the target language outside the classroom

Using the target language outside the classroom can be a very useful requirement in homework assignments in those cases where the target language is spoken in the environment or second language contexts.

4. Teacher's rules in Teaching Speaking

There are nine rules for teacher in teaching speaking Thornbury state:¹⁹

- a. Use the target language not only to deal with the subject matter but also to regulate the interaction in the classroom. You will be a model of how to use interactional gambits in natural discourse.
- b. Keep the number of display questions (i.e. teacher questions that aimed at getting learners to display their knowledge to display their knowledge, such as 'what's the past of go?') to a minimum. The more genuine the requests for information, the more natural of discourse.
- c. Build the topic at hand together with the students; assume that whatever they say contributes the topic. Do not cut off arbitrarily a student's utterance because you perceive it to be irrelevant. It might be very relevant to the student's perception of the topic.
- d. Tolerate silences; refrain from filling the gaps between turns. This will put pressure on students to initiate turns.
- e. Encourage students to sustain their speech beyond one or two sentences and to take longer turns; do not ask

¹⁹ Scott Thornbury, *How To Teach Speaking*, (England: Longman, 2005), 123.

student's short utterances as a springboard for your own lengthy turn.

- f. Extend your exchanges with individual students to include clarification of the speaker's intentions and a negotiation of meanings; do not cut off too soon an exchange to pass on to another student.
- g. Pay attention to the message of students' utterances rather than to the form in which they are cast. Keep your comments for later.
- h. Make extensive use of natural feedback ('hmm'/'interesting'/'I thought so too') rather than evaluating and judging every student utterance following its delivery ('fine'/'good'). Do not over praise.
- i. Give students explicit credit by quoting them ('just as X said'); do not take credit for what students contributed by giving the impression that you had thought about it before.

5. Student's Rules in Learning Speaking

There are some categories that can be used as the role of learners in developing speaking skills in the classroom;

- a. Intensive; it goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.

- b. Responsive; it consists of short replies to teacher or student initiated question or comments.
- c. Transactional (dialogue); transactional language, carried out for the purposes of conveying or exchanging specific information, is an extended form of responsive language.

b. The Elements of Speaking Skill

There are some elements in speaking which must be considered by teachers and learners in pedagogy. According to Harmer. Generally, there are four elements in the speech process, they are:²⁰

a) Pronunciation

Pronunciation is a difficult component in learning speaking ability. Pronunciation itself is defined as the way in which a word is pronounced.

b) Vocabulary

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

²⁰ Jeremy Harmer, *The Practice of Language Teaching: Third Edition*, Edinburgh, (Gate: Pearson Education Limited, 2007), 266-271.

c) Grammar

It concerns with how to arrange a correct sentences in conversation. It is line with explanation given by Heaton that the students' ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language, both in oral and written form.

d) Fluency

Fluency is also can define as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming.

An another opinion is from Nunan states that successful communication involves:²¹

- (a) The ability to articulate phonological features of the language comprehensibly
- (b) Mastery of stress, rhythm, intonation pattern.
- (c) An acceptable degree of fluency.
- (d) Transactional and interpersonal skill.
- (e) Skill in taking short and long speaking turns.
- (f) Skills in the management of interaction
- (g) Skills is negotiating meaning

²¹ David Nunan, *Research Methods in Language Learning*, (Cambridge: University Press, 1992), 32.

(h) Conversational listening skills (successful conversations require good listener as well as good speakers)

(i) Skills in knowing about and negotiating purpose conversations

(j) Using appropriate conversational formulate and fillers

c. Problems in Speaking Activity

According to Ur says that there are some problems faced by the learners in speaking activities. The problems include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue”. Those problems can be explained as follows:

a) Inhibition

Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b) Nothing to Say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c) The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only

very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

d) Mother tongue-use

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using target language.

4. The Evaluation of English Speaking Skill Teaching

a. The Criteria of Successful Speaking Activity

Based on Ur said that the speaking activity is the important part of language course, and there four characteristics for a successful speaking activity:²²

a) Learners talk a lot

As much as possible the period of time allotted to the activity is in fact occupied by the learner talk. This may seem obvious, but often most time is taken up with teacher talk pauses

b) Participation is even

The lesson should not be dominated by only some students but all get chances to talk and contributions are fairly evenly distributed.

²² Penny Ur, *A course in Language Teaching. Great Britian*, (Cambridge: Cambridge University Press, 1996), 121.

c) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it , or because they want to contribute to achieve a task objective. So the teacher should prepare an interesting material for the learners.

d) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

b. Speaking Assessment

Based on basic types of speaking, Brown divided more become several kinds of speaking assessment as follow:²³

a) Imitative Speaking

(a) Word Repition Task

A variation on such a task prompts test-takers with a brief written stimulus which students read aloud. Scoring specification must be clear in order to avoid reliability breakdowns.

(b) PhonePass Test

Research on the PhonePass test has supported the construct validity of its repetition task not just for a test taker’s phonological ability but also for discourse and overall oral production ability. Test-takers read aloud, repeat sentences, say words, and answer question.

²³ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 144

b) Intensive Speaking

(a) Directed Response Task

In this type of task, the test-taker elicits a particular grammatical form or a transformation of a sentence in order to produce the correct grammatical output.

(b) Read-aloud Task

Intensive reading-aloud task include reading beyond the sentence level up to a paragraph or two.

c) Responsive Speaking

(a) Question and answer

Question and answer tasks can consist of one or two question from an interviewer.

(b) Giving instructions and directions

The administrator poses the problem and the test-taker responds. Scoring is based primarily on comprehensibility and secondarily on other specified grammatical or discourse categories.

d) Interactive Speaking

(c) Interview

A test administrator and a test-taker sit down in a direct face to face exchange and proceed through a protocol questions and directives.

(a) Discussion and conversation

As informal techniques, those offer a level of authenticity and spontaneity. Assessing the performance of participant through scores or checklists predetermined.

e) Extensive Speaking

(a) Oral Presentation

Oral presentation is carefully designed to elicit pronunciation, fluency and integrative ability, sociolinguistic and cultural knowledge.

(b) Retelling story or news

Test-taker hears or read a story or news event that they are asked to retell. The objective in assigning such a task vary from listening comprehension of the original to production of a number or oral discourse features, fluency, and interaction with the hearer.

IAIN JEMBER

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Type of Research

The approach that will be used in this research is a qualitative research approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically, and by means of descriptions in the form of words and language, in a particular natural context and by utilizing various natural method.²⁴

While the type of research that will be used is descriptive research. Descriptive research is research directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area.²⁵

Descriptive research methods to describe the activities of the English day program in improving speaking skills in Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin Lumajang.

B. Research Location

This research will be conducted in the Lumajang district precisely in the Darul Hikmah English area of PP. Kyai Syarifuddin. The choice of place was due to one of the institutions implementing the English day program in Lumajang.

²⁴ Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi* (Bandung: PT. Roesdakarya Offset, 2014), 6.

²⁵ Riyanto Yatim, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2010), 23.

C. Research Subject

Research subjects are informants who are used as data sources to report data sources that are related to the research focus. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed.

The subjects in this study are:

- a. English area administrator
- b. Tutor of the program
- c. The member of the area

D. Data Collection Technique

Data collection methods to be used by researchers are as follows:

- a. Observation (observation)

Observation is basically an activity to get information through the sense of sight. Because seeing directly, then researchers must plunge directly into the field / research arena.²⁶ Observations when viewed from the involvement of observers / researchers with data sources, observation techniques can be divided into two kinds, namely:

- a) Participant observation

In observing the participant the researcher carried out two roles at once namely as observers and also acting as observed group members.

²⁶ M. Djamal, *Paradigma Penelitian Kualitatif* (Yogyakarta: Pustaka Pelajar, 2015), 66.

b) Non-participant observation

In non-participant observation the researcher only performs one function which is to double observation.²⁷

Types of observations that will be used in this study are non-participant observation, with consideration to facilitate the collection of data. As for those obtained with this method are:

- (a) Objective conditions of Darul Hikmah English area of PPs.
Kyai Syarifuddin.
- (b) Geographical location of Darul Hikmah English area of PPs.
Kyai Syarifuddin.
- (c) Implementation of the English day program

b. Interview (interview)

Interview is a data collection technique to get information extracted from data sources directly through conversation or question and answer.

There are several types of interview techniques, including:

a) Lean Interview

In the term Esterberg is called a structured interview and the term Patton is a standard open interview is an interview using a number of standardized questions by default.

²⁷ M. Djamal, *Paradigma Penelitian Kualitatif* (Yogyakarta: Pustaka Pelajar, 2015), 70.

b) Semi-standard Interview

The approach uses a general interview guide which is a combination of guided and un-guided interviews that use some of the core questions to be asked.

c) Non-Standard Interview

Unstandardized interviews are free interviews where the researcher does not use interview guidelines in gathering data.

In this study, the type of interview that will be used is a semi-standard interview. Because it is flexible, so that the question materials can be easily informed and researchers can deal directly with informants, so that communicative interactions occur. Data that can be obtained by using interviews are:

- a) A brief history of the founding of Darul Hikmah English area of PPs. Kyai Syarifuddin.
 - b) Implementation of the English day program in improving speaking skills
 - c) The students' speaking ability obtained through the English day program
- c. Documentation

Documents are any written material or film that is not prepared because there is a request from a researcher. Data documents in the form of notes, books, texts, journals, papers, memos, letters, minutes of meetings and so on.

The data to be obtained from this study are:

- (a) History of the founding of Darul Hikmah English area of PPs. Kyai Syarifuddin.
- (b) Vision, mission and goals of Darul Hikmah English area of PPs. Kyai Syarifuddin.
- (c) State of Darul Hikmah English area of PPs. Kyai Syarifuddin's facilities and infrastructure.
- (d) Darul Hikmah English organizational structure of PPs. Kyai Syarifuddin.
- (e) Handbook used in Darul Hikmah English area of PPs. Kyai Syarifuddin.
- (f) Photos of English day program implementation activities in darul hikmah English area PPs. Kyai Syarifuddin Lumajang

E. Data Analysis

According to Milles and Huberman qualitative data analysis uses three steps, namely:²⁸

1) Data Reduction

When researchers conduct research, of course, they will get a lot of data and are relatively diverse and even very complicated, that's why data analysis is done through data reduction. The data obtained is written in the form of a report or detailed data. Reports that are compiled based on the data obtained are reduced,

²⁸ Djam'an Satori, *Metodologi Penelitian*, 218-220

summarized, selected the main things, focused on important things. The results data summarizes and sorts based on the unit conceptual themes, and certain categories will provide a sharper picture of the observations as well as making it easier for researchers to find data back in addition to previous data obtained if needed.

2) Data Presentation

Presentation of data is done in various forms such as tables, graphs, and the like. More than that, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, and the like.

3) Withdrawal of Conclusions / Verification

The initial conclusions put forward are temporary, and will change if no strong evidence is found to support the next stage of data collection. But if the conclusions put forward at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusions put forward are credible conclusions.

F. Validity of data

In this study the validity of the data to be used is as follows.

1) Source Triangulation

Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources.

2) Technical Triangulation

Technical triangulation is the use of various data disclosure techniques that are carried out to the data source. Test the credibility of the data by triangulation of techniques, that is, checking the data to the same source with different techniques.

G. Research Steps

This section outlines the research implementation plan that will be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports.

The research phase that was passed by the researcher in the research process was as follows.

a. Pre-field step

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

a) Develop research designs

In compiling this plan the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

b) Choosing research fields

Before conducting research, a researcher must first choose a research field. The chosen research field is Darul Hikmah english area of PPs. Kyai Syarifuddin

c) Permit processing

Before conducting research, researchers take care of licensing in advance to the campus. Thus researchers can immediately carry out the stages of research after getting permission to conduct research at the site.

d) Assess the state of the field

After being given permission, researchers began to explore and assess the field to better know the background of the research object. This was done in order to make it easier for researchers to dig up data.

e) Prepare research equipment

After all is done the researchers prepare the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

b. Stage of field work

After all preparations are considered mature, the next step is to carry out research. In carrying out this stage, the researcher collects the data needed by using several methods, including observations, interviews, and documentation.

c. Data analysis stage

After all the data is collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researchers so that the supervisor states the results of this study are ready to be tested.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers research finding and discussion of the research. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research that is english day program. The finding and discussion are explained as follows:

A. Research Finding

In this chapter, the researcher presents the brief description of the object and data presentation.

1. The Brief Description of The Object

a. The Profile of Darul Hikmah English Area of Syarifuddin Islamic Boarding School Lumajang

Kyai Syarifuddin Islamic Boarding School was established by Kyai Syarifuddin at 1912 in Wetan Sepuran, Wonorejo, Kedungjajang, Lumajang. 108 years of existence, the islamic boarding school currently under the care of the grandson of the founder has owned several main boarding schools under the auspices of the kyai syarifuddin boarding school foundation, what distinguishes between these main boarding schools are their names such as; *South Dalem*, *East Dalem*, *North Dalem*, *Central Dalem*, *West Dalem*. Each of these boarding schools are raised by different leader or we called it in *Bahasa* as *Ibu Nyai*, *Kyai* or *Gus*, *Ning*. The first Islamic boarding

school to stand was South *Dalem*, in this islamic boarding house there was a foreign language development institution for male and female students. For the female students' dormitory named *Ummul Quro* for developing Arabic and *Darul Hikmah* for developing English. The Arabic language development area first established than the English language development institute. Each of the institutions has their respective residential areas. Since 2018 for Ummul Quro the Arabic language region is in the south *dalem* and the Darul Hikmah of the English area is in the Middle *Dalem*.

The English language development institute, known as darul hikmah of the English language area was first established in 2012, which built because students' interest in English and the support of the caretaker in its process. At the beginning of the establishment of the English language area, there were no more than 30 people who were given a private area on the 1st floor of the dormitory, consisting of 2 rooms. The tutors were from among the English language teachers who were indeed teacher at the school. From year to year members of this area are increasing, so that in 2013 the area was moved in a new dormitory at the front of the boarding school and has 6 rooms. Due to the continual increase in quantity, in 2018 around 150 members of the area moved to new buildings in the Middle *Dalem*, which is currently guided by Gus Izzuddin syarif and Ning Syarifah Aini, previously

guided by Nyai Aminatus Zahro and Gus Abdul Wadud Nafis but both at the time this collaborate to develop this english area.

In this area there is a board of directors from the students, but usually students who have stayed in the boarding school minimally three years. The management structure is always reformed, in order to give a chance to new generations and new ideas. At present, the management of darul hikmah has reached the 6th generation, with a list of chairperson from time to time;

Table 4.1

List of Darul Hikmah Chairperson

No.	Name	Period
1.	Mawaddatul Karimah	2012-2013
2.	Siti Muarofah	2013-2014
3.	Nur Hasanah	2014-2015
4.	Lailatul Maghfiroh	2015-2016
5.	Khoridatul Mumayyizah	2016-2017
5.	Mega Silfia	2017-2018
6.	Miftahul Hasanah	2018-2019
7.	Wardatul Layly Hidayat	2019-now

Data Source: Darul Hikmah English Area Documentation

At present the development of language in the English language area is focused on developing speaking skills and the formation of a place to accommodate talent and interest in speaking skills. Because

the previous generation has focused on structuring grammar learning.²⁹

b. The Geographic Location of Darul Hikmah English Area

Darul hikmah English area is located in the Kyai Syarifuddin Islamic Boarding House area, especially in the Middle *Dalem*. Whereas the location of the kyai syarifuddin boarding house area itself is located in Wetan Sepuran, Wonorejo, Kedungjajang, Lumajang.

The location of this Islamic boarding house area is located in the middle of residents' homes, surrounded by the houses of relatives of the founder of the boarding house. Therefore there are no specific borders in this boarding school area.

c. Organization Structure of Darul Hikmah English Area

Since the first year of this area tried to have a well structured organizer in order to have a good administration and also have a good coordination, consultation and evaluation. Here are the structure of darul hikmah english area:³⁰

Chief of Foundation : KH. Adnan Syarif, Lc. MA

Nyai Hj. Ainun Nisa'

Guardian

: KH. Sulahak Syarif

Nyai Hj. Maqtuatis Surroh

²⁹ Documentation, Darul Hikmah English Area, 2nd of December 2019

³⁰ Documentation, Darul Hikmah English Area, 2nd of December 2019

Caretaker of the area : Gus Dr. H. Abd. Wadud Nafis, Lc, M.E.I

Nyai Dr. Hj. Aminatus Zahro, M.Pd.I

Gus Aang Burhanuddin, S.Pd.I, M.A

Nyai Siti Nur Latifah, M.E

Gus Izzuddin Syarif, S.H

Nyai Syarifah Aini, S.E

Leader : Wardatul Layli Hidayat

Secretary : Hilda Maulida

Treasure : Herlin Agustina Rahayu

Departments

a) Security, Supervisor and Assesor : Dinda Muti'atul Khoiroh

Siti Aminatus Sholiha

Ismi Hayatun Na'im

Ghefira Nur Fatimah

Ersita Khoirina

b) Cleaning Service Coor : Ike Okta Nurfadhilah

Khulafaur Rosida

Rif'ah Fadhilah

c) Inventory : Hafifa Shinta

Reza Alfiatur Rosyida

d. Vision and Mission of Darul Hikmah English Area

1. Vission

Realizing the students who have the spirit of quran with good international language skill

2. Mission

- Having a good english learning
- Conduct an Islamic study of *ahlassunnah wal jamaah* using English
- Cooperating with English language development agencies outside and within the country³¹

e. Facilities of Darul Hikmah English Area

Based on the finding data documentation by the researcher, Darul Hikmah English Area has some facilities as a follow:³²

Table 4.2

List of Facilities of Darul Hikmah

No.	Facility	Total
1.	Student's Room	2
2.	Organizer's room	2
3.	Canteen	1
4.	Hall	1
5.	Bathroom	2

³¹ Documentation, Darul Hikmah English Area, 2nd of December 2019

³² Documentation, Darul Hikmah English Area, 2nd of December 2019

6.	White board	1
7.	Boardmarker	20
8.	Eraser	4
9.	Refill Ink	2
10.	Speaker	1
11.	Flashdisk	1
12.	Music Box	1
13.	Memorizing Book	1
14.	Quantum Game Book	5
15.	Conversation Book	1
16.	Dictionary	2
17.	Punishment Veil	4
18.	Basic English Grammar Book	1
19.	Understanding and using english grammar book	1
20.	Fundamentals of English Grammar Book	1

2. Data Presentation

a. The planning of english day program to improve speaking skill

There is a planning before starting this english day program. The researcher use interview with the tutor. Researcher also use observation to find the how is the planning of english day program. here there will be two classifications of planning, first is the planning of english day program in general, second is the planning of the spesific activity. Here are the data:

1. English Day Program Planning

There are several steps taken in planning this program, starting from holding meetings between the management and tutors and then consulting with the caretaker. This is confirmed by the results of observations by researchers as follows.

Based on the observation, the tutors will have a small discussion with the organizer, then the head of organizer will consult it to the caretaker. This consultation usually held routinely, but in the first semester or the students just to come to the boarding house. This consultation will be held simultaneously with other regional administrators (Arabic area, central board which focuses on the study of classical books). However, there is no standard curriculum because tutors are usually flexible with the needs of their students. In this meeting more focused on general issues related to the schedule of activities that exist on the English day program and the distribution of tutors in each class.

2. English Learning Activity Planning

In addition to plan a general program of the whole activity, there are also some more specific plans such as learning activities in the classroom, this is done by the tutors of each class. This is confirmed by the results of observations by researchers as follows.

According to Ms. Ismi as the tutor of english day program said that:

“In a class there will be two tutors. Before we come to the class, usually we will have a small discussion about the material. Actually

usually we will have a specific discussion among the tutors, it should talk about the goal of each activities, like we want to develop the speaking skill. It is the same but based on their classes. I mean how is the managing of the material, and the classification of the goal is based on how the condition of their own classes”³³

Based on the observation, there are 2 tutors in each classes. In this case it focuses on planning learning activities. They will discuss about what will be done in class before entering the class, there are some tutors who prepare it well in advance but there are some who just prepare shortly before the start of teaching and learning activities.³⁴ However, as the same as previous planning in this case there is no specific reference still (such as curriculum and syllabus) in implementing english learning in the classroom and this is one of the next task for administrators and tutors

b. The implementation of English Day Program to improve speaking skill

There are three kinds of english day program activity consisted of daily activity, weekly activity, annually activity, these program conducted routinely as the part of english day program in Darul

Hikmah English Area. Here are the result of the observation:

1) Daily Activity

Daily activity means some activities which are conducted every day in Darul Hikmah English Area. Based on the observation Darul Hikmah applies two kinds of activities, first is

³³ Ismi Hayatun Naim, Interview, 7th of Februari 2020

³⁴ Observation, English Class, 12th of Februari 2020

English as a daily communication tool that aims to make the area's members accustomed to speak English, improve their pronunciation, using their memorized vocabularies and using what they have known about English language rules. The second is an English class that examines the rules of English, aims to make members understand how to speak English properly and correctly. The following is an explanation of the implementation of these activities:

a) Speaking English

Speaking English activity is a program that requires the area's members to use English as a communication tool every day. According to Ms. Warda said that:

“the member of this english area has to speak english in some areas everyday except Friday. This activity is controlled by the organizers, the other members also have to remind each other if there someone does not speak english. We emphasize on this activity because we think this activity is the main reason to make our member can speak english well. Practice makes perfect”³⁵

Based on the observation this activity is carried out by all members of the area, they must speak English specifically in the area of English that has been determined by the board every day, except Friday but they are tolerated to mix it with Indonesian for vocabulary which indeed they do not know. Although in fact they are only required to speak English when

³⁵ Wardatul Layli Hidayat, Interview, 20th of March 2020

in certain areas, but because of the habit of speaking English in the certain area they mause of English spontaneously when meeting with friends from other areas even outside the agreed English area. But, of course there are some members who still use their own language when they don't know the vocabulary he intended. The caretaker and all tutors understand the situation, but will still get a reprimand and be guided to know what the English vocabulary he wants to say.³⁶

This obligation is monitored directly by the board, in collaboration with several members to become spies whose job is to secretly monitor anyone who does not speak the language in the area then they will report it to the board. If members violate the English language obligation then they will be subject to punishment as following:

- Violations the first time will be subject to reprimand.
- Violations the second time washing trash bins, mopping floors 1 and 2, and teaching practice one day in a class that has been determined.
- Third time disposing and washing trash bins 2 and 3 and doing teaching practice for two days in a predetermined class.

³⁶ Observation. Speaking English. 21st of Februari 2020.

- Four times thereafter will be subject to punishment in the form of drying in front of the boarding school office, memorizing vocabulary and using the veil of Darul Hikmah actions and conducting teaching practice for three days in the class that has been determined.

This was also emphasized by Ms. Afiah as a member of the darul hikmah english area, she said that:

“We have to speak english everyday, and someone who does not speak english in that certain day, time and place will have punishment from the organizer. And for me this punishment give a lot of value for others, because the punishment is hard to do for us so willy nilly we have to speak english although just little and sometimes it is mixed with indonesian”³⁷

b) English Class

English class is a teaching and learning activity that is filled by tutors who are administrators of Darul Hikmah. The material presented is grammar for speaking material to support good and correct speaking skills, Ms. Warda as the leader of this area said that:

“This english class divide into five classes, Elementary, Basic A, Basic B, Mediate A and Mediate B. The tutor is from our own organizer, each classes have two tutors. Because we are still studying so that’s why we put two tutors for one class in order they can discuss each other”³⁸

Based on the observation, this activity is carried out on Thursday, Friday, Sunday, Tuesday and Wednesday at 7.30-

³⁷ Siti Afiah, Interview, 21st of Februari 2020

³⁸ Wardatul Layly Hidayah, 20th of March 2020

8.30 pm in several designated locations, including elementary class in lower hall, basic A in the second floor, basic B in the third floor, and mediate in the upper hall. Regarding the material or what will be done in class, they usually discuss with their tutor partners according to the conditions and abilities of their class members. Learning material references can be obtained from notebooks that tutors have learned when they were as members, but if there are a few questions they will look for references from outside, such as from the internet or will ask their teachers in formal schools. The method of teaching is also not monotonous using, each tutor emphasizes how members can be active in class.³⁹ Ms. Ismi as a tutor said that:

“the tutor usually will divide it into; first day, they will study about tenses. Second day is implementing the speaking skill based on the previous tenses, the third day is playing game sometimes we will have evaluation like giving them some questions”⁴⁰

Based on the observation, teaching and learning activities are carried out in the midst of the crowded activities of Islamic boarding schools such as studying the Qur'an and studying classical books. So the tutor divides the role in explaining and

³⁹ Observation, English Class, 21st of Februari 2020

⁴⁰ Ismi Hayatun Naim, Interview, 7th of Februari 2020

managing members in the class.⁴¹ According to Ms. Amina as the tutor said that:

“it should focus on speaking skill improvement. Because in the learning english activity in the class, we have limited time so a tutor is writing the material on the whiteboard and a tutor is explaining it.”⁴²

Based on the observation, the tutor have to use a fun learning way of teaching to make students speak up even when they get board on discussing tenses. For example in the class the tutor explains about the simple present, the tutor makes all students make a sentence that will form a story that using simple present tense.⁴³ This emphasize by Ms. Afiah as the member said that:

“I study grammar or how to structure a good sentence in the class, and I can implement it with my friends.”⁴⁴

The researcher also have a documentation of this program, while the tutor explaining the material about present tense in the mediate A and B Class.⁴⁵



⁴¹ Observation, English Class, 21st of Februari 2020

⁴² Siti Aminatus Sholiha, Interview, 14th of Februari 2020

⁴³ Observation, English Class, 21st of Februari 2020

⁴⁴ Siti Afiah, Interview, 21st of Februari 2020

⁴⁵ Documentation, English Class Activity, Wednesday, 12th of Februari 2020

2) Weekly Activity

Weekly activity means some activities are conducted once a week. Based on the observation, english day program implements three kinds of activities these are listening, memorizing vocabulary, and public speaking. This listening to the music activity aims to practice the ability to introduce the pronunciation of native English so that members can pronounce it correctly. Memorizing vocabulary is applied to enrich the vocabulary used daily. while this public speaking activity aims to practice public speaking skills.

a) Listening activity

This activity is an effort to introduce English with native speaker pronunciation so that in addition the members familiar with the words, they can also pronounce it by the event imitating the pronunciation of a native speaker. Ms. Zia as the member said that:

“Weekly activity there are listening, in listening actually like we have fun studying, because as you know that we are in the boarding house so we will not update an english song so we will be happy in every Saturday night, because we will have fun but actually we study about how the way the native speaker says it and a new vocabulary”⁴⁶

Based on the observation, this activity held on Saturday night. All the members of Darul Hikmah gather in the hall, they will be divided into some groups according to their english

⁴⁶ Ziaul Haq Salsabila, Interview, 6th of March 2020

classes, each week the tutor will provide a new song that has been emptied some of the lyrics to be filled by members. Previously, the implementation procedures were carried out simultaneously and freely without groups, and at the end of the section the tutor would be the corrector of the blank space that had to be filled, but it was considered to be an ineffective way because some members were paying attention and some others only followed when singing together section.⁴⁷ Ms. Warda as the leader of this area said that:

“now, we have the new procedure for the listening activity because we think the old procedure is not effective anymore. They just listen and not too enthusiast on finding the blank space. Because in the last the tutor will give the answer of it. So, we expect this new procedure should be the solution to make the member will be active in this listening activity”⁴⁸

Based on the observation, the current implementation procedure is changed to the last section which one of the members on duty of the group will be the corrector of the blank space in the lyrics, so that at least one group really pay attention seriously to listen to the lyrics of the song being played, and other members will not make any noise because later they will do the same task.⁴⁹

⁴⁷ Observation, Listening Activity, 8th of Februari 2020

⁴⁸ Wardatul Layli Hidayat, 20th of March 2020

⁴⁹ Observation, Listening Activity, 8th of Februari 2020

The researcher also have a documentation of this activity while the member listened to the music and tried to write down what they heard.⁵⁰



b) Memorizing Vocabulary

In this activity the tutor also conducts vocabulary drilling in it which is carried out during vocab distribution, aiming to enrich vocabulary with correct pronunciation for members of Darul Wisdom, making it easier to implement and develop speaking skills on a daily basis.

Based on the observation this activity conducted on Thursday night after having isha prayer.⁵¹ Ms. Karimah as the member said that:

“Every weeks we will have 7 vocabularies, we have to memorize it then when we memorize it to the tutor they will ask us to make a sentence and asking about the last vocabulary. Because we like memorizing some quotes. So the tutor sometimes will give us a quotes”⁵²

⁵⁰ Documentatio, Listening Activity, Saturday, 8th of Februari 2020

⁵¹ Observation, Memorizing Vocabulary, 6th of March 2020

⁵² Nuri Nizwatul Karimah, Interviewing, 13th of March 2020

Ms. Amina as the tutor said that:

“We will prepare the vocabulary weekly based on the book we have, but actually we do not take for granted all the vocabularies because we also look at the situation and condition of the member, which vocabulary that the member really need for daily communication. And also we focus on giving verb vocabulary in this weekly activity and noun vocabulary in the class and etc”⁵³

Based on the observation, on Friday night members will gather in the hall after isha prayer then the tutor will give seven vocabularies to memorize while letting them know how to pronounce them correctly.⁵⁴

The member have to report to the tutors and administrators that they have already memorized it well before Friday night after isha prayer, they have to bring their memorizing books and get signs and stamps from the administrators. If members do not report their memorizing vocabulary they will get punishment as follow:⁵⁵

1x: Reprimand and have to memorize the vocabulary

2x: Having fourteen vocabularies

3x: Having public speaking in front of all the members and wear a veil of punishment

⁵³ Siti Aminatus Sholiha, Interview, 14th of Februari 2020

⁵⁴ Observation, Memorizing Vocabulary, 6th of March 2020

⁵⁵ Documentation, Darul Hikmah English Area, 6th of March 2020

c) Public Speaking

This activity is one of the step to train how members are able to speak in public properly and correctly. And it is held once a week with a scheduled people who will perform.

Ms. Afiah as the member said that:

“Actually there is no spesific club for speech and telling story, but we usually have rehearsal in Monday night we call the activity as *Khithobah* activity. Who has a duty to perform the have to prepare it by themselves, but it is okay if they need a help from the tutor or the organizer. But in some events which we need story telling and speech performance the tutor will train us, like in Miss Language, SBAI event and etc.”⁵⁶

Based on the observation, on the Monday night they will gather in the school building. They will be divided into 2 groups that have been determined by the administrator randomly and mixed from all members of the learning class. Every week there will be two people who on duty to speech, and one person telling the story. This representative is chosen based on the room members. During the activity the tutor or administrator will control the activity, and there is a representative from the administrator who leads the activity. When the person in charge is showing the performance, the other members are obliged to pay attention, take note of the new vocabulary and what is the essence of what is said by the

⁵⁶ Siti Afiah, Interview, 21st of Februari 2020

person in charge.⁵⁷ Ms. Warda as the leader of the area said that:

“In every someone is performing speech or telling story, other members have to listen and write down the new vocabulary and what is conclusion that they speak up. And also we have punishment for someone is on duty in having speech or telling story in that night but they do not ready yet, whereas we have said that they are on duty two weeks before”⁵⁸

Based on the observation, what the members have recorded must be collected to the management in order to check their seriousness in paying attention. In addition, the person in charge who do not perform with reasons that cannot be tolerated such as lack of preparation will get a punishment. the punishment is as follows:

- 1x: Reprimand and have to perform on the next week
- 2x: Wearing punishment veil for 2 days and have to perform on the next week.⁵⁹

⁵⁷ Observation, Public Speaking Activity, Monday, 17th of Februari

⁵⁸ Wardatul Layli Hidayat, 20th of March 2020

⁵⁹ Observation, Public Speaking Activity, Monday, 17th of Februari

The researcher also has the documentation of this program while the member performed a speech and the others had attention on her⁶⁰



3) Annual Activity

This activity is carried out once a year. The English day program has two kinds of annual activities, the first is the Miss Language selection, the second is *Semarak Bahasa Arab dan Inggris* (SBAI). Both events were carried out in collaboration with Ummul Qura, an Arabic language development area. Besides aiming to practice speaking skills, it also wants to provide an atmosphere of how to compete in a healthy and truly qualified quality. The description of activities is as follows:

a) Miss Language Selection

This activity is a selection of Miss Language which will become a role model for other members, and also she will help the organizer to socialize some programs to the members.

Ms. Warda as the leader of this area stated that:

⁶⁰ Documentation, Public Speaking Activity, Monday, 17th of Februari.

“this activity actually is the way to detect who has a big intention to practice more their english. and we expect that the other member could take a value of how some members do this. I mean, it is like a competition and could motivate the others to be better. And also the one who has chosen to be Miss Language has some duties to develop her and others member english speaking skill”⁶¹

Based on the observation, before heading to the top of the Miss Language selection, each English and Arabic region carries out internal training for members who want to participate in this selection. After that they will enter stage 1 namely self-introduction and appearance of the talents and interests of each participant, after that will be dropped how many participants are not included in the jury evaluation category. Participants who pass will proceed to the second stage selection which is carried out for a period of one week after the first stage of selection, and this is where participants from the English language area have to carry out teaching practices whose material themes are randomly selected right before they advance, but some of these themes are known a few days before the implementation so that participants can master the material and prepare teaching material.

Whereas the jury on duty is a teacher from several formal institutions under the auspices of the kyai syarifuddin

⁶¹ Wardatul Layly Hidayah, 20th of March 2020

foundation who was deliberately invited to select the miss language participants.

Participants who were chosen to become Miss Language had several tasks as follows:

1. Assist management in carrying out language programs developed by the region.
2. Become a role model in good language for other members.⁶²

Here is the documentation of Miss Language Selection when the final section. At this final section the finalist had to show their skill to teach some English material. So the judges will come from the English teacher in their formal school.⁶³



b) *Semarak Bahasa Arab dan Inggris*

This activity is carried out once a year. Is an activity in collaboration with Ummul Quro (Arabic Language Region).

This activity aims to detect and train the public speaking skill, and the members' confident to show up.

⁶² Observation, Miss Language Selection Activity, Monday, 9th of March 2020

⁶³ Documentation, Miss Language Selection Activity, Monday, 9th of March 2020

Ms. Warda said that:

“This program is our new program, actually this program is an adoption program from Sidogir. Gus Igo ask us to have this agenda, because he wants to know the competition vibe of among the area. We have three competition on this agenda, there are speech, telling story and theatre. So, we hope from this agenda, the member will have an additional spirit to study english more”⁶⁴

Based on the observation, this activity is carried out in two stages. The first stage is done internally, so they will do a race in their respective language areas and the winners of the competition will represent the English language area in presenting their work at the top event which is conducted together with the Arabic area.⁶⁵

This documentation of the performance of the member at the top of *Semarak Bahasa Arab dan Inggris Activity*.⁶⁶



⁶⁴ Wardatul Layly Hidayah, 20th of March 2020

⁶⁵ Observation. *SBAI Activity*. Thursday, 6th of Februari 2020

⁶⁶ Observation. *SBAI Activity*. Thursday, 6th of Februari 2020

c. The Evaluation English Day Program

In the case of this evaluation the researcher will divide the two discussions, the first will discuss the evaluation related to the sequence of activities of English Day in general, the second discusses the evaluation related to learning activities aimed at specifically improving speaking skills. Following are the data that have been obtained:

a) English Day Program Evaluation

In general, the evaluation of all activities in this program was carried out jointly with the advisors simultaneously with all development agencies in the Islamic boarding school which included the development of Arabic and English languages, the study of the yellow book and tahfidzul quran. These evaluation activities are usually carried out once a month, each of the regional leaders must report the activities that have been carried out in a month. Ms. Warda as the leader of the area said that:

“If the evaluation of all the activities usually the caretaker will ask us to gather in her house together with all the organizers of every development area (the delegation of the organizers, it is used to be the leader and some coordinators of each deviation). We usually have to give the progress report, the lackness or the problem of the implementation of this program. the we will discuss it together and everyone is available to give suggestion for some problems”⁶⁷

⁶⁷ Wardatul Layly Hidayah, 20th of March 2020

Based on the observation, evaluations carried out within the internal management of the region itself are carried out regularly and guided even though there is no structured evaluation schedule. This is also made easier by the existence of a special room for the management, making it easier for them to conduct evaluation communication.

b) English Learning Activity Evaluation

Evaluations conducted in the learning process are carried out periodically according to each class. Of course the tutor will conduct an evaluation at the end of each discussion of a material.

According to Ms. Ismi as the tutor said that:

“well, start from the learning english activity , the tutor usually will divide it into; first day, they will study about tenses. Second day is implementing the speaking skill based on the previous tenses, the third day is playing game sometimes we will have evaluation like giving them some questions”⁶⁸

Based on the observation, the tutor will give an evaluation based on what is the material that they discuss about. So there is no specific reference such as, must provide questions in the form of triple choices and essay tests. However, researchers found several types of evaluations that are commonly used in this learning process, the first is free speaking, the second is to tell

⁶⁸ Ismi Hayatanu Naim, Interview, 7th of Februari 2020

something related to the grammar being studied which was previously instructed to prepare it in written form.⁶⁹

There is also an evaluation activity that is routinely carried out once a month once, namely the vocab evaluation activities that have been memorized they will be re-asked about some of the vocabularies they have memorized during the previous four weeks. This activity is usually carried out simultaneously on Friday nights in the main hall of the English language area, guided by tutors from each class.

B. Discussion

Discussion is the explanation of data analysis based on the research problem of the research. Based on the research findings, the researcher finds three subdivisions, these are; the planning, procedure and evaluation of english day program in Darul Hikmah English Area of PP. Kyai Syarifuddin Lumajang.

1. The Planning of English Day Program in Darul Hikmah English Area

Darul hikmah English area implements an English day program which basically has several kinds of activities to support the speaking ability of its members. In order to produce activities that really succeed in making members able to develop speaking skills, of course all members of the community who play a role in the English language area must do

⁶⁹ Observation. English Class Activity. Tuesday, 17th of March

detailed planning. Based on interviews and observations, researchers found out how the planning process was carried out by darul hikmah english area. The researcher will divide it into two discussions; the planning of english day program generally and the planning of english activity spesifically as like english class.

1. The planning of english day program

The planning process usually starts from the beginning of the semester when the Darul Hikmah members have just returned from their house to the cottage. Or the term that is often used is the return of the cottage, this happens twice a year, as well as the holiday of the semester in the year of formal school education as usual. The first step taken by the management and caretaker are to discuss how to plan the program to be carried out for one semester, usually they plan the activities that will be updated according to the needs of members, ability conditions, developments and evaluation results from the previous implementation. Brown said that there are eight principles for designing speaking techniques:⁷⁰

- a. Use techniques that cover the spectrum of learners' need, from language based focus on accuracy to message-based focus on interaction, meaning and fluency.
- b. Provide intrinsically motivating techniques
- c. Encourage the use of authentic language in meaningful context

⁷⁰ H. Douglas Brown, *Teaching by Principles: An In teractive Approach to Language Pedagogy, Second Edition*. (New York: Pearson Education Company, 2001) 276-277.

- d. Provide appropriate feedback and correction
- e. Capitalize on the natural link between speaking and listening
- f. Give students opportunities to initiate oral communication
- g. Encourage the development of speaking strategies.

2. The planning of english learning activity

While planning in class activities are also done specifically by the tutor. According to Brown, said that the term “lesson” is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes.⁷¹

As explained by Brown in his book that there are several aspects that must be discussed in the planning process, including;⁷²

- 1. Goal(s)
- 2. Objectives
- 3. Materials and Equipment
- 4. Procedures
- 5. Evaluation
- 6. Extra-Class Work

Some of the activities included in the English day program have indeed fulfilled the planning process that Brown has explained as above.

A tutor will discuss the objectives, what abilities will be achieved, what material will be taken, how the order of implementation in the classroom,

⁷¹ Ibid., 149

⁷² Ibid., 149-150

the implementation of the evaluation and give homework to them to practice more deeply.

As the researcher followed while observing that the material delivered about simple past tense, in which there are objectives that have been achieved namely members can make and change a sentence into simple past tense in the form of positive, negative and interrogative sentences. Likewise with the evaluation conducted by the tutor at that time that is doing a game and the loser will be punished for making sentences in the form of simple past tense, the tutor also gives an assignment to compile a story about what he has experienced in the past.

But unfortunately in the implementation this learning planning a tutor still does not have a unified reference, and the results of the planning have not been written and have agreed upon guidelines. So planning is still an idea that appears when going to do learning.

2. The Implementation of English Day Program

As discussed above, the English day program has several activities aimed at improving English language skills, there are:

1) Daily Activity

This activity is a series of English day program activities carried out every day. The following is an explanation of the implementation of these activities:

a. Speaking English

One of the daily programs that is part of the English day program is speaking English. all members are required to use English in the cottage, and it is recommended to also speak English outside the boarding area if possible. This activity is one of the activities that is really emphasized because it has a great effect on improving speaking skills. Jeremy Harmer in his book explained that there are three fundamental reasons why a student must actively speak, including the following:⁷³

1. Speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety classroom
2. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and student. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing
3. The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

As a result, students gradually become autonomous language users.

This means that they will be able to use words and phrases fluently without very much conscious thought.

⁷³ Jeremy Harmer. *How to Teach English, New Edition*. (England: Longman, 2010), 123.

From the discussion above it can be concluded that the habit of speaking is very important for someone who learns to master the language. Especially in speaking skills, which really need a lot of practice in order to become accustomed to speak English.

Some of the obstacles encountered in this activity are members who still use their own language when they do not know what vocabulary is in English, this naturally occurs because according to Jeremy in his book saying that when students use their L1 in such circumstances, they often do because they want to communicate in the best way they can do so.⁷⁴

But after all this can not be left alone, there is an agreement if someone breaks this rule there must be consequences for them, in addition to before they have a punishment there will be a guidance what is their problem in using English. They also remind each other even there is some tutors or administrators who do not respond to the words of their members if they do not use English, this is in accordance with the actions suggested by Jeremy in his book in the chapter "what if students keep using their own language?". He said that there were at least five actions:⁷⁵

1. Talk to them about the issues
2. Encourage them to use english appropriately
3. Only respond to english use

⁷⁴ Ibid., 179

⁷⁵ Ibid., 179.

4. Create an english environment
5. Keep reminding them

b. English Class

In addition of implementing a practical activity, it is real that speaking also requires knowledge of the language order (grammar). Darul Hikmah also applies a study which is divided according to the group and the abilities of each member to facilitate the distribution of material and its achievement goals. There are five classes in this area, elementary, basic A and B, mediate and intermediate.

Based on the observation, the implementation in the class focuses on how they recognize the correct language order to be practiced in other activities. So in this class almost never carry out the practice directly, more focused on theory because if a practice is needed then the administrator will direct it to activities outside such as speaking English, *Khithobah* Night and others. If viewed in terms of implementation, this class is included in the type of intensive speaking class. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.⁷⁶

⁷⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. (New York: Pearson Education Company, 2001), 273

2) Weekly Activity

Darul hikmah english area implements weekly activities which of course are aimed at supporting members' speaking abilities. There are three programs implemented, including listening activity, memorizing vocabulary and public speaking activity.

a. Listening activity

Listening activity is an activity that must be carried out by members of the darul hikmah english area. This activity is carried out to make members familiar and accustomed to listen to native speakers, so they can respond well to what is said when having a conversation.

For the first step they are considered successful in doing this listening section if they successfully fill in the blank space in the lyrics of the song being played. If viewed from the development of speaking skills, then listening is indeed one skill that can not be separated if you want to develop speaking skills. This is consistent with what was stated by Brown in his book that from a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined.⁷⁷

Song lyrics that members listen to will be shared to all members in case that they will find out how is the correct pronunciation and writing, because as we know that the words in English are mostly different between the writing and how to pronounce it. Jeremy said in

⁷⁷ Ibid., 278

his book listening is good for our students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech.⁷⁸

Unfortunately this activity only listens to songs, has not listened to conversations from native speakers. So, in addition to be able to pronounce well, it can also test the understanding of the flow of conversation being discussed.

b. Vocabulary Memorizing

Vocabulary memorizing is an activity that is done once a week, they will get seven new vocabularies that must be memorized, but before they memorize the tutor will do a vocabulary drilling together in the upper hall. So they know how to pronounce the word.

Brown stated pronunciation instructions become some what incidental to a course study. By the mid 1980s, with greater attention to grammatical structures as important element in discourse, to a balance between fluency and accuracy and to the explicit specification of pedagogical tasks that a learner should accomplish, it became clear that pronunciation was a key to a gaining full communicative.⁷⁹

⁷⁸ Jeremy Harmer. *How to Teach English, New Edition*. (England: Longman, 2010), 133.

⁷⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. (New York: Pearson Education Company, 2001), 203

In its application it turns out that members of the area more easily memorize a word if directly formulated in a phrase or sentence. This is consistent with what was said by Brown in his book which discusses the difficulty in mastering speaking, he said that fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) such clustering.⁸⁰ Therefore it cannot be denied that the practice of using will make it easier for members to remember and use a word.

c. Public Speaking

This public speaking activity is carried out routinely every week, members will have their own turns on schedule to perform. Every week there will be two people who is performing speech and a person who is performing telling stories. This is done not only to train public speaking but also to train members' mental courage to be relax when speaking in front of the public. According to Lindsay, it is often easier for people who are confident in themselves to learn a language than it is for those who have low self confidence.⁸¹

Speech itself is an activity of public speaking to convey ideas and opinions in public. So this activity has the task of making the audience understand what is conveyed, or even can affect their way of thinking. According to Nadeem and Arshad said that speech is the prime means of communication and the structure of the society itself would be

⁸⁰ Ibid., 270

⁸¹ Cora Lindsay and Paul Knight, *Learning and Teaching English: A Course of Teachers*. (New York: Oxford University Press, 2006), 10.

substantially different if we had failed to develop communication through speech.⁸² From the theory above shows that how a person who have a speech must be good in speaking skills so that the meaning that will be conveyed to the audience.

While telling a story is an activity that will tell a story, experience or legend. Usually the nature of telling a story is more relaxed than speech, because it has to express something that happened. Actually this is easier said, because basically in everyday life we will never escape to tell stories, it's just that in this case they have to do it in English not their native language. According to jeremy, telling story is one of the suggestion activity which helpful in getting students to practise 'speaking-as-a-skill'.⁸³

3) Annual Activity

a. Miss Language Selection

Miss language selection is an activity that is carried out once a year. In addition to attract talented members in a number of specializations such as speech and telling stories, this activity is also carried out in order to increase motivation so that members can compete in improving their ability to speak public skills better.

When looking it from the speaking teaching theory, activities that enhance like this competition are in accordance with one of the seven principles for designing speaking techniques. The point is in

⁸² Nadeem Khan and Arshad Ali, "Improving the speaking ability in English: The students' Perspective, Elsevier, 2 januari, 2010, 3578

⁸³ Jeremy Harmer. *How to Teach English, New Edition*. (England: Longman, 2010), 129

number two, provide intrinsically motivating techniques, try at all times to appeal to students' ultimate goals and interest.⁸⁴

b. *Semarak Bahasa Arab dan Inggris (SBAI)*

Not much different from the activities of Miss language selection, this SBAI activity is also carried out together with the Arabic language area, but the difference is if the Miss Language Selection is a selection of individuals who will have their own tasks later, this SBAI activity is purely a competition like in general. On the top of festival night the champions will perform alternately with spectators from all areas. The purpose of holding such activities is indeed to increase motivation to learn so that they continue to compete for the better.

3. The Evaluation of English Day Program

a. English Day Program Evaluation

The evaluation of English Day program is held every month with caretaker and other regional officials. The administrator of the English area will convey how all the activities that have been carried out as well as what obstacles are encountered.

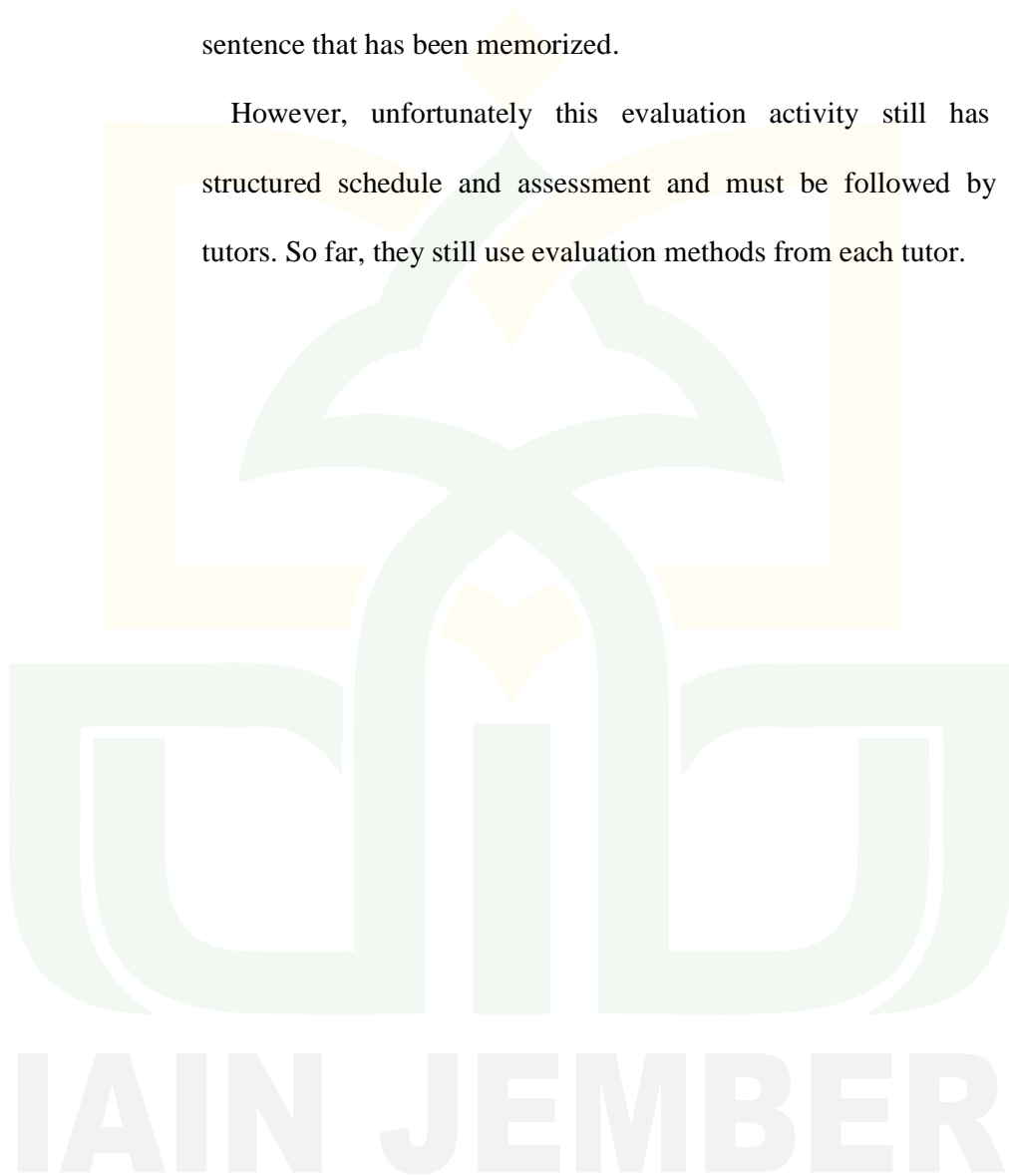
b. English Learning Activity Evaluation

The evaluation conducted there are free speaking and tutors prioritize the application of grammar in a text or more similar to the teaching method in the form of grammar translation method. Whereas

⁸⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. (New York: Pearson Education Company, 2001), 275

in memorization activities vocabulary evaluation is carried out en masse once a month but has emphasized the use of vocabulary for a sentence that has been memorized.

However, unfortunately this evaluation activity still has no structured schedule and assessment and must be followed by all tutors. So far, they still use evaluation methods from each tutor.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has analyzed and discussed. It has correlated with the title, “The Implementation of English Day Program in Improving Speaking Skill (A Case Study at Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang)”

A. Conclusion

From the result of the study that has been discussed in chapter IV, the researcher can conclude that:

1. The planning of english day program in Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang

Researchers can conclude that the planning of English day program is carried out jointly with area caregivers and caretakers. With some consideration of the results of obstacles and evaluation in the previous implementation. But administratively this plan is still not neatly recorded as the curriculum or syllabus in general. As for planning some of the activities that exist in the English day program itself is carried out by each tutor by discussing and referring to the teaching reference books owned by the English area.

2. The implementation of English day program in Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang

The procedure for implementing the English day program in Darul Hikmah English area is divided into three types of activities if divided according to the time of implementation. Daily activities carried out every day consist of speaking English, and English class activities. Weekend activities conducted once a week include listening, public speaking and memorizing vocabulary. The annual activity carried out is miss language selection and lively Arabic and English. This annual activity is carried out simultaneously with the Arabic language development area. All of these activities certainly support the improvement of the English language skills of Darul Hikmah.

3. The evaluation of English day program in Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang

Similar to planning, at this evaluation stage the management of darul wisdom did it simultaneously with caregivers to report on what were the obstacles during the implementation of this program. While in each activity also carried out evaluations such as in English class activities there is free speaking and there is also a written test to evaluate the learning process. While in the activities of memorizing vocabulary, an evaluation is held once a month.

B. Suggestion

The researcher gives some suggestions according to the result of the study of English day program as follow:

1. For the administrator of Darul Hikmah English area

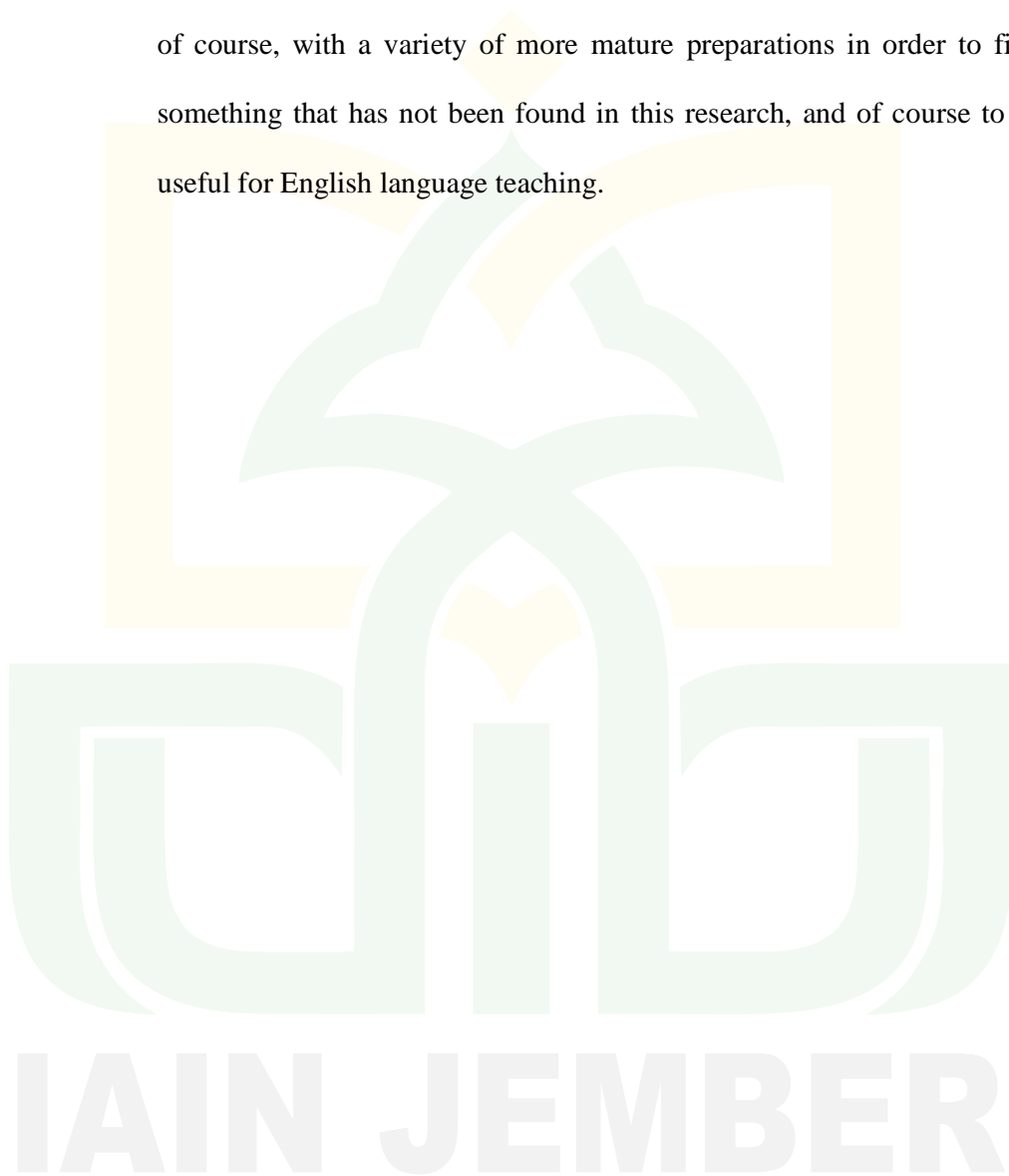
The administrator is recommended to be able to spread to all members' rooms so that they can be controlled by all activities, especially daily speaking English activities, because these activities really need to be emphasized so that members are accustomed to using English in their daily lives. However, that does not mean that activities need to be ignored because it is about the priority scale of a step for achievement. More assertive in providing penalties that have been agreed upon not to provide a deterrent effect but to provide education so that they can be responsible for carrying out matters that have become joint agreements.

2. For the tutor of English day program

For tutors, the activities on the English day program are very important, so that planning can be made like a curriculum or syllabus so that the target to be achieved can be structured, especially in learning in the classroom. This avoids repetition of material or even the lagging of matter. If the planning is well organized, the evaluation can also be clearly measured how to know what are the obstacles during the English Day program.

3. For the next researcher

For the next researcher, to conduct a more comprehensive research, of course, with a variety of more mature preparations in order to find something that has not been found in this research, and of course to be useful for English language teaching.



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IAIN JEMBER

Appendix 1

MATRIX OF RESEARCH

Title	Variable	Sub-variable	Indicator	Source of data	Research Method	Research Focus
The Implementation of English Day Program to Improve Speaking Skill (A study Case in Darul Hikmah English Area of PPs. Kyai Syarifuddin Lumajang)	English Day Program	1. Planning 2. Implementation/Procedure 3. Evaluation	1. Goal of program 2. Material of program 3. Method of program 4. Media of program 5. Evaluation of program	a. Interview 1. The organizers of the area 2. The tutor of the area 3. The member of the area b. Documentation 1. The member data of the area 2. The schedule of the program 3. The material of the program 4. The media of the	1. Approach and kinds of research a. Qualitative b. Descriptive 2. Data Collection Method a. Observation b. Interview c. Documentation 3. Data analysis technique: Qualitative Descriptive 4. Validation of	How is the implementation of English day program to improve speaking skill?
	Speaking Skill	1. Speaking Skill Concept 2. Learning Speaking Skill	1. Readily 2. Smoothly 3. Effectively 4. Pronunciation Competence 5. Grammatical			

		3. Teaching Speaking Skill	ability 6. Vocabulary mastery 7. Method of teaching speaking 8. Problems in speaking activity 9. The criteria of Success	program 5. The evaluation result of the program	Data: Triangulation Technique	
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IAIN JEMBER

Appendix 2

Interview 1

Ismi Hayatun Naim (Tutor)

A: What's your name?

B: Ismi Hayatun Naim

A: You have been here from junior high school or senior high school?

B: Senior High School

A: Do you join english development in this english area since you were junior high school?

B: Yes

A: What Class are you in this english development?

B: I am a tutor already

A: Oh I see. Well, in english day program itself there are a lot of activities. What are the program that conducted in this english area?

B: It starts from weekly activity, *Khithobah*, Memorizing Vocabulary, Listening Section, and Learning English by Discussion which will be guided by a two tutors.

A: Then, how many times in a week do you have that learning english by discussion?

B: Three times a week

A: If we talk about a learning activity it means there will be a plan before like talking about the material and etc. How do you conduct it?

B: In a class there will be two tutors. Before we come to the class, usually we will have a small discussion about the material.

A: Oke, is there any plan for a semester or a year?

B: Actually usually we will have a spesific discussion among the tutors, it should talk about the goal of each activities, like we decide to develop the speaking skill.

A: Alright, so in this learning english from all classes will have a same goal.

B: Yes, it is the same but based on their classes

A: Could you explain the procedure of any activities?

B: well, start from the learning english activity.. the tutor usually will divide it into; first day, they will study about tenses. Second day is implementing the speaking skill based on the previous tenses, the third day is playing game sometimes we will have evaluation like giving them some questions. If the memorizing vocabulary they memorize 7 vocabularies to the tutor on Friday, and they will have the monthly vocabulary evaluation.

A: So, how about the learning evaluation?

B: For now it depends on each tutor of the class. But usually we also have it in the last semester like final examination in the school.

A: Except weekly activity, is there another activity?

B: Like usual, English for daily activity.

A: Based on the goal of this program is speaking development. In your opinion, is there any development on the members' speaking skill?

B: Yes, moreover in the class they will be so active in speaking skill. It is better than before.

A: how about the english daily communication? It works?

B: Yes, it works.

A: Is there any difficulties from the learning activity or from the member?

B: sometimes our member is not interested in grammar, they more interested on listening and speaking.

A: Is there any new plan for the next agenda?

B: we focus on how the tutor can guide our member. We have a plan that each tutor will have ten children/members to guide.

A: I think it is enough, thank you

B: You are welcome

Interview 2

Siti Aminatus Sholiha (Tutor)

A: What is your name?

B: Siti aminatus Sholiha

A: what class are you?

B: I am first grade of senior high school

A: Have you been here from junior high school?

B: Yes

A: So, it should be 4 years

B: are you a tutor already?

A: yes, I am a tutor

B: Who is your tutor partner?

A: My partner is *Mbak* Din

B: Is she your senior?

A: Yes she is

B: So, it means in each class there will be two tutors. And consist of junior and senior

A: Yes, right

B: What class do you have in Darul Hikmah?

A: I get Basic A

B: What class is basic A? I mean, what's level?

A: Second level, There are three levels.. Elementary, Basic and mediate.

B: How is about planning in your class?

A: So, it should focus on speaking skill improvement. Because in the learning english activity in the class, we have limited time so a tutor is writing the material on the whiteboard and a tutor is explaining it.

B: oh I see, that is the procedure you have in the class.

A: How about the material will be given to the member?

B: Usually we have discussion with our partner.

A: If there is a problem, whom will you have a consultation with?

B: Usually I will have it with my leader. *Mbak* Warda

A: As the tutor, do you control all the activities in Darul Hikmah?

B: Yes

A: What kinds of activities are they?

B: memorizing vocabulary in a week, learning english in the class, and there will be the evaluation of vocabulary in a month.

A: If in your class, how do you evaluate your material? And how about the time?

B: usually we will have some questions about the previous materi. Usually we have it a month.

A: Is there any spesific improvement on speaking skill in your class?

B: yes there is

A: How do you value it?

B: I see it from their habitual speaking. It is more structured and implementing what they got from the class

A: Except daily, weekly and monthly activities. Is there any activities in this english day program?

B: yes, we have Miss Language event, it is annually event. And our new activities SBAI

A: What is SBAI?

B: Semarak Bahasa Arab Inggris, it is like art stage. We do it collobarate with ummul quuro member, arabic development. So at that agenda we will show some performances using english and arabic language.

A: Oh I see. For you as the tutor, to make the class fun, happy and condusive to consenstrate, what will you do?

B: Usually I will give them game

A: And how about the vocabulary, is it the same for all the members?

B: yes, it is the same.

A: is there any preparation for it, like preparing the vocab for one semester is focusing on any spesific theme? Or how?

B: We will prepare the vocabulary weekly baesd on the book we have, but actually we do not take for granted all the vocabularies because we also look at the situtation and condition of the member, which vocabulary that the member will really need for daily communication. And also we focus on giving verb vocabulary in this weekly activity and noun vocabulary in the class and etc.

A: Oke, I think it is enough. Thank you

B: You are welcome

Interview 3

Siti Afiah (Member)

A: What's your name?

B: Siti Afiah

A: What class are you?

B: First Grade of senior high school.

A: are you a tutor or a member?

B: I am still a member

A: in what class?

B: Basic A

A: as the member, is the english day program with all the activities are supporting your speaking skill or not?

B: yes, it supports me well

A: How you value it?

B: From the implementation of what I have gotten it from all these activities.

A: For you yourself, is it balance between the studying of grammar and how to implement it like in public speaking and others?

B: Yes it is balance

A: how can you say it? What is your reason?

B: Because I study grammar or how to structure a good sentence in the class, and I can implement it with my friends.

A: Oke, how about the public speaking? Is there any club special for training the public speaking?

B: Actually there is no specific club for speech and telling story, but we usually have rehearsal in Monday night we call the activity as *Khithobah* activity. Who has a duty to perform the have to prepare it by themselves, but it is okay if they need a help from the tutor or the organizer. But in some events which we need story telling and speech performance the tutor will train us, like in Miss Language, SBAI event and etc.

A: From several activities in english day program what is the most interested for you?

B: Game, but no I think listening activity is the most interested.

A: why?

B: it is fun, because we could listen to the music

A: oke, for you what is the listening beneficial for improving your english?

B: I think it is just about a fun learning

A: how about the procedure of listening activity?

B: There will be the blank space in the lyrics, and in the end we have to translate it into *bahasa* if we can not do that the tutor will inform us

A: So it is one of the beneficial of listening activity is increasing the vocabulary right?

B: yes, it is right.

A: As I know you focus on story telling right?

B: yes

A: for you is it needed to have a special class or club for who want to study more about public speaking, like story telling and speech?

B: yes, we need it.

A: oke, thank you fia

B: you are welcome

Interview 4

Nuril Nizwatul Karimah (Member)

A: what's your name?

B: my name is Nuril Nizwatul Karimah

A: what class are you right now?

B: 2nd class of senior high school

A: SMK or MA?

B: MA

A: Have you been here since junior or senior high school?

B: I have been here since junior high school

A: Oh I see, so now you are as tutor or still a students?

B: I am still a students

A: then, in what class are you today?

B: Mediate Class

A: So, who is your tutor?

B: Miss Warda

A: What is your opinion about the tutor of your class?

B: sometimes it is fun and the learning process is enjoyable

A: and from your experience for 5 years join this program, is it able to improve your speaking skill, because the goal of this program is for improving speaking skill right?

B: yes, and I can improve my speaking skill little by little.

A: how about the activities in this program, is it reliable to improve speaking skill?

B: yes of course

A; why? What is the reason?

B: for example, in learning process in the class I can study about grammar

A: do you applicate it into your daily conversation?

B: yes, sometimes if I remember it

A: oh I see, then from another activity?

B: From listening, I could know new vocabularies and imitating a hard pronunciation in the song that I never know it. At Monday night I could learn how to speech well, public speaking and etc.

A: so how about the annual activity, what you can take from it?

B: in my opinion it is able to detect the talent of each person, for example “Miss Language Activity” by that activity we could know about who is talented in telling story, speech, teaching and learning process.

A: Oh there is something that I forget. How about the evaluation in your class?

B: In my class, it is mediate class the tutor have free speaking. So they will test us by speaking directly.

A: and how about the evaluation of vocabulary activity?

B: every weeks we will have 7 vocabularies, we have to memorize it then when we memorize it to the tutor they will ask us to make a sentence and asking about the last vocabulary. Because we like memorizing some quotes. So the tutor sometimes will give us a quotes

A: and how about the evaluation of listening activity?

B: there is no evaluation, because for me that activity is just for fun and insight of english literature.

Interview 5

Ziaul Haq Salsabila (Member)

A: what is your name?

B: My name is Ziaul Haq Salsabila

A: what grade are you?

B: 8th Grade

A: how about the grade in Darul Hikmah?

B: I am in Basic B

A: oke, now I would ask about what is your motivation to join this program in Darul Hikmah?

B: My motivation is I want to know more about english, because it is international language

A: alright, then when you join this program, can you get what you want to get?

B: Yes little by little, actually it is better than before because of the english day program and some activities in it

A: what kinds of activity?

B: Listening, speech at Monday night, vocabulary memorizing, having monthly evaluation.

A: Oh, so in your class the evaluation will be once a month?

B: no, not just in my class but for all members. Because it is the evaluation of the memorizing vocabulary activity. In once a month we will gather to evaluate the vocabulary but it is one by one come to the tutor or the organizer of area

A: Oke, I get it. How about the procedure of english day program? I mean the activity in it.

B: weekly activity there are listening, in listening actually like we have fun studying, because as you know that we are in the boarding house so we will not update an english song so we will be happy in every Saturday night, because we will have fun but actually we study about how the way the native speaker says it and a new vocabulary. The next are speech and telling story, monthly there is evaluation. And annually there are Miss Language, SBAI and this is the first time for us to have this program

A: For the planning all the activity, do you take an action in it?

B: no, the organizer only. But it is based on how they look the condition of the members..

A: oke, thank you..

B: You are welcome.

Interview 6

Wardatul Layli Hidayat (Leader)

A: I think it does not need to ask about your identity because it is not the first time that we have a conversation, so let me directly ask about english day program, oke?

B: Yaaah, that is okay.

A: How is the regulation of daily speaking english activity?

B: The member of this english area has to speak english in some areas everyday except Friday. This activity is controlled by the organizers, the other members also have to remind each other if there someone does not speak english. We emphasize on this activity because we think this activity is the main reason to make our member can speak english well. Practice makes perfect.

A: How about the english class? How to manage it?

B: This english class divide into five classes, Elementary, Basic A, Basic B, Mediate A and Mediate B. The tutor is from our own organizer, each classes have two tutors. Because we are still studying so that's why we put two tutors for one class in order they can discuss each other

A: How is the procedure of listening activity?

B: Now, we have the new procedure for the listening activity because we think the old procedure is not effective anymore. They just listen and not too enthusiast on finding the blank space. Because in the last the tutor will give the answer of it. So,

we expect this new procedure should be the solution to make the member will be active in this listening activity

A: How about the procedure of public speaking activity?

B: In every someone is performing speech or telling story, other members have to listen and write down the new vocabulary and what is conclusion that they speak up. And also we have punishment for someone is on duty in having speech or telling story in that night but they do not ready yet, whereas we have said that they are on duty two weeks before

A: How is the procedure of Miss Language Selection Activity?

B: This activity actually is the way to detect who has a big intention to practice more their english. and we expect that the other member could take a value of how some members do this. I mean, it is like a competition and could motivate the others to be better. And also the one who has choosen to be Miss Language has some duties to develop her and others member english speaking skill

A: How about *SBAI* activity, could you tell how it goes?

B: This program is our new program, actually this program is an adoption program from Sidogiri. *Gus Igo* ask us to have this agenda, because he wants to know the competition vibe of among the area. We have three competition on this agenda, there are speech, telling story and theatre. So, we hope from this agenda, the member will have an additional spirit to study english more

A: Could you tell me the evaluation of this program?

B: If the evaluation of all the activities usually the caretaker will ask us to gather in her house together with all the organizers of every development area (the delegation of the organizers, it is used to be the leader and some coordinators of each devision). We usually have to give the progress report, the lackness or the problem of the implementation of this program. the we will discuss it together and everyone is available to give suggestion for some problems

A: Well, thank you very much for your nice answer.

B: You are welcome and good luck sist.



ENGLISH DEVELOPMENT "DARUL HIKMAH"

Kyai Syarifuddin Islamic Boarding House
Wonorejo-Kedungjajang-Lumajang



Sekretariat: Pondok Pesantren Kyai Syarifuddin Wonorejo-Lumajang, Telp. (0334) 884687

SURAT KETERANGAN

Nomor: 10/DH/PPs.PI/Ky.Sy/A/X/2020

Yang bertanda tangan di bawah ini:

Nama : Wardatul Layli Hidayat
Jabatan : Ketua Pengembangan Bahasa Inggris

Menerangkan bahwa:

Nama : Muzayyanah Awaliyah
NIM : T20166011
Tempat, tanggal lahir : Lumajang, 29 Oktober 1998
Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Telah melakukan penelitian di PP. Kyai Syarifuddin Wonorejo-Lumajang, kompleks Pengembangan Bahasa Inggris Darul Hikmah pada tanggal 15 Februari 2020-20 Maret 2020 dengan judul "The Implementation of English Day Program to Improve Speaking Skill (A case study in Darul Hikmah English Area of PP.Kyai Syarifuddin Lumajang).

Demikian surat keterangan ini dibuat dan untuk digunakan sebagaimana mestinya

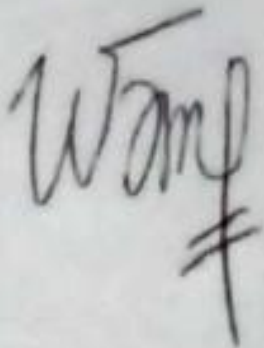
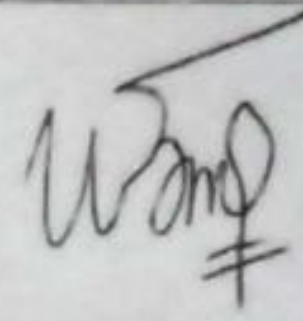
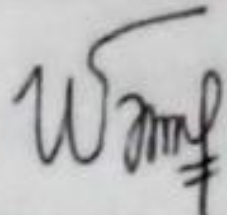
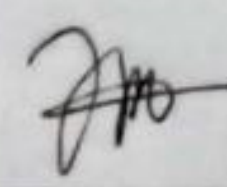
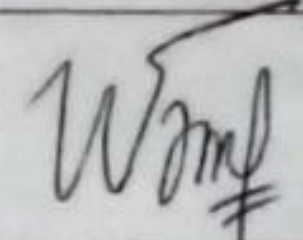
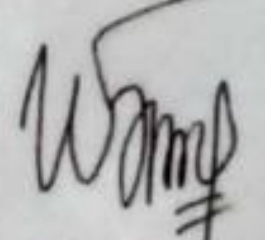
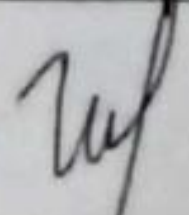
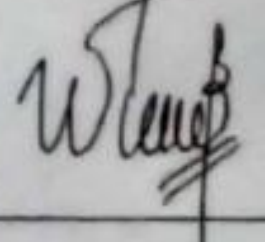
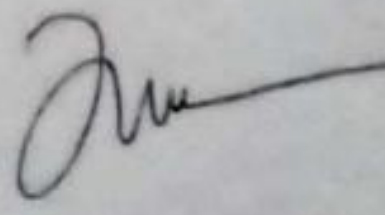
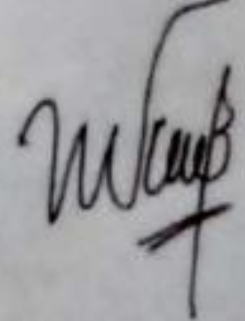
Lumajang, 22 Maret 2020

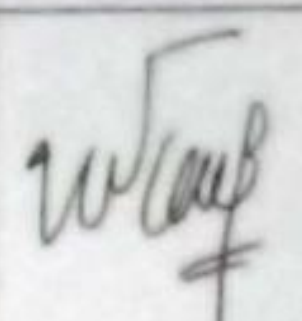
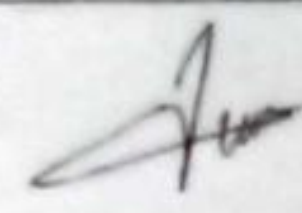
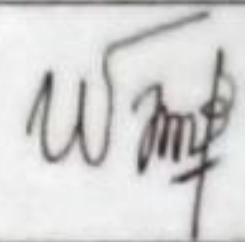
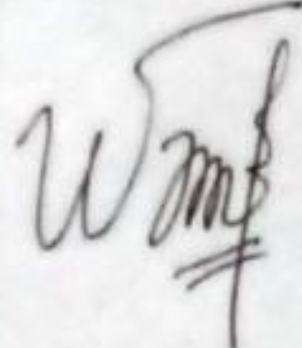
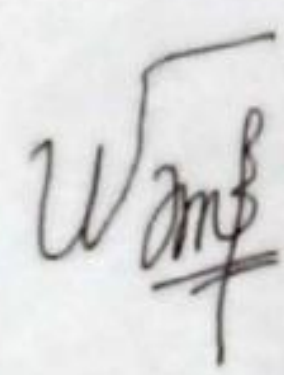
Ketua LPBA DARUL HIKMAH



WARDATUL LAYLI HIDAYAT

SCHEDULE OF OBSERVATION

NO.	Day, Date	Activity	Note/Informan	TTD
1.	Monday, 2nd of December 2019	Pre-Observation	Asking about the general description about the research object	
2.	Wednesday, 5th of Februari 2020	Giving permission letter for observing	Received by the leader of the area	
3.	Thursday, 6th of Februari 2020	Observation	Observing <i>SBAI</i> activity	
4.	Friday, 7th of Februari 2020	Interview tutor	Isnri Hayatun Naim	
5.	Saturday, 8th of Februari 2020	Observation	Observing listening activity	
6.	Wednesday, 12th of Februari 2020	Observation	Observing english Class	
7.	Friday, 14th of Februari 2020	Interview tutor	Siti Aminatus Sholiha	
8.	Monday, 17th of Februari	Observation	Observing Public Speaking activity	
9.	Friday, 21st of Februari 2020	<ul style="list-style-type: none"> • Observation • Interviewing member 	<ul style="list-style-type: none"> • Observing english class • Siti Afiah 	
10.	Friday, 6th of March 2020	<ul style="list-style-type: none"> • Observation • Interviewing member 	<ul style="list-style-type: none"> • Observing memorizing vocabulary 	

			• Ziaul Haq Salsabila	
11.	Monday, 9th of March 2020	Observation	Observing miss language selection activity	
12.	Friday, 13th of March 2020	Interviewing member	Nuril Nizwatul Karimah	
13.	Tuesday, 17th of March	Observation	Observing english class	
14.	Friday, 20th of March 2020	• Interviewing the leader • Finishing observation	Wardatul Layiy Hidayah	
15.	Monday, 22nd of March	Receiving a declaration of finishing observation letter from Darul Hikmah	Given by the leader of area	

Additional Information: While interviewing and observing all the activity of english day program, the researcher observed the daily speaking program.

Lumajang, 22nd of March 2020

The leader of the area


Wardatul Layli Hidayah



ENGLISH DEVELOPMENT "DARUL HIKMAH"

Kyai Syarifuddin Islamic Boarding House
Wonorejo-Kedungjajang-Lumajang



Sekretariat: Pondok Pesantren Kyai Syarifuddin Wonorejo-Lumajang, Telp. (0334) 884687

SURAT KETERANGAN

Nomor:10/DH/PPs.PI/Ky.Sy/A/X/2020

Yang bertanda tangan di bawah ini:

Nama : Wardatul Layli Hidayat
Jabatan : Ketua Pengembangan Bahasa Inggris

Menerangkan bahwa:

Nama : Muzayyanah Awaliyah
NIM : T20166011
Tempat, tanggal lahir : Lumajang, 29 Oktober 1998
Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Telah melakukan penelitian di PP. Kyai Syarifuddin Wonorejo-Lumajang, kompleks Pengembangan Bahasa Inggris Darul Hikmah pada tanggal 15 Februari 2020-20 Maret 2020 dengan judul "The Implementation of English Day Program to Improve Speaking Skill (A case study in Darul Hikmah English Area of PP.Kyai Syarifuddin Lumajang).

Demikian surat keterangan ini dibuat dan untuk digunakan sebagaimana mestinya

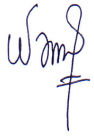


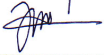






Lumajang, 22 Maret 2020






Ketua LPBA DARUL HIKMAH



WARDATUL LAYLI HIDAYAT

SCHEDULE OF OBSERVATION

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Additional Information: While interviewing and observing all the activity of english day program, the researcher observed the daily speaking program.

Lumajang, 22nd of March 2020

The leader of the area



Wardatul Layli Hidayat

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Muzayyanah Awaliyah
Place, date of birth : Lumajang, 29th October 1998
Address : Wonorejo, Kedunjajang, Lumajang
Faculty : Education and Teacher Training
Program : English Education

States that thesis entitled “The Implementation of English Day Program To Improve Speaking Skill (A Case Studi in Darul Hikmah English Area of PP. Kyai Syarifuddin Lumajang)” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other

Lumajang, 05 Mei 2020

Author



Muzayyanah Awaliyah

NIM. T20166011

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MA Model Zainul Hasan Genggong (Graduated in 2016)

Informal Education: PP. Kyai Syarifuddin Lumajang (Graduated in 2014)

PP. Zainul Hasan Genggong (Graduated in 2016)

IAIN JEMBER