A STUDY OF SPEAKING PROGRAM CONDUCTED AT INSTITUTE OF SCIENTIFIC DEVELOPMENT (ISD) AT PONDOK PESANTREN MAHASISWA ENTREPRENEUR NURUL ISLAM 2 MANGLI JEMBER

THESIS

Presented to
State institute of islamic studiesJemberin partial fulfillment of the requirements for Bachelor Degree (S.Pd.) in english department faculty of tarbiyah

and teacher training

By

PUTRI NURA WATI
NIM. T20156038

STATE INSTITUTE OF ISLAMIC STUDIESJEMBER

ENGLISH DEPARTMENT FACULTY OF TARBIYAH

JUNE 2019

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

A STUDY OF SPEAKING PROGRAM CONDUCTED AT INSTITUTE OF SCIENTIFIC DEVELOPMENT (ISD) AT PONDOK PESANTREN MAHASISWA ENTREPRENEUR NURUL ISLAM 2 MANGLI JEMBER

THESIS

Submited to the State institute of islamic studies Jember in partial fulfillment of the requirements of Bachelor degree (S.Pd)
Language Departement of Teacher Training and Education faculty

English Language Education Program of Study

By

PUTRI NURA WATI
NIM. T20156038

Approval by Advisor

Asy'ari, M.Pd.I
NIP.19760915 200501 1 004

LEGITIMATION FROM BOARD OF EXAMINERS

This is to certify that the undergraduate thesis of Putri Nura Wati entitled "A Study of Speaking Program Conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember " has been approved by the Board Examiners as the requirement for the bachelor degree in English Education Program.

Day : Tuesday

Date : 25th June 2019

The Board of Examiners

Chair

Dr. Zainal Abidin, S.Pd.I, M.Si
NIP.198106092009121004

Secretary

Nina Sutrisno, M.Pd.
NIP.198007122015032001

Members

1. Moch. Imam Machfudi, S.S, M.Pd, P.h.D. ( )
2. As'ari, M.Pd.I ( )

The Dean,
Faculty of Tarbiyah and Teacher Training

Dr. Hj. Mukni'ah, M. Pd. I
NIP. 19640511 199903 2 001

MOTTO

ٱلرَّحۡمَٰنُ ۝١ عَلَّمَ ٱلۡقُرۡءَانَ ۝٢ خَلَقَ ٱلۡإِنسَٰنَ ۝٣ عَلَّمَهُ ٱلۡبَيَانَ ۝٤ ٱلشَّمۡسُ وَٱلۡقَمَرُ بِحُسۡبَانٖ ۝٥ وَٱلنَّجۡمُ وَٱلشَّجَرُ يَسۡجُدَانِ ۝٦ [1]

"The most merciful.Taught the Quran.Created man. (and) taught him eloquence. The sun and the moon (move) by precise calculation. And the stars and trees prostrate. "[2]

[1] Al Quran, Rahman:1-6.
[2] M. QuraisyShihab, *Tafsir Al-MisbahPesan, Kesan, danKeserasian Al-Quran*,terj. Q.S Ar-Rahman(Jakarta: LenteraHati, 2003), 493.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

DEDICATION

I dedicate this thesis to:

1. My beloved parents; my Daddy H. Anwar and my Mom Hj. Kalsum who give me true love, affection, motivation, and everything for my life.
2. Both of my beloved older sister and brother: Yati Ferlina S.Pd. and AkhmadSyairozi, SE. who always support me and give me more motivation.
3. My beloved sister: IkaNurjannah, S.Pd. who give me true love, affection, motivation, support, and more cheerful life.
4. Both of my beloved teachers: Abuya Dr. Fawaizul Umam and Nyai Umi Nadhiroh, S.Ag.who always support me and give me more knowledge.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

ABSTRACT

Putri NuraWati, NIM. T20156038. 2019. *A Study of Speaking Program Conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember.* Thesis. English Education Program. State Institute of Islamic Studies (IAIN) Jember. Advisor: Asy'ari, M.Pd.I.Academic year 2019-2020.

Keywords: Speaking program, Institute of Scientific Development (ISD), Entrepreneur Islamic Boarding School of Nurul Islam 2.

Mastering in speaking is one of the most important aspect of learning English and success is measured in terms of the ability to carry out a conversation in language. Learning speaking needs more chance to practice the target language. Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember applies English in daily communication. It is interesting to know purposes, materials, procedures, and evaluations of speaking program at Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember.

The formulation of the research problems are 1) What are the purposes of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember ? 2) What are the materials of speaking program conducted at Institute of Scientific Development at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember ? 3) How are the procedures of speaking program conducted at Institute of Scientific Development at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember ? 4) How are the evaluations of speaking program conducted at Institute of Scientific Development at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember ?.

The objectives of this study was to describe 1) The purposes of speaking program 2) The materials of speaking program 3) The procedures of speaking program 4) The evaluations of speaking program.

The research method of this research are 1) The research design in this study are descriptive research with qualitative approach. 2) The subject of this study are organizers, tutors and students at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Jember. 3) The research instruments of this research are observation, interview, and documentation. 4) The instruments validity of this research are triangulation techniques and triangulation sources.

The research findings of this research are 1) Speaking program has three purposes for the students. (a) To train the students in speaking by correct grammar and pronunciation., (b) To build the students to speak confidently both in daily speaking and public speaking., (c) To create good environment which the students can learn and practice speaking. 2) The materials of speaking program use two modules that published by Islamic boarding school itself and use book of UPB IAIN Jember., 3) The procedures of speaking program are divided into two activities of speaking program; those are daily language program

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

and weekly language program. (a) Daily language program is some programs which the students can learn more and practice speaking in daily activity. There are two activities consisted of English day and English announcement. (b) Weekly speaking program is some programs which the students can practice speaking in a certain day. There are two activities consisted of drilling vocabulary and speech. Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember also conducted the international gathering that collaboration with Islamic Boarding School of Nurul Islam 1 Antirogo that has bringing native speakers to teach the student briefly 4) The evaluations of speaking program is an oral test. The technique of oral test is an interview. The conclusion of this research is speaking program conducted at Institute of Scientific Development at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember give good activities to support the student's speaking skill and they are able to learn and practice speaking easily and efficiently for daily communication.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

ACKNOWLEDGEMENT

Alhamdulillahirobbil ‘alamin praise to Allah SWT who has always given his blessing, grace, guidance until we could accomplish this thesis well. Sholawat and salam always be given to our prophet Muhammad SAW, while his human race in the last period.Aamiin.

This thesis is for achieving the undergraduate degree of English Languange Teaching of IAIN Jember. The undergraduate thesis entittled “A Study ofSpeaking Program Conducted at Institute of Scientific Development (ISD) atPondokPesantrenMahasiswa EntrepreneurNurul Islam 2 MangliJember”

We also fully aware that the thesis could never finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer express thankfully for :

1. Prof. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has give opportunity for me to study in this institute.
2. Dr. Hj. Muni’ah as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Mr. Asy’ari, M.Pd.I as my graduate advisor who help me to solve this undergraduate thesis.
4. Gus Abdurrahman Fathoni, M.Th.I and NingBalqis Al Humairoas a chairman of EntrepreneurIslamic Boarding Schoolof Nurul Islam 2 who gives permission for the writer to conduct the research.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

5. MarwinaPrastiwi as coordinator of speaking program at Entrepreneur Islamic Boarding School of Nurul Islam 2 who always keep me in touch during conducting this research.
6. My all beloved lecture who has always patient and generous to teach me anything about English languange and the general knowledge.
7. My beloved students of Entrepreneur Islamic Boarding School of Nurul Islam 2 who help meto accomplish the proccess of the research.
8. The last is for all my friends.

Wish Allah SWT give blessings to all of you. The writer is aware that this thesis is less of perfect. However, the writer hope this thesis will be usefull for the reader and other researcher who need it.

Jember, 27th May 2019

The Researcher

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

TABLE OF CONTENT

Cover i
Approval ii
Legitimation iii
Motto iv
Dedication v
Abstract vi
Acknowledgement viii
Table of Content x
List of Table xii
List of Figure xiii
List of Appendices xiv

CHAPTER I INTRODUCTION

A. Research Background 1
B. Research Question 5
C. ResearchObjectives 6
D. Research Benefit 7
E. Scope of the Research 8
F. Definition of Terms 8
G. Research Outline 9

CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoritical Description 10
   1. Speaking Ability 10
   2. Learning Speaking 14
   3. Characteristics of Successful Speaking Activities 15
   4. Strategies in learning speaking 16
B. Teaching Speaking 18
   1. Method of Teaching Speaking 19
   2. Types of interactive Speaking Techniques 21
   3. Teacher's Rules in Teaching Speaking 25

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

4. Student's Rules In Learning Speaking 26
5. Evaluation of Speaking 27
C. Review of Previous Study 29
CHAPTER III RESEARCH METHOD
A. Research Design 34
B. Source of Data 35
C. Subject of Research 37
D. Data Collecting Technique 37
E. Instruments Validity 42
F. Data Analysis Technique 43
G. Research Procedures 45
CHAPTER IV RESEARCH FINDING AND DISCUSSION
A. Finding 46
1. The Brief Description Of The Object 46
2. Data Presentation 56
B. Discussion 69
1. The Purpose of Speaking Program 69
2. The Material of Speaking Program 73
3. The Procedure of Speaking Program 75
4. Evaluation of Speaking Program 80
CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion 81
B. Suggestion 83
REFERENCES 85
APPENDIX

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

LIST OF TABLES

1.1 The Similarities and Differences between Previous Research with The Research Conducted by TheReseacher 31

1.2 List of Person in Charge ofEntrepreneurIslamic Boarding School of Nurul Islam 2 48

1.3 List of Students of EntrepreneurIslamic Boarding School of Nurul Islam 2 2019 49

1.4 The Infrastructure ofEntrepreneurIslamic Boarding School of Nurul Islam 2 54

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

LIST OF FIGURES

4.1 Organization Structure of EntrepreneurIslamic Boarding School of Nurul Islam 2.....51

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

LIST OF APPENDICES

1.1 Script of interview for coordinator and tutor of language program at EntrepreneurIslamic Boarding School of Nurul Islam 2Jember

1.2 Scriptinterview for Students at EntrepreneurIslamic Boarding School of Nurul Islam 2Jember

1.3 Pictures of activities of speaking program at EntrepreneurIslamic Boarding School of Nurul Islam 2

1.4 Schedule of observation

1.5 The material of drilling sentence

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

CHAPTER I

INTRODUCTION

This chapter presents research background, statement of the research problems, research objectives, scope and limitation of the research, research benefit, definition of terms, research outline,

A. Research Background

Every human in the world always use language to communicate, give information and knowledge, and express their idea and thought. According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[1]Speaking also explain in the Qur' an which in Q.S Ar-Rahman: 3-4 :[2]

خَلَقَ ٱلۡإِنسَٰنَ ۝٣ عَلَّمَهُ ٱلۡبَيَانَ ۝٤

"Created man, (and) taught him eloquence."

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. This means, the ability to explain what is they mind with various ways to speak

[1]A.L Chaney, *Teaching Oral Communication*, (Boston: Allyn and Bacon, 1998), 13.
[2]Al-Quran, Rahman:3-4.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

well and correct and your speaking ability comes from God Almighty.[3] We as humans can only dig our potential in speaking.

Rasulullah SAW explained in his statement, that we are as humans must be able to communicate or speak well, as narrated from Bukhori that Rasulullah SAW said :

... مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْاَخِرِ فَلْيَقُلْ خَيْرًا أَوْلِيَسْمُتْ.

"…who has believes in Allah and the last day let him say good or let him be silent.[4]

The importance of learning language, especially in English language is also explained in the Government Ordinance of The Republic Indonesia Number 32 of 2013 about Amendment to Government Regulation Number 19 of 2005 about National Standard of Education, exactly article 771 section (1) Sub c point 3 explain that foreign language, especially English language is an international language that has important usage in global association.[5]

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Mastering in speaking is one of the most important aspect of learning English and success is measured in terms of the ability to carry out a conversation in language. Urstates of the all four skills, speaking is considered to be able to be the most important skill.

[3] M. QuraisyShihab, *Tafsir Al-MisbahPesan, Kesan, danKeserasian Al-Quran*, (Jakarta: LenteraHati, 2003), 493.

[4]Zainuddin Ahmad Azzubaidi, *Terjemah Hadist Shahih Bukhori dari Kitab At Tajrid Ash Sharih*, (Semarang: C.V Toha Putra, 1986), 662-663.

[5]Republik Indonesia, *Penjelasan Atas peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 tentang Atas Perubahan Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Pasal 771 Ayat (1) Huruf c point 3*, 7.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Learning speaking becomes the greatest interest for foreign language learners.[6]In short, the ability of English is measured by its result in speaking skill or oral communication.

Speaking ability becomes the competence which must be reached in the curriculum in the school. In Indonesia, speaking is taught in junior and senior high school level. In fact, teacher only teaches speaking in the class. Finally, the students find difficulties in speaking English. Students often feel afraid to say things in a foreign language classroom. They are usually worried in making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Actually, speaking needs more practice rather than only learn about theory. The students find difficulty to speak English because they seldom practice speaking in daily communication.

Learning speaking needs more chance to practice the target language. Teacher must give good speaking activities to support the students' speaking ability.Harmer states good speaking activities can and should be highly motivating. If all the students are participating fully and the teacher has set up the activity properly and can then give sympathy and useful feedback. They will get tremendous satisfaction from it.[7]The speaking activities can and should motivate the students to practice speaking well. By good activities, the students are motivated to speak English well.

[6]Penny Ur, *A Course in Language Teaching, Practice and Theory.* (Cambridge: Cambridge University Press,1999), 120.

[7]Jeremy Harmer, *An Introduction to the Practice of English Language Teaching*. (England: Longman, 2003), 8.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Speaking program is created to support the students speaking skill. In this case, it is interesting to find the purpose, material, procedure, and evaluation of speaking program which support the students speaking ability. By conducting speaking program, the students are able to learn and practice speaking easily and efficiently for daily communication.

One of the institutions that have good activities that motivate the student to speak English well is Entrepreneur Islamic Boarding School of Nurul Islam 2. It is one of the Islamic boarding schools in the IAIN Jember area. However, Entrepreneur Islamic Boarding School of Nurul Islam 2 has a difference with other Islamic boarding schools that are also located around the IAIN Jember area. It has many religious activities like most Islamic boarding schools. But, Entrepreneur Islamic Boarding School of Nurul Islam 2 also focuses on implementing several language programs to improve the ability of students in foreign languages and Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember also conduct the international gathering that collaboration with Islamic Boarding School of Nurul Islam 1 Antirogo that has bringing native speakers to teach the student briefly.

Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember gives the students theories, practices, and experiences study with native speakers by implementing good speaking activities. The activities to support the students ability in speaking, two kinds of speaking program consisted of daily and weekly activities. Both of them have many speaking activities which support the students to learn and practice speaking skill.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

The one strategy which has been applied in the field of speaking program is giving sentence consisted daily expression material. It conducted at morning until afternoon. The students must speak English or Arabic in a day. it includes daily speaking program which can contributes the students potentially in leaning speaking ability in daily activity.

Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember applies bilingual (English and Arabic) in daily communication. The students must use both of them to communicate each other. If they speak except both of them, they will get punishment. In this research, the researcher only focus in English speaking.

Based on background above, the researcher is interested to conduct the research about speaking program conducted at Institute of Scientific Development at Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember. The researcher believes that it is important to conduct this research because it will give contribution in teaching and learning English, especially in speaking ability. In this case, the researcher focus on English speaking program. It includes purposes, material, procedure and evaluation of speaking program for the students' speaking ability. From the description above, the researcher is interested in carrying out the study on **" A Study of Speaking Program Conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember".**

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

B. Research Question

Research question is the fundamental core of research project, study or review of literature. It is important to make statement of the case that has been explain above, so in order to make it easier finding any possibility of increasing student's speaking motivation by conducting. According to the background of study as previously presented, researcher formulates the research problem as follow:

1. What is the purposes of speaking program conducted at Instituteof Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember?
2. What is the materials of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember?
3. How is the procedures of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember?
4. How is the evaluation of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember ?

C. Research Objectives

Based on the background of study mentioned above, the writer states research objectives as follows:

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

1. To describe the purposes of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember.
2. To describe the materials of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember.
3. To describe the procedures of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember.
4. To describe the evaluation of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember.

D. Research Benefit

1. Theoretically

   Theoretically the result of this study will answer the question at the problems of the study, and will give advantages for developing on process of teaching and learning of speaking.

2. Practically

   For institution of Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember, the result of this study as feedback for improving the system of education and facilitating what the tutors need. For tutors of Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember, this study as feedback to motivate the students to be active in speaking English or in making English conversation. For the students, this study will be as

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

feedback and motivation for them to get good result in speaking English. For the researcher with the result of this study, the researcher expect to improve his understanding of speaking and get more knowledge about research.

E. Scope of the Research

To avoid the misunderstanding, the research would like to limit the scope of the problem, this study focuses on: A Study of Speaking Program Conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember. It includes:

1. The purposes of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember.
2. The material of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember.
3. The procedure of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember.
4. The evaluation of speaking program conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember.

F. Definition of Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is"A Study of Speaking Program Conducted at

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember".

In order to avoid misunderstanding of the readers, it is important to define the terms as follow:

a. Speaking program is activity of teaching and learning English, specially is speaking ability conducted at Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember.
b. Institute of Scientific Development (ISD) is institutions that organize the scientific program includes speaking program at Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember.

G. Research Outline

The research outline is given in order to make the readers understand the content of the research. Chapter I is introduction which deals with the background of the research, research problems, the purposes of the research, significance of the research, scope limitation of the research, definition of the key terms, research outline. Chapter II is theoretical background or review of literature. It consists of underlying theories that include learning Speaking, teaching speaking, and the previous research. Chapter III is the methodology. It covers: research design, source of data, techniques of collecting data, instrument, and technique of data analysis. Chapter IV deals with finding and discussion of the research that is loaded of result that contain of data presentation, data analysis and discussion. Chapter V presents the conclusion of the research and suggestion for further research.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Description

1. Speaking Ability

Speaking is one of the difficult aspect of English Language Learning. Brown & Yule stated learning to talk foreign language is often considered to be one of difficult aspect of language learning by the teacher to help the student. The student needs to know the English fluency, the pronunciation rules, knowledge of unfamiliar vocabularies, and structures.[8]In line with this, the teacher has responsibility to enable the student apply the language as a means of communication containing the aspects of speaking.

As Brown & Yule stated that the main goal of teaching speaking is to make the student enable to express himself in the target language. In addition, Hughes states that the objective of teaching spoken language is the development of the ability to interact successfully in that language and that involves comprehension as well as production.

Based on the explanation above, it can be concluded that speaking in this research refereed to the level of speaking ability that the students have to obtain. In this case, the student's speaking skill was the students ability

[8]Gillian Brown and George Yule, *Teaching The Spoken Language* .(Cambridge: Cambridge University, 1983), 25.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

on speaking which considered the aspect of speaking namely, pronunciation, vocabulary, fluency, and grammar.

a. Pronunciation

Pronunciation plays an important role in the effectiveness of speech. Brown & Yule stated pronunciation becomes the major intention in teaching spoken language.[9] The students are required to pronounce the words or sentences while expressing ideas, feeling, or experience correctly. If the student pronounces the words or sentence meaning can produce misunderstanding between speakers and listener.

Testing pronunciation is not easy for the English teacher, especially to listen to the students that make pronunciation errors consistently. In this research, while the students were speaking English in the speaking test, their pronunciation were evaluated by recording their pronunciation.

b. Vocabulary

Vocabulary is one of the language components of language skills. It plays a vital role for developing language skill, especially in speaking skill. In addition, Hornby states that vocabulary is a total number of words with the rules for combining them to make up language.[10] In line whit this, student will speak in the target language if they have a list of words and they know the meaning of those words in

[9]Ibid., 2
[10]A.S. Hornby, *Oxford Advance Learner's Dictionary,* (Oxford: Oxford University, 1987), 959.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

their mind besides grammar. The ability to use the language depends on the ability to bring grammar and vocabulary together.

Haycarf mentions that there are two types of vocabulary. They are receptive vocabulary and productive vocabulary. Receptive vocabulary means words that the students recognize and understand when they occur in the context, but which they cannot produce correctly. Productive vocabulary means words which the students understand, he or she can pronounce correctly and use constructively in speaking.[11] In this case, productive vocabulary is used to develop the students speaking skill.

In this research, in the speaking test, the student vocabulary was evaluated by seeing the vocabulary used in speaking English.

c. Grammar

Grammar is another aspect of language system that relates to whether or not students use to correct pattern of the target language. Radford states grammar of particular language consist of a set of rules or principles which gives explanation on how to form, pronounce, and interpret phrases and sentence in the language concerned. The students need to learn grammar in order to practice speaking by using the correct pattern.[12]

[11]J. Haycarf,*An Introduction to English Language Teaching*. (London: Longman Group Ltd, 1987), 44.
[12]A. Radford ,*Transformation Grammar*. (Cambridge: Cambridge University, 1982), 2.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Thus, the teacher should realize that teaching spoken language does not only tech the students to speak, but the students are also required to know about the concept and the theory on how to speak. If they speak without concerning on the grammar, they may create misinterpretation in spoken language.

In this research, while the students were speaking English in the speaking test, the student's grammar usage in speaking English was evaluated, for example: the use of tense, articles, preposition,plural, etc.

d. Fluency

Fluency is the ability to speak a language smoothly and readily. Brown & Yule stated that the purpose of a speaker in holding a speaking activity or communication is to transfer or to communicate some messages.[13] Thus, if the speaker can deliver the messages or ideas fluently, a listener will be interested in joining the communication.

Hughes states that fluency is essential in the speaking activities in order to obtain a good communication in speaking class. Fluency in speaking should enable students to produce and express the target language speech that is effortless and rhythmical.[14]Fluency in speaking has aspects that include, the conversation is smooth, fluency is often

[13]G. Brown and G. Yule, *Teaching The Spoken Language.* 25.
[14]A. Hughes, *Testing For Language Teacher.* (Cambridge: Cambridge University, 1998), 111.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

disrupted, speed and fluency often seem to be interrupted by language difficulties, speech falters, talks often stop and short.[15]

In this case, the students need to practice a lot and attempt to use the language naturally. Related to this statement, Brown & Yule say that one of the main purposes in teaching spoken language is making the students able to communicate information effectively in a spoken language. [16]

2. Learning Speaking

Speaking is a way to communicate and interact with people. Lindsay states speaking is productive Skill. It involves putting a message together, communicating the message and interacting with other people. [17] This is a complex task and learners need a lot of practice to develop this kill. To put together a message, one who speaks language must fit the situation and the relationship with the listener.

Speaking always need interaction among people. According to Lindsay spoken interaction involves two or more people talking to each other, for example, one person makes a request and the other person responds. We call this an exchange, for example:

A: Could you email me?

B: Yes, of course.

---

[15]Baren Barnabas*, "TesKeterampilanBerbicara",* 18 (January, 2019), 7.
[16]GillianBrown and GeorgeYule, *Teaching The Spoken Language.* 103.
[17]Cora Lindsay and Paul Knight, *Learning and Teaching English: A Course of Teachers*. (New York: Oxford University Press, 2006), 79.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Learning Speaking can be described as the student's ability to communicate in the target language. This sub chapter covers four points about learning speaking; those are about target of speaking ability, criteria of successful learners, and strategy of learning speaking. The explanation of each literature is as follows:

a. The target of speaking ability

The target of speaking ability for foreign language teachers can be classified into three levels, those are:

a. Minimal: This lowest target aims at improving an ability to talk on prepared topics, to use common idioms, and the native speakers can understand the language used.
b. Good: The target of this level is an ability to talk with a normal speed to a native speaker of the target language, without making mistakes in grammar and vocabulary.
c. Excellent: The highest target of speaking ability is when the learners can achieve near native speaker ability.

3. Characteristics of Successful Speaking Activities

In order that the learners can carry out the successful speaking, they have to reach some characteristics of successful speaking activities. According to Ur, there are four characteristics of successful speaking activities, these are as follows:[18]

[18]Penny Ur, *A Course in Language Teaching, Practice and Theory.* (Cambridge: Cambridge University Press,1999), 120.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

a. Learners talk a lot. As much as possible of the period of time allocated to the activity is occupied by learners talk. This may be obvious, but most time is taken up with teacher talk or pauses.
b. Participant is even. Classroom discussion is not dominated a minority of talk active participants. All get a chance for speaking and contribution is evenly distributed.
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 they want to contribute to achieve a task objective.
d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and acceptable level of language accuracy.

4. Strategies in learning speaking

In order that students can learn speaking easily, they need strategy in learning speaking. There are five strategies in learning speaking.

a. Listen and practice your speaking more. In this case, listening music and favorite English song can be used. Besides, you can read and watch film without seeing its subtitle because ear and mouth are more used in speaking ability rather than eye.
b. Use English as daily communication. It can be practiced with friends, family or another people when speaking or talking thing. Practice your speaking in order your speaking ability is fluently.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

c. Write new vocabulary. Vocabulary is the main capital for speaking. Courage to speak must be supported by sufficient vocabulary. If we dare to speak, but are not supported by adequate vocabulary, then we will have difficulty in expressing the meaning of the word we are going to say and that will cause us to use sign language to express it.[19]Try to bring small book which you can bring everywhere. By reading book, newspaper or magazine, you shall find new vocabularies that you do not know its meaning. Write new vocabulary in to small book. When you have spare time, read your small book. So you can know many vocabularies. In speaking, vocabulary is very important. So, enrich many vocabularies in order you speak English fluently.

d. Try to write by using English. If you have diary, or dream book, try to write your daily activity or your dream by using English. You can also write by using English when writing message of status in face book.

e. Learn grammar. Many people get difficulty in speaking because they don't know anything about grammar. It is better that you have basic grammar. Do not only think about grammar when you speak. The important is that you are as speaker and your friend as listener understand each other.

[19] M. Solahudin, *Speaking Addict,* (Yogyakarta: PT. HutaParhapuran, 2018), 34.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

B. Teaching Speaking

Speaking is a crucial part of second language teaching. Although its importance for many years, teaching speaking has been undervalued an English language teachers have continued to teach speaking just as repetition of drills or memorization of dialogues. However, today education requires that the goal of teaching speaking can improve student's communicative ability. So the students can express themselves and learn how to follow the social and cultural rules appropriate each communicative context.

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.[20] Based on the statement above that teaching speaking to the students in foreign language is simple. It is caused of learning spoken language sometimes ignore the grammatical rules. But the students need to make good habit in English Speaking practice.

In this conclusion teaching speaking is the way intends to the students can express their emotion, feeling, thought and need, to interact to other people in any social context and to influence the others. This sub chapter covers four points about teaching speaking; those are method of teaching speaking, types of interactive speaking techniques, teacher'srules in teaching speaking, and evaluation of speaking. The explanation of each literature is as follows;

[20]H. DouglasBrown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, second edition.* (New York: Pearson Education Company, 2001), 272.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

1. 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), 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.

a. Communicative Approach

The goal is to have one's students become communicatively competent. While this has been the stated goal of many of 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:[21]

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

[21]Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*.(New York: Oxford University Press, 1986), 43.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

to promote communication. During the activities he acts as an advisor answering students' questions 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 a communicative intent. Students use the language a great deal through communicative activities such as a games, role plays, and problem solving tasks.
6) Students interact a great deal with one another. They do this in various configurations; pars, triad small 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.

b. 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 trough imitation and repetition 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.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

The characteristics of Audio Lingual Method are;

a. The goal is to make students to be able to se the target language communicatively.
b. Teacher is like an orchestra leader, directing ad controlling the language behavior 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 dialogs. The dialogs are learned through imitation and repetition. Drills are conducted based upon the patterns present in the dialog. Grammar is induced 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 unique system.

2. 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:

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

a. Role plays

Role plays are also excellent activities for speaking in the relatively safe environment in the classroom.[22] In a role play, students are given particular roles in the target language. For example, one student plays a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. Role plays give learners practice speaking the target language before they must do so in a real environment.

b. Simulations

Simulations are more elaborate than role plays. In a simulation, props and documents provide a somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, teacher might bring in products for the students to buy and even play money for making their purchases. A checkout counter would be set up for students to practice transactional speaking with the cashier.

c. Telling story

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of

[22]DavidNunan, *Practical English Language Teaching*, first edition.(New York: McGraw Hill, 2003), 56.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

course are those which the students tell about themselves and their family or friends.

d. Interview

Students can conduct interview on selected topics with various people. It is a good idea that the teacher provides a rubric a students so that they know what the type of questions which they ask or what to path to follow. But students should prepare their own interview questions. Conducting interview with people gives the students 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 kind of speech that happen informally, symmetrically, and for the purpose of the establishing and maintaining social ties, follow rules of etiquette because conversation are social interaction. It is generally face to face person to person at the same time. Each student can express their idea, 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 hopeful to structure a discussion activity

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

by giving learners enough information about what they want to say. Some examples include:

1) Surveys: Learners carry out a survey of their class (or others) on a topic or their choices. It can also ask for opinions rather than facts.
2) Ranking activities: putting a list of items in order from the most important to the least important.
3) Planning: for example, learners choose a restaurant or a holiday from selecting they can plan a birthday party or other celebration.
4) Discussing and solving problems: the functional-situational drill for giving advice (you should…) can be made into a more interactive activity which practices fluency by giving the learners longer problems to discuss and give advice on.
5) Unplanned discussion: some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and perhaps to change our attitude to errors and mistakes from one minute to the next.

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

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

contexts.[23] Students can be given tasks that require them to collect meaningful information from stores, restaurants, museums, and other public establishments and then report back in class. Thus, we have a multipurpose activity: natural interaction in the spoken language serves as a speech initiator outside the classroom for data collection; then the student gives a report as planned oral presentation in class.

3. Teacher's Rules in Teaching Speaking

There are nine rules for teacher in teaching speaking Thornbury state:[24]

a. Use the target language not only to deal with the subject matter but also to regulate the interaction in the classroom. You will thus offer a model of how 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, such as 'what's the past of go?') to a minimum. The more genuine the requests for information, he more natural f discourse.

c. Build the topic at hand together with the students; assume that whatever they say contributes to the topic. Do not cut off arbitrarily a student's utterance because you perceive it t be irrelevant. It might be very relevant to the student's perception of the topic.

[23]Celce-MuriaMarianne, *Discourse and Context in Language Teaching*. (New York: Cambridge University Press, 2000), 177.

[24]ScottThornbury, *How to Teach Speaking*.(England: Longman, 2005), 123.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

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 a 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.

4. 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.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

b. Responsive - It consists of short replies to teacher-or student-initiated questions 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.

5. Evaluation of Speaking

Evaluation is process through which a value judgment or decision is made from a variety of observation and from the background and training of he evaluation.[25] Besides, Djiwandano defines evaluation as procedure or a series of activities that are used to get behavior samples of someone to give sign about their abilities certain subject.[26] In conclusion, evaluation is way or process to know students' abilities in order to know their English learning problems or their attitudes.

Speaking assessment can be applied with listening, writing or reading, as such retelling story after reading passage or listening conversation. Meanwhile communication test are concerned primarily (if not totally) with how language is used in communication. So evaluation of speaking can be conducted with integrating with other skills.

The speaking English evaluation can be in the form of test or students exercises. The most commonly used spoken test types are:[27]

[25]W.JemesPhopam, *Evaluation and Education.*(Los Angeles: University of California, 1974), 253.
[26]SoenardiDjiwandano, *Test BahasadalamPengajaran*. (Bandung: ITB, 1996), 1.
[27]H. DouglasBrown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, second edition.* (New York: Pearson Education Company, 2001), 176-182.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

a. Games: Among informal assessment devices are variety of games that directly involve language production. The teachers should prepare the games that are appropriate with the lesson explained before. So, it can be used to assess students speaking ability appropriately.
b. Oral presentation. In the academic and professional areas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method.
c. Translation: Translation of word, phrases, or short sentences was mentioned under the category of intensive speaking. The advantage of translation is in the control of the content, vocabulary, and to some extent the grammatical and discourse features
d. Reading aloud:Test involving reading aloud is generally used when it is desired to assess pronunciation as distinct from the total speaking skills. In this type of examination, the students are required to retell a story they have just read.
e. Interview: These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of examination) while individuals are called out one by one, for their interview. Such interviews are not without their problems, though. The rather formal nature of interviews (whether the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conducive testing more informal, conversational

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

speaking stylish. Not surprisingly, students often underperform in interview-type conditions.

f. Role Play: Most students will be used to doing at least simple role play in class, so the same format can be used for testing. The role play should not require sophisticated performance skills or a lot of imagination situations grounded in everyday reality are best they may involve using data that has been provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs.

C. Review of Previous Research

In this study, there are some similarities and differences between this research and two previous studies:

Rahmawati (2008) conducted a descriptive study by the title Teaching Speaking in the English class at MTsN Termas Nganjuk. The result showed that students were active and highly motivated when they are taught speaking by many techniques. Those are discussion, repetition drill, question and answer drill, reading aloud and storytelling. In relation to using media, English teachers used real tings or objects flashcards or pictures and tape recorder. Then the evaluation of speaking is oral test which consisted of discussion, role play and interview. Those activities would make students master English better.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

The use of study club was proven by Niswati (2010) conducted Descriptive Study on English Study Club at Islamic Boarding School of Raden Paku Trenggalek with the priority on how they could build their competency in speaking in daily activities and could make English as their second language. The result showed that speaking club gave gear contribution to the students of Islamic Boarding School Raden Paku Trenggalek in improving their speaking skill in debate and speech. It also showed that the students were active and highly motivated when they speak English for their communication with others.

Based on both of studies on the use of speaking, it can be concluded that there are difference and similarity in teaching and learning of speaking. The difference of them are in English study club, learning speaking English is effective because this program is conducted in everyday. Whereas teaching speaking in a class, the participants have to practice speaking when the program is going on. Another difference is related with the kind of institute of education. English study club is conducted in Islamic boarding school, so the setting is informal education. It is different with learning in the classroom which is conducted in the formal education. The similarity of them is easy to practice and learn speaking as the second language by making a community of speaking and effective to improve students' speaking.

This research is close with English Study Club at Islamic Boarding School of Raden Paku because it discusses about speaking activities. It is

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

same with English Study Club which focuses on speaking activities. Besides, the institution of them is informal education which applied English in daily communication. But, this research discusses all activities related with language program of speaking at Islamic Boarding School Entrepreneur Nurul Islam 2, whereas English Study Club at Raden Paku only focuses on the activities in English Study Club. English Study Club consisted of debate and speech is one of language programs at Raden Paku. In this research, we discuss the purposes, material, procedure, evaluation of speaking program conducted at Entrepreneur Islamic Boarding School of Nurul Islam 2 Jember.

Table 2.1

The Similarities and Differences between Previous Research with The Research Conducted by The Reseacher

No	Name	Title of The Research	Similarities	Differences
1	Rahmawati (2008)	Descriptive Study: Teaching Speaking in The English class at MTsN Termas Nganjuk	a. Both of the research discuss about speaking skill b. Both of the research are conducted to find the technique about teaching speaking skill	a. The previous research the setting on the formal education, but this research the settings on informal education b. The previous research

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

				focused only about teaching speaking, but this research focused on improving speaking skill
2	Niswati (2010)	Descriptive Study Improving Speaking Skill on English Study Club at Islamic Boarding School of Raden Paku Trenggalek	a. Both of the research discuss about improving speaking skill b. Both of the research are conducted on the informal education	a. The previous research consisted of debate and speech is one of language programs, but this research discuss the purpose, material, procedure, evaluation of speaking program b. The previous research focused on the activities in English Study Club, but this research

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

				discusses all activities related with speaking program at Pondok Pesantren Mahasiswa Entrepreneur Nuris 2

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

CHAPTER III

METHODOLOGY

A. Research Design

In this research, the researcher uses descriptive research with qualitative approach, because the researcher merely searched for accurate information about speaking program at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2. Qualitative research is based on the criteria; having one natural setting as the data source, using the researcher as the key instrument, having much concern with utterances or words as the analyzing the data rather than the number and analyzing the data inductively. Sugiono stated that qualitative research is a research method based on post-positivism philosophy that used for natural object condition. The researcher is as the key instrument.[28]

As stated in objective of study, this research conducted to describe purpose, material, procedure, and evaluation of speaking program conducted at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2. By describing this phenomenon, the researcher hopes that it can give contribution for all English students and lecturers of Islamic State Institute of Jember and all the readers about the way of teaching speaking in Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2. In order get

[28]Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,*(Jakarta: Alfabeta, 2017), 7.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

dip information of it, the researcher should describe as detail as possible about the object being described.

There are several types of study which may be classified as descriptive research. There are surveys, case studies, developmental studies, follow up studies, documentary analysis, trend analysis, and correlation studies.[29] The type in this research belongs to case study.

In a case study, the investigator attempts to examine an individual or unit in depth. The researcher tries to discover all variable that are important in the history or development of the object.[30] The type in this research is case study because it examines a unit in depth. In this case study, the researcher tries to discover the purpose, material, procedure, and evaluation of speaking program at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2.

B. Source of Data

Data is information which is gathered by the researcher in order to understand the phenomenon and answer formulated problem. "The data was information, evidence, or fact gathered through studies or experiment can be analyzed in order to be better understanding of a phenomenon or to support a theory".[31] It means that, the collected data must be relevant with the formulated problem. Data in this research is a qualitative data which is in the form of words and pictures rather than in the form of numbers.

[29]Donald Ary dkk, *Introduction to Research in Education.*(New York: CBS College Publishing, 1985), 322.
[30]Ibid., 322.
[31]C. Jack Ricard, *Longman Dictionary of Language Teaching and Applied Linguistic*, (England: Longman Group UK Limited, 1992), 96.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

The data were qualitative data consisted of information and description about speaking program at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember. In this study, the researcher took the data in the form of the utterances from the informant, documentation, interview transcript, and also document file from the institution. These data are the important aspect in conducting the qualitative research.

According to Suryabrata source of data are: [32]

a. Primary Data

Primary data is the data that is collected by the researcher though the first object directly. It can be gotten from interview. The interview is done by the researcher to get information about the purpose, material, procedure, and evaluation of speaking program conducted by speaking program. The primary data sources of this research are organizers of Institute of Scientific Development (ISD), tutors and students at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember .

b. The Secondary Data

Secondary data is data that is gotten from the other resources. It is usually has been arranged in a document form. For example, the data of geographic situation of place, magazine, etc. the secondary data of research is the document about the total of

[32]Sumardi Suryabrata, *Metodologi Penelitian.* (Jakarta: PT Grafindo Persada, 2009), 39.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

students, the list of students' name, the list of teachers' name, structure and infrastructure, the structure of organization, etc. Secondary data can be gotten from documentation.

C. Subject of Research

Subject of research is the process of selecting a number of individuals for a study such as a way the individual represent the large group from they were selected.[33] The subjects of this research are students, tutors, and organizer of Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2.

D. Data Collecting Technique

The important step of conducting a research is collecting data. The collecting data contains the necessary information of the research problems. So, researcher need the instrument at the tool used by the researcher when she or he conducts her or his research. In this research, the researcher uses some instruments to collects the required data, those are: interview, observation and document study.

a. Interview

Interview is a technique of data collection of the most widely used in social research, whether qualitative or quantitative. Because in the daily life of almost of social relations are conducted by human beings and involves interviews or conversations.

[33] Prof. Dr. Nasution, *Metode Research.* (Bandung: Jemmar, 1991),119.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Interviews are used as data collection techniques if you want to conduct a preliminary study to find problems that must be studied, and also if researchers want to know things from respondents who are more in depth and the number of respondents is small.[34]

Hadi states Interview can be viewed as a method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.[35] The purpose of interviewing people is to find out their mind, what they think or how they feel about something. Researcher interview people to find out from them those things we cannot directly observe.

There are three methods of interview, as follows:

1) Unguided interview

In this method, the interviewer carries out the interview without any systematically plan of question as the guide line to handle it. In unguided interviews, researchers do not know exactly what data will be obtained, so researchers listen more to what the respondents will tell.[36]

2) Guided interview

Here the interviewer carries out the interview by using set of questions that is planned systematically as the guide line for having the interview. In conducting interviews, besides

[34]Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,*137.
[35]Sutrisno Hadi, *Methodology Research Jilid I,* (Yogyakarta: Andi Yogyakarta, 1993), 59.
[36]Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,*141.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

having to bring instruments as guidelines for interviews, researchers can also use tools such as tape recorders, pictures, brochures, and other materials that can help conduct interviews smoothly.[37]

3) Free guided interview

This method, the interviewer uses a set of questions and each question is developed to gain details information.

In this case, the researcher uses free guided interview. This method was used to gain the information about speaking program at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2. It includes purposes, material, procedure, and evaluation of speaking program conducted at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2.

The people interviewed by the researcher are:

1) The organizers of Institute of Scientific Development (ISD) and Tutors of speaking program: For this case, the researcher interviewed them to ask about everything that deals with speaking program.
2) Students: The researcher interviewed the students to get more information directly about activities of speaking program.

[37]Ibid.,138.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

b. Observation

Observation is an observational study; the current status of phenomena is determined not by asking but by observing. For certain research question, observation is clearly the most appropriate approach.[38]

In terms of the process of carrying out data collection, observations are divided into two, as follows :

1) Participant Observation

In this observation, researchers are involved in the daily activities of people who are being observed or used as research data sources.[39] The researcher conducted two activities at the same time, namely observing and participating in doing what the data source did. With this participant observation, the data obtained will be more complete, sharp, and to know at the level of meaning of each visible behavior.

2) Non-Participant Observation

Non-Participant Observation is the form of observation where researchers are not directly involved in the activity of data sources, researchers are only become a independent observers.

[38]LR. Gay, *Education Research Companies for Analysis and Application*. (New York: Mac Publishing Company, 1992), 234.
[39]Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* 145.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

In this case, the researcher uses participant observation. This observation was used to gainmore complete, sharp and clear information. The researcher observed the application of the teaching and learning of speaking program by making field note. Field note includes the notes of whatever the researcher does during conducting the research from the beginning until the end. It also includes the schedule of the observation done.

So, in this research, the researcher write done the schedule and time of observation including the researcher's activities when doing observation in the field. So, the researcher joined and paid attention the application of speaking program used by English tutors and students.

c. Document Study

Document study is an effort to collect data by investigating written objects.[40]

Arikunto stated in the execution of the documentation methods, researcher investigating the written items such as books, magazines, documents, regulations, meeting minutes, diaries, etc.[41] This instrument was used by the researcher to get information about the total students, the list of students' name, the list of teachers' name, organization structure of institute, facility

[40] Mundir,*Metode Penelitian Kualitatif dan Kuantitatif* , (Jember: STAIN Jember Press, 2013), 186.

[41]Suharsimi Arikunto,*Prosedur Penelitian Ilmiah: Suatu Pendekatan Praktek.*(Jakarta: PT Rineka Cipta, 1998), 135.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

and infrastructure, are geographical location, the students' and teachers' data, vision and mission and material provided by English teacher. So, the researcher used documentation to get description of speaking program at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2.

E. Instruments Validity

The study can be accounted for and trusted by all the need to be held on the validity of the data. The goal is to prove that what researchers have observed is in the field. To test the validation of the validation of research, the method of validity data is essential to use.

So the researcher uses triangulation techniques and triangulation sources. According to Moleong state triangulation is technique of the investigation of validities of data which gives advantages to others that need verification or become standard for data.[42] Besides, Bungin views the researcher uses techniques of data collecting (interview, observation and documentation) from sources (person, time and place) which different.[43] In conclusion, triangulation is technique of the investigation of validities of data which gives advantages to others that become the validity of research.

In this study, the researcher used triangulation techniques and triangulation sources. It was done by employing different method of

[42]J. Lexi Moleong, *Methodology Penelitian Kualitatif*. (Bandung: PT Rosda Karya, 2003) ,330.
[43]Burhan Bungin,*Analisis Data Penelitian Kualitatif.*(Jakarta: PT Raja Grafindo Persada, 2007),141.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

collecting data, namely observation, interview and documentation and also different sources. To get the data, the researcher interviews theorganizer of Institute of Scientific Development (ISD), tutors and students of Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember. After the interview data collected, checking validity of data interview was compared with data observation and compared again with documentation. For example, the researcher observed a tutor about activities of speaking program. In order to check validity of this data, the researcher interviewed the tutor. Then the answer was same with data in the documentation. Triangulation techniques is a process in which various method are used to measure the same unit.

F. Data Analysis Technique

Data analysis is the process of systematically searching pattern and arranging data in such a way, so that the data will be understandable.[44] It means that data analysis is a process of classifying, arranging hierarchically, and manipulating the data.

According to Miles & Huberman states the data analysis for the present study is done by applying three procedures covering data reduction, data display and conclusion drawing.[45]

[44]Robert C. Bogdan& Biklen Sari Knopp,*Qualitative Research For Education, An introduction to Theory and Methods (Third Edition).*(USA: Allyn and Bacon, 1998),157.

[45]AM. Huberman & , M.B. Miles, *Analisis Data Kualitatif: Buku Sumber Tentang Metode-metode Baru.* Penerjemah, Tjetjep Rohendi Rohidi. (Jakarta: UI Press, 1992), 16-19.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

1. Data reduction

   Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming 'raw' data. In this research, data reduction is the process of selecting about which data would be the initial focus of the researcher. The researcher only focused the related data and not all of the obtained data.

2. Data display

   Data display is a form of analysis that describes what is happening in the natural setting so that it finally can help the researcher to draw a final conclusion. In this study the data which will be displayed is the result of interview, observation and documentation. As the same as the process of reducing data, in displaying data based on the formulation of research problems. Data display is an organized assembly of information that permits conclusion drawing and action taking. In this research, the researcher used table for displaying the data in order to make the researcher become easier for drawing conclusion.

3. Conclusion drawing

   In the last procedure of data analysis is conclusion drawing. Conclusion drawing means beginning to decide what things mean, noting regularities, patterns, explanation, possible configurations, causal flows, and proposition. In the context of the study, after the data is displayed, a conclusion is drawn.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

E. Research Procedures

The steps of research outline the planning of research done by researcher, beginning with the introductory study, the study of design, the actual research, and the writing of the report.

The steps of this research are as follow:

1. Pre field research stage
   a. Arrange research design
   b. Choose the research location
   c. Observe the condition of field
   d. Prepare the research instruments
2. Field research stage
   a. Apprehend background and objective of research
   b. Enter the research location
   c. Seek for data source
   d. Participate actively and collect data
   e. Complete the data
3. Post field research
   a. Analyze data based on the research procedure
   b. Arrange or serve the data which formed in report
   c. Revisi the report

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

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 speaking activities. 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 Profileof Entrepreneur Islamic Boarding School of Nurul Islam 2 and Institute of Scientific Development (ISD)

Based on the Islamic boarding school document, the word "Nuris 2" is an acronym of‘Nurul Islam”. This is the name of an Islamic boarding school which was founded in 1981 by KH. MuhyiddinAbdussamad in Antirogo, Sumbersari, Jember Regency. Meanwhile, Entrepreneur Islamic Boarding School of Nurul Islam 2was established in 1993 which is a "branch" of the Nuris 1. Entrepreneur Islamic Boarding School of Nurul Islam 2is located in Mangli, Kaliwates, Jember Regency.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Originally KH.MuhyiddinAbdussamad did not intend to establish an Islamic Boarding School Entrepreneur Nurul Islam 2. He only made his wife's resting place, Hj. Fatimah, who was then actively studying atIAIN SunanAmpelJember, since 1997 switched status to STAIN Jember. Then, after seeing the increasing development of STAIN Jember students, KH.MuhyiddinAbdussamad expanded his land, which is originally enough for one house to be several buildings to use as a dormitory for students and musholla. That is the beginning of the establishment of Entrepreneur Islamic Boarding School of Nurul Islam 2.[46]

The establishment of Entrepreneur Islamic Boarding School of Nurul Islam 2is intended as a vehicle for religious learning guided by a religious teacher. The establishment of the Entrepreneur Islamic Boarding School of Nurul Islam 2 turned out to receive a positive response from the surrounding community and students of STAIN Jember. The existence of Islamic boarding school near the campus is needed by the community and students so that before all student dormitories are finished, the Entrepreneur Islamic Boarding School of Nurul Islam 2has accepted the new student.

As a founder, KH.MuhyiddinAbdussamad did not stay in Entrepreneur Islamic Boarding School of Nurul Islam 2. He entrusted the management of the Entrepreneur Islamic Boarding School of

[46]Erma Fatmawati, *Profil Islamic boarding school Mahasiswa* (Yogyakarta: PT. LkiS Cemerlang, 2015), 131.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

NurulIslam 2 to the person in charge specifically chosen by *Kiyai*. This is inseparable from the activities of *Kiyai,* both of the Islamic Boarding School Entrepreneur Nurul Islam 2 as well as social - religious activities, especially in the NahdlatulUlama organization. Until now, there have been 7 people in charge who have been and are caretakers of in Islamic Boarding School Entrepreneur Nurul Islam 2, one of them is his daughter (Balqis Al-Humairah) and his daughter-in-law (Gus Abdurahman) from KH. MuhyiddinAbdussamad who is currently a founder as shown in the table below :[47]

Tabel 4.1

List of Person in Charge of Entrepreneur Islamic Boarding School of Nurul Islam 2Tahun 1993 s/d 2018

Person in charge	Name	Period
I	Ust. Hollan Umar	1993 – 1994
II	Ust. Mansur Fatah	1994 – 1997
III	Drs. Ust. TauhidZain	1997 – 1999
IV	Ust. Musthofa	1999 – 2001
VI	Ust. H. Abd. Karim, Lc	2001 – 2003
V	Ust. M. Eksan, S. Ag, M. Si.	2003 – 2016
VI	Gus AbdurahmanFathoni, M.SidanNingBalqis Al-Humairah	2016 – now

[47]Observation, *Islamic Boarding School Entrepreneur Nurul Islam 2*, 16th March 2019

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Tabel 4.2

List of Students of Entrepreneur Islamic Boarding School of Nurul Islam 2MangliJember2019

No	Name	Total
I	Male Student	30
II	Female Student	148

Since cared by Gus Abdurahman and his wife, the Islamic Boarding School of Nurul Islam 2changed the name become Entrepreneur Islamic Boarding School of Nurul Islam 2 or often called "*PPME Nuris 2"*.[48]

Entrepreneur Islamic Boarding School of Nurul Islam 2 obligates the students to use English as daily communication in the area. To create a good English environment, at Entrepreneur Islamic Boarding School of Nurul Islam 2 conducts speaking program to develops English skills which include listening, speaking, reading and writing. It emphasizes in speaking skills. So many speaking programs were conducted to help the students in creating a good English environment and training students' learning speaking easily.

Speaking program atEntrepreneur Islamic Boarding School of Nurul Islam 2 Mangli Jember consisted of one institute, which is

[48]Document Study, *Entrepreneur Islamic boarding school Mahasiswa of Nurul Islam 2*, 19th March 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Institute of Scientific Development (ISD). The name of ISD was carried of the Institute of Scientific Development. ISD consisted of two organizers, those are English organizer and Arabic organizer. The institution manages and trains its own students with a schedule. The English tutors of the speaking program were from ISD members and native speakers from international gathering thatcollaboration with Islamic Boarding School of Nurul Islam 1 Antirogo. According to Miss Marwina as coordinator of ISD, ISD is an institution regulates all scientific activities including speaking programs, it has some rules and applications in conducting speaking programs of speaking to the students.[49]

b. The Geographic location of EntrepreneurIslamic Boarding School of Nurul Islam 2

Entrepreneur Islamic Boarding School of Nurul Islam 2 is located in Karangmluwo, Mangli, Kaliwates, Jember regency, East Java province.The geographical location is as follows:

- The north is border on Sempusari Village
- The east is border on Sempusari Village
- The south is border on Ajung Village
- The west is border on Jubung Village

[49]Marwina Prastwi, *Interview*, Jember, 28th March 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Entrepreneur Islamic Boarding School of Nurul Islam 2is a strategic area because it is located near tothe IAIN Jember.[50]

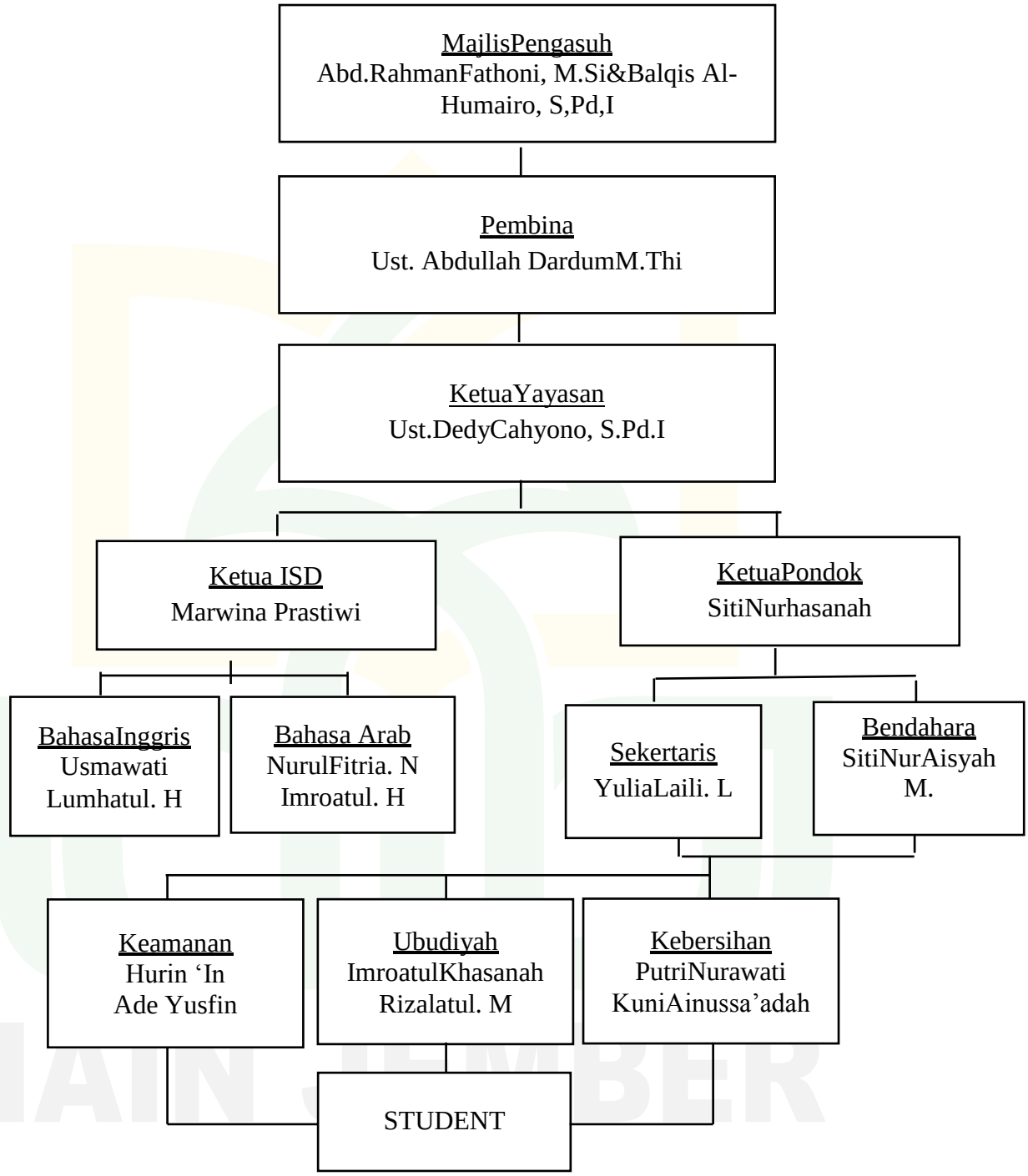
c. Organization Structure of Entrepreneur Islamic Boarding School of Nurul Islam 2

Since 1993, Entrepreneur Islamic Boarding School of Nurul Islam 2tried to implement a leadership model and modern management patterns. Improvement of the program and organization of Entrepreneur Islamic Boarding School of Nurul Islam 2 be carried out to create entrepreneurial human capital with moral values, based on *aswaja* and international insight. Organization Structure of Entrepreneur Islamic Boarding School of Nurul Islam 2follows :

[50]Observasion, *Islamic Boarding School Entrepreneur Nurul Islam 2*, 16th March 2019.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Figure 4.1



Data Source: Entrepreneur Islamic Boarding School of Nurul Islam 2MangliJember.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

d. Vision and Mission of EntrepreneurIslamic Boarding School of Nurul Islam 2

1) Vision:

Creating entrepreneurial human capital with moral values and international insight.

2) Mission :

The Mission is an action or effort to realize the vision of the Islamic boarding house that has been determined. The Mission is the elaboration of vision in the form of the formulation of duties, obligations, and the design of actions that are used as directions to realize the vision with various indicators. The formulation is always in the form of a sentence that shows "action", not a sentence that shows "circumstances" as in the formulation of the vision.

The Mission of Entrepreneur Islamic Boarding School of Nurul Islam 2 are follows :

a) Developing of entrepreneurial training
b) Developing f classical and modern scientific studies
c) Developing of the AhlussunnahWalJamaah study
d) Cooperating with international education and culture[51]

[51]Dokument Study, *Islamic Boarding School Entrepreneur Nurul Islam 2*, 20th March 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

e. Facilities of Entrepreneur Islamic Boarding School of Nurul Islam 2MangliJember

Based on the data finding the documentation by the researcher, Entrepreneur Islamic Boarding School of Nurul Islam 2 has infrastructure facilities follow:

Table 4.3

The Infrastructure of Entrepreneur Islamic Boarding School of Nurul Islam 2

NO.	The Infrastructure	Total
1	Report of guess room	3
2	Canteen	2
3	Mosque	1
4	Meeting room	2
5	Parking	1
6	Ware house	2
7	Bathroom	32
8	Student's room	38
9	Garden	1

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

10	Hall	1
11	Wifi	4
12	LCD	1
13	Laundry	1
14	Depo Water	1

Data Source: Entrepreneur Islamic Boarding School of Nurul Islam 2MangliJember.

Those are the facilities of Entrepreneur Islamic Boarding School of Nurul Islam 2 that use to support the speaking program conducted at Institute of Scientific Development (ISD) at Entrepreneur Islamic Boarding School of Nurul Islam 2.

f. The Regulation of Language Section of Entrepreneur Islamic Boarding School of Nurul Islam 2

1) Obligation

a) Student must speak English well and correctly.

b) Student must join all of speaking programs.

c) Student must have learning equipment of speaking programs.

d) Student must bring learning equipment at language learning activity.

e) Student must maintain the discipline of speaking program.

f) Students must bring a notebook and pen when memorizing vocabulary.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

2) Prohibition

a) Student is forbidden to speak except English or Arabic language.

b) Student is forbidden to speak Indonesia with the others friends.

c) Student is forbidden to speak Indonesia except with a guest

d) Student is forbidden to leave speaking programs without permission.

e) Student is forbidden to speak with combined languages deliberately (harassing the foreign language).

f) Student is forbidden to make a motion offense provocative language.

g) Student is forbidden to turn on Indonesia song using the islamic boarding house loudspeaker on language days.[52]

2. Data Presentation

a. The Purpose of Speaking Program at Entrepreneur Islamic Boarding School of Nurul Islam 2

There are many purpose of conducting speaking program at Entrepreneur Islamic Boarding School of Nurul Islam 2.The researcher use interview with coordinator and members. researcher also use observation to find the purpose of speaking program.

1) To train the students to speak by correct pronunciation and grammar.

[52]Dokument Study, *Islamic Boarding School Entrepreneur Nurul Islam 2*, 20th March 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

According to Ms. Marwina as coordinator of ISD who explained that the purpose of the speaking program as follows :

> "The students can speak well by correct pronunciation and grammar. Students are trained to be able to speak with correct pronunciation and grammar in English and increase knowledge in the field of language. The ability to speak English students have the additional ability to communicate with others. The students also has good experience to learn correct pronunciation and grammar with native speakers in international gathering event that collaboration with Islamic Boarding School of Nurul Islam 1 Antirogo"[53]

Based on the observation in the field, the students are trained to speak by correct pronunciation in drilling sentence activity and international gathering program, the students are taught to speak by correct pronunciation and grammar.Tutors are given some vocabulary and sentence such as "do you need a bucket?" It is interrogative sentence which can be changed into positive sentence, etc.[54] For the international gathering event, the native speakers teach the student briefly.

2) To build the students to speak confidently both in daily speaking and public speaking

According to Ms. Dayah as a members of ISD stated that the others purpose of speaking program as follows :

> "The purpose of the speaking program makes students to speak confidently in speaking English both in daily speaking or public speaking. Some of the students are not proficient in speaking English, so they feel embarrassed to communicate

[53]Marwina Prastiwi, *Interview*, Jember, 28th March2019.
[54]Observasion, *Drilling Setence*, 1stApril 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

using English. Speaking program is an effort to make students confident in speaking English."[55]

Based on the observation in the area, speaking program makes students speak confidently in speaking English. For example, in English day, students can speak confidently by using a foreign language to speak or inform everybody. In addition, the speech also facilitates students to speak confidently in front of the listener. Based on observation to the students when they speak in daily life, they have self-confidence in speaking with the partner. In short, the students are motivated to speak confidently in front of an audience or in daily communication.[56]

3) To create good English environment for learning and speaking the target language

According to Ms. Usma as an English organizer of ISD the purpose of speaking program as follows :

"A speaking program is also can create a good environment to learn and speak English. It can be seen that the student speaks English with all of the friends in the Islamic boarding house area. They speak some sentences, such as "let's study, I am leaving" etc. Language must be practiced and must be supported by an environment that familiarizes students with using English as their daily language of communication. So, speaking program make good environment to learn and speak English well"[57]

Based on the observation in the area, the speaking program is creating a good English environment to practice speaking. Besides,

[55]Lumkhatul Hidayah, *Interview,* Jember, 17th April 2019.
[56]Observasion, *English day,* 11th April 2019.
[57]Usmawati, *Interview,* Jember, 05th April 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

the activity of speaking program such as English announcement gives a good environment because everybody understands what the speaker said on the loudspeaker. It is clear that speaking program can create a good environment to learn and speak English. In addition, some students often bring small book contained the material. They memorize material easily by using a small book.[58]

Based on the observation and interview above, the researcher concluded there are three purposes of speaking program at Entrepreneur Islamic Boarding School of Nurul Islam 2 as follows:

a) To train the students to speak by correct pronunciation and grammar.
b) To build the students to speak confidently both in daily speaking and public speaking
c) To create good English environment for learning and speaking the target language

b. The Material of Speaking Programat Entrepreneur Islamic Boarding School of Nurul Islam 2

The election of material is an importantthingin learning.According to Ms. Marwina as a coordinator of ISD said that:

> "The learning is taken in the EntrepreneurIslamic Boarding School of Nurul Islam 2 is non-formal learning that has differences with classroom learning. EntrepreneurIslamic Boarding School of Nurul Islam 2 uses modules as guidelines for the material to be studied. The module contains material in the form of vocabulary or sentences that students need to communicate using EnglishSo,

[58]Observasion, *English Announcement,* 11th April 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

> the material given students are in accordance with the needs of students in speaking English and makes it easier for students to learn and speak English."[59]

The statementabove is reinforced byMs. Triyuni as a student of EntrepreneurIslamic Boarding School of Nurul Islam 2 saidthat :

> "The material provided not only about daily life but also related to general vocabulary and sentences. For example, "visit" and the sentence " I want to visit Malang Town Square", etc. In addition, the intensive class also are given material to the student which is guided by modules. Furthermore, students are taught about the rules of grammar and correct pronunciation."[60]

Based on the observation, For the drilling vocabulary program the material is given some vocabulary and sentence about daily activities such as ablution, wash, etc. and the sentence such as " I want to take ablution" etc. The material in accordance with the communication needs of the student. So, they are easier to communicate using English in daily communication.[61]

For intensive class program have different modules with drillings vocabulary. Based on Ms. Nia as a tutor of the intensive class said that:

> "Intensive class activities are activities for new students of IAIN Jember. The material is given for students in accordance with the material conducted by UPB IAIN Jember because the book used is a book published by UPB IAIN Jember. This program can help students to learn English base language. So that it is made easier for students to be able to use English properly."[62]

[59]Marwina Prastiwi, *Interview*, Jember, 28th March2019.
[60]TriyuniShoratul Khoiro, *Interview*, Jember, 09th April 2019.
[61]Observasion, *Drilling Setence*, 1stApril 2019.
[62]LailyRahmania, Interview, Jember, 22nd April 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Based on observation, the module is different from drillings sentence module. The material in the module is adapted to intensive class subject matter conducted at campus.[63]

For the international gathering event material is determined by the organizing committee of the activity. According to Ms. Marwina as a coordinator of ISD said that:

> "International gathering event material is determined by the organizing committee of the activity.Because this activity cooperates with Islamic Boarding schoolNurul Islam 1 Antirogo then the material taught about general material such as public speaking."[64]

Based on observation, For the international gathering event material is determined by the organizing committee of the activity.The native speakers taught about general material such as public speaking. So, the student gets knowledge about public speaking with native speakers directly. It is be able to support the support the student's speaking skill and they are able to learn and practice speaking easily and efficiently for daily communication with native speakers directly.

Based on the observation and interview above, the researcher concluded that the material of drilling vocabulary is guided by modules that have been published by ISD while the materials of the intensive class are adapted to intensive class subject matter conducted at campus. It uses a book published by UPB IAIN Jember. International gathering event material is determined by the organizing committee of the

[63]Observation, IntensifClass, 22nd April 2019.
[64]Marwina Prastiwi, *Interview*, Jember, 28th March2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

activity.The native speakers taught about general material such as public speaking.

c. The Procedure of Speaking Program at Entrepreneur Islamic Boarding School of Nurul Islam 2

Based on interview and observation, there are two kinds of speaking program consisted of daily speaking program and weekly speaking program that is routinely conductedat Entrepreneur Islamic Boarding School of Nurul Islam 2 and also there is international gathering event that collaboration with Islamic Boarding School of Nurul Islam 1 Antirogo that has bringing native speakers to teach the student briefly.

1) Daily speaking program

The daily speaking program means some activities which are conducted every day as a daily activity in Islamic Boarding School Entrepreneur Nurul Islam 2. Based on observation Islamic Boarding School Entrepreneur Nurul Islam 2 applies English for daily communication, so the students are motivated to master in English especially in speaking. There are activities that consisted of English day and English announcements.[65]

a) English day

English day program is a program which the students had to speak English as daily communication on the fixed day.

[65]Observasion, *Speaking Program,* 28th March 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

According to Ms. Usmawati as an ISD member who explained that :

> "Islamic Boarding School Entrepreneur Nurul Islam 2 obligates the students to speak English and the Arabic language. In the day of speaking English, the students had to speak English and vise versa. Every day the students had to speak English, except on Saturday and Sunday. It was caused both of them was the language day." [66]

Based on observation this activity is limited by time and place. The time that requires the student to speak English is from 07.00a.m to 18.00p.m with the boundary area to the entrance of the Islamic boarding house. The control system of this English day was from the organizer and student. The organizer' job was making a note about the students' error in speaking.[67]

If the students used another English language, she will get the punishment. Such as :[68]

- 1x students' error : a warning from the organizer
- 2x students' error : 5 vocabularies
- 3x students' error : 10 vocabularies
- 4x students' error : 15 vocabularies
- 5x students' error : 20 vocabularies
- 6x students' error : Perform in the hall

According to Ms. Dayah as an ISD member who explained about student's error of speaking, she said that :

[66]Usmawati, *Interview*, Jember, 05th April 2019.
[67]Observasion, *English Day*, 11thApril 2019.
[68]Document Study, *Institute of Scietific Development*,28thMarch 2019.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

> "Everyday the students' error of speaking is noted by the organizer based on student information and control system by the organizer. And also every week all organizers report to give punishment to the students who have several errors in a day.[69]

This statement was reinforced by Ms. Shofia as a student of Islamic Boarding House Entrepreneur Nurul Islam 2, she said that:

> "A student is embarrassed when she gets punishment because the punishment is conducted in the big hall. It can make students be careful in speaking and could make students habit in speaking appropriately."[70]

b) English Announcement

English Announcement is a speaking program that is used to give information orally to the students and tutors at Islamic Boarding School Entrepreneur Nurul Islam 2.

According to Ms. Marwina as a coordinator of ISD who explained about English announcement, she said that :

> "English announcement is usually information of speaking program which is conducted at the time. It is also used to call one or more students who tutor called or there is information that must be announced using a loudspeaker. The announcement is important information which must be understood orally by the students."[71]

[69]Lumkhatul Hidayah, *Interview*, Jember, 17th April 2019.
[70]Shofia Wildan, *Interview*, Jember, 19th April 2019.
[71]Marwina Prastiwi, *Interview*, Jember, 28th March2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

2) Weekly speaking program

Weekly speaking program means some programs which are conducted in a certain time. Thatisspeech and drilling vocabulary.[72]

a) Drilling Vocabulary

Drilling vocabulary is the daily program conducted to enrich vocabulary to support the students' speaking ability.

Based on observation drilling vocabulary is a routine speaking program conducted every Monday night at 18.30 p.m.-19.00 pm. This program is followed by all the students.[73]

Based on Ms. Dayahas a tutor and ISD members statement :

> "The system of teaching and learning is making a big group consisted of all English members. The group is taught by a tutor. The technique of teaching and learning is repetition drilling. The students get 5 vocabulary and 5 sentences in a week every Monday night. The students must memorize it. at in giving vocabulary and sentence, the tutor drills the students by emphasizing pronunciation and intonation. Then the students are asked memorize at glance."[74]

Based on Ms. Usmawatialso assumesthat :

> "This program can give the students to have more vocabulary, so they will be easier to speak English in daily communication. This program can help the students in memorizing and understanding about vocabulary to support their speaking skill."[75]

Based on the observation in the place and interview, drilling sentence makes students practice pronounce sentence

[72]Observasion, *Speaking Program,* 28thMarch 2019.
[73]Observation, *Islamic Boarding House Nurul Islam 2,* Jember, 1stApril 2019.
[74]Lumkhatul Hidayah, *Interview,* Jember, 17th April 2019.
[75]Usmawati, *Interview,* Jember, 05th April 2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

appropriately and enrich the students' vocabularies. Because vocabulary is important to improve speaking skills. The students can practice sentence which they got in daily communication in the hostel with their friends. This program uses media such as whiteboards and small books. The function of the media as follows:[76]

i. Whiteboard used by the tutor to write vocabulary and sentences, it has 10 vocabulary and sentences that will student memorize.

ii. The second media is a small book that has many vocabulary and sentences. It is media that is used to join the drilling sentence on Monday night. There is a material which includes some sentences in a small book. As we know, the students have to memorize five vocabularies and five sentences in a week.

b) Speech

EntrepreneurIslamic Boarding School Nurul Islam 2 makes speech program to foster students speaking skill.According to Miss Marwinastatement :

> "Speech program is a program which some students present English speech as public speaking. The purpose of this program is students can perform in the public. In addition, students can explore their speech ability by using English as good as possible."[77]

[76]Observation, *Drilling Vocabulary*, 1st April 2019.
[77]Marwina Prastiwi, *Interview*, Jember, 28th March2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Based on observation this speech is the routine program that is conducted every Sunday night. The topic is free depending on the room agreement that has a speech scheduled. Each student can perform for 7 minutes. After finishing the students' performances, the tutors give comments and suggestions from their performances. This program motivates students in developing speaking in public speaking.[78]

3) International Gathering

Entrepreneur Islamic Boarding School Nurul Islam 2 makesinternational gathering to foster students speaking skill with native speakers dirrectly.According to Miss Marwinastatement :

> "Internatioal gathering is programthat collaboration with Islamic Boarding School of Nurul Islam 1 Antirogo that has bringing native speakers to teach the student briefly. The purpose of this program is students can learn and practice speaking easily and efficiently for daily communication with native speakers directly."[79]

Based on observation this activity is the conditional program that is conducted by organizers of ISD that collaboration with Islamic Boarding School of Nurul Islam 1 Antirogo. So, the time cannot be determined exactly because this program follows the activities conducted at Islamic Boarding School Nurul Islam AntirogoJember.

[78]Observation, *Speech*, 14th April 2019.
[79]Marwina Prastiwi, *Interview*, Jember, 28th March2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

d. The Evaluation of Speaking Programat Entrepreneur Islamic Boarding School of Nurul Islam 2

Based on observation the evaluation of the speaking program at Entrepreneur Islamic Boarding School ofNurul Islam 2 Mangli is an oral test. [80]

According to Ms. Dayah, she said :

> "The oral test is an evaluation in which the tutor assesses the students' speaking skills orally. The oral test is conducted every week on Friday night at 18.30 p.m.-19.45 a.m. the technique of oral test is an interview. The interview is between a tutor and a student. Each student makes a group depending on their room. A tutor usually asks about the material in a week which must be answered by a student. In short, the tutors evaluate students' speaking skills by conducting an interview with the students one by one."[81]

This statement was reinforced by Ms. Marwina as acoordinator of ISD said that :

> "The oral test makes students shy if they have a bad score in the result of the oral test. Because their name is taken on madding. So, students must study hard for getting a better score in every week.[82]

Based on the observation and interview above, the researcher concluded the evaluation of the speaking program at Islamic Boarding School Entrepreneur Nurul Islam 2 is an oral test. The result of the oral test is taken on madding. So the students can know how their score is.

[80]Observation, *Oral Test*, 19th April 2019.
[81]Lumkhatul Hidayah, *Interview*, Jember, 17th April 2019.
[82]MarwinaPrastiwi, *Interview*, Jember, 28th March2019.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

B. Discussion

Discussion is the explanation of data analysis based on the research problem of the study. Based on the research findings, the researcher finds four subdivisions, these are; the purpose, material, procedure, and evaluation of Speaking Program at Entrepreneur Islamic Boarding School of Nurul Islam 2 MangliJember.

1. The Purpose of Speaking Program at Entrepreneur Islamic Boarding School of Nurul Islam 2

Entrepreneur Islamic Boarding School of Nurul Islam 2 applied English as language daily communication. To help the students' speaking skill, Speaking Program conducted some speaking activities which focus on training them to speak. So the students can learn to speak easily and efficiently. Based on the interview and observation, the researcher found three purposes of conducting which are described as follows :

a. To train the students to speak by correct pronunciation and grammar.

Pronunciation and grammar are the most important in speaking English. Speaking without correct grammar and pronunciation, the one' speaking cannot understand. Practice with native speakers is one way to learn to speak English correctly and clearly. So the students must construct the grammar when they speak. By practicing the correct pronunciation and grammar, the students can be successful to gain full communicative competence.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Brown stated pronunciation instructions become somewhat incidental to a course of study. By the mid 1980s, with greater attention to grammatical structures as important elements 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 gaining full communicative.[83]

The activity of speaking a program that trains the students to speak by correct grammar and pronunciation is drilling sentence. Drilling sentence is conducted on Monday Night. The students are taught to speak by using correct pronunciation and grammar. In addition, English day activity and speaking with native speakers in international gathering event can also give students to pronoun vocabulary well. By conducting speaking program, the students can speak by correct grammar and pronunciation.

Based on the theory and statement above researcher conclude that speaking program help students to improve speaking ability with correct grammar and pronunciation. Although not at all students can develop quickly because a several student has different ability to speak English and not at all students come from English majors. So, this program needs to be improved again by using a method that could help all students improve their ability to speak English and give the student

[83]H. DouglasBrown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, second edition.* (New York: Pearson Education Company, 2001), 203.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

good experiences that is be able to learn to speak English with a native speaker directly.

b. To build the students to speak confidently both in daily speaking and public speaking

Self-confidence is an important factor that affects language learning. 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.[84]In short, if a student has high self-confidence in speaking, she will explore her thought and idea easily without nervous feeling.

Some speaking programs of speaking are designed in order to speak confidently in public speaking and daily speaking. Speech and English announcement are programs which support students confidently in public speaking. These activities are performed in around listeners or audiences. For example, in speech activities, each student presents her speech in front of audiences. So, a student must speak confidently in exploring the speech. The tutors correct each student's performance. In the last program speech, the tutors give suggestions and comments for their performance. Besides the activities speaking programs of speaking are designed in order to speak confidently in daily speaking, this is English day. These activities give

[84]CoraLindsay and Paul Knight, *Learning and Teaching English: A Course of Teachers*. (New York: Oxford University Press, 2006), 10.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

more chances to the students in practicing other students. By speaking with other students, they are used to speak confidently. In conclusion, by conducting speaking program both in daily speaking and public speaking, the students are expected to speak confidently.

Based on the theory and statement above researcher conclude that speaking program helped students to be more confident in speaking English in their daily lives. But a few students are still ashamed to speak English. So they prefer to be silent or use sign language if they want to communicate with their friends. This becomes a problem that must be resolved by the management.So that activity can truly support students to be more confident in speaking English.

c. To create good English environment for learning and speaking the target language

A good English environment is created to motivate the students in speaking English as daily communication.Based on Lindsay stated, One good way of learning is by immersion in the environment where the target language is used, being able to or having to use it in your daily life.[85]According to Harmer good speaking activities can and should be highly motivating. If all the students are participating fully and the teacher has set up the activity properly and can then give sympatic and useful feedback. They will get tremendous satisfaction from it. So, good speaking activities can and should be highly

[85]Ibid., 6.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

motivating to create good environment in speaking the target language.[86]

Based on the theory researcher conclude thatThe activity of a good environment can make the students feel enjoy in learning and practicing speaking. Some activities of speaking program were set up as a good English environment for students in speaking. Those are English days, English announcements, and intensive classes. The students can practice with their partner in a good environment. Although many students feel compelled to take part in the activity.becausethey feel embarrassed or afraid to speak English. But, they support each other in speaking. By the good activities of the speaking program, the students are motivated to speak English in a good environment.

2. The Material of Speaking ProgramEntrepreneur Islamic Boarding School of Nurul Islam 2

The material of speaking program focuses on four aspects of speaking namely, pronunciation, vocabulary, fluency, and grammar. For example, in drilling vocabulary and sentence program the material is given some vocabulary and sentence about daily activities. Vocabulary is one of the language components of language skills. It plays a vital role in developing language skills, especially in speaking skills. The language will not exist without vocabulary, because vocabulary is one of the

[86]Jeremy Harmer,*An Introduction to the Practice of English Languge Teaching*. (England: Longman, 2003), 8.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

significant aspects of language formation. It means that vocabulary is a particular part of creating language.Thombury assumes that when we do not understand about grammar we can compose just a few sentences in a target language, but we do not have any vocabulary of a language we cannot compose any sentences at all.[87]

The material in accordance with the communication needs of the student. So, they are easier to communicate using English in daily communication. In addition, Brown & Yule states pronunciation becomes the major intention in teaching spoken language.[88] So, the intensive class also are given material to the student's correct grammar and pronunciation. Pronunciation plays an important role in the effectiveness of the speech.

In addition, for the material of speaking with native speakers in international gathering event are given the students fluency in speaking. for example, native speakers teach how to transfer or communicate multiple messages fluently. So the students can convey messages or ideas easily and make a listener interested in joining communication.Hughes states that fluency is essential in the speaking activities in order to obtain a good communication in speaking class. Fluency in speaking should

[87]Scott Thornbury, *How to Teach Speaking*. (London: Longman, 2005), 2.
[88]GillianBrown and GeorgeYule, *Teaching The Spoken Language* . (Cambridge: Cambridge University, 1983), 2.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

enable students to produce and express the target language speech that is effortless and rhythmical.[89]

Fluency in speaking has aspects that include, the conversation is smooth, fluency is often disrupted, speed and fluency often seem to be interrupted by language difficulties, speech falters, talks often stop and short.

In this case, the students need to practice a lot and attempt to use the language naturally.So, the material provided by the tutor is very basic not in accordance with the level of education pursued by students who are in Entrepreneur Islamic Boarding Schoolof Nurul Islam 2 MangliJember.Although students ability not at all can master English well.But, if the material provided is too basic, then students bored because the material provided have been studied at the previous level of education. It can be overcome by selecting materials needed by students that adapted to their abilities. For example, students are divided into small groups and make international gathering events a routine activity because these activities are very good for supporting students' ability to speak English with a native speaker directly.

3. The Procedure of Speaking Program at Entrepreneur Islamic Boarding School of Nurul Islam 2

Entrepreneur Islamic Boarding School of Nurul Islam 2 manages teaching and learning of speaking by conducting speaking program. The

[89]A. Hughes, *Testing For Language Teacher.* (Cambridge: Cambridge University, 1998), 111.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

organizer of ISD is a responsible institution that helps the students in learning speaking. Lindsay stated, One role of the teacher is that a facilitator who helps learners to communicate in English and motivates them to wok with the language.[90] Many activities are managed in order students learn and practice speaking easily and effectively.

There are seven principles for designing speaking techniques :[91]

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

There are kinds of speaking program. Those are daily speaking program and weekly speaking program.

a. Daily speaking program

Daily speaking program is some programs which the students practice and learn more about English in daily activity. It includes an English day and English announcement.

1) English Day

[90]Cora Lindsay and Paul Knight, *Learning and Teaching English: A Course of Teachers*. 19.
[91]H. DouglasBrown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, second edition.* 275.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

English day obligates the students to speak English in daily communication. When the students do infraction, they can get punishment. So, the students have to speak English in daily activity. There are many reasons why student speaks to each other. One primary use of language is to establish and maintain a social relationship. They say "hello" to friends when she meets them, exchange small talk about the weather, work, sport and family relationships.According to Watkins as part of this social use of language they also try to entertain each other by making jokes and telling anecdotes and stories. They may also share views and opinions on a variety of subjects. When theyspeak to friends there is no agenda of what we should cover.Those involved in the converstaion can introduce a variety of subjects.[92]

Based on the theory conducting by English day, the students can speak confidently in daily speaking. So, English day is the program which creates a good environment to support the students' speaking skill. Althought a few students are still ashamed to speak English. So they prefer to be silent or use sign language if they want to communicate with their friends. This becomes a problem that must be resolved by the management.

2) English announcement

[92]PeterWatkins, *Learning to Teach English* : *A Practical Introduction for NewTeachers*.(England : Viva Books Private Limited, 2007), 27.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

English announcement is a speaking program that is used to give information orally to the students and tutors at Entrepreneur Islamic Boarding School of Nurul Islam 2. English announcement is important information which must be understood orally by the students. English announcement uses this technique because intended to inform the listener. English announcement is a program which develops listening and speaking skill.

b. Weekly Language Program

Weekly speaking program means some programs which support the students practice speaking in a certain time. There are two programs that consisted of speech and drilling vocabulary.

1) Drilling Vocabulary

Drilling sentences is a program the students learn more about pronunciation and vocabulary of daily expression. It is conducted every Monday night for 30 minutes. The technique of teaching and learning is repetition drill. Larsen assumes that Students are asked to repeat the teacher's model as accurately and as quickly as possible. In repetition drill, the students are asked to repeat what a tutor says many times. The aim is the students are able to memorize correct pronunciation and improve the students' vocabulary.

2) Speech

Speech is a speaking activity in the public to explore the speakers' idea or describe something important which should be

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

discussed. According to Nadeem&Arshad said, Speech is the prime means of communications and the structure f the society itself would be substantially different if we had failed to develop communication through speech.[93]

Based on the theory speech program is conducted to foster students speaking skills. Speech program is a program which some students present English speech. The students can explore their speech ability by using English as good as possible.

The speech program conducted at Entrepreneur Islamic Boarding School of Nurul Islam 2 MangliJember must be further improved. Based on observations researchers found that this activity had not maximally made students confident in public speaking. Because many students only fulfill their obligations without seriously displaying their ability to speak English.

c. International gathering event

There is international gathering event that collaboration with Islamic Boarding School of Nurul Islam 1 Antirogo that has bringing native speakers to teach the student briefly. This activity is the conditional program that is conducted by organizers of ISD that collaboration with Islamic Boarding School of Nurul Islam 1 Antirogo. So, the time cannot be determined exactly because this program

[93]Nadeem Khan and Arshad Ali, "Improving the Speaking Ability in English: The Students' Perspective, *Elsevier*, 2 Januari,2010, 3578.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

follows the activities conducted at Islamic Boarding School Nurul Islam AntirogoJember.

4. Evaluation of Speaking Programat Entrepreneur Islamic Boarding School of Nurul Islam 2

The oral test is an evaluation in which a tutor assesses the students' speaking skills orally. The oral test is conducted every week. The technique of oral test is an interview. The interview is between a tutor and a student. A tutor usually asks some questions related to the material in a week which must be answered by a student.Thornbury stated In interview, these are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed.[94]

Individuals are called out one by one. Not surprisingly, students often underperform in interview-type conditions at Islamic Boarding School Entrepreneur Nurul Islam 2. In short, the tutors evaluate students' speaking skills by conducting an interview to check the students' memorization about the material.

[94]Scott Thornbury, *How to Teach Speaking*. (London: Longman, 2005), 125.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents conclusion and suggestion related to what has analyzed and discussed. It has correlated with the title, "A Study of Speaking Program Conducted at Institute of Scientific Development at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember".

A. Conclusion

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

1. The Purposes of Speaking Program at Entrepreneur Islamic Boarding School of Nurul Islam 2

   The researcher concluded there are three purposes of speaking program at Entrepreneur Islamic Boarding School of Nurul Islam 2 there are to train the students to speak by correct pronunciation and grammar, to build the students to speak confidently both in daily speaking and public speaking, and to create good English environment for learning and speaking the target language

2. The Materials of Speaking Program at Entrepreneur Islamic Boarding School of Nurul Islam 2

   The researcher concluded that the material of drilling vocabulary is guided by modules that have been published by Institute of Scientific

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Development (ISD) while the materials of the intensive class are adapted to intensive class subject matter conducted at campus. It uses a book published by UPB IAIN Jember. Both of them using modules as a learning references such as syllabus in formal education. In addition, the material of speaking with native speakers in international gathering event are given the students fluency in speaking. for example, native speakers teach how to transfer or communicate multiple messages fluently. So the students can convey messages or ideas easily and make a listener interested in joining communication.

3. The Procedures of Speaking Program at Entrepreneur Islamic Boarding School of Nurul Islam 2

There are kinds of speaking program which support teaching and learning speaking. There are daily speaking program, weekly speaking program, and international gathering. Daily speaking program is program which the students learn more and practice speaking in daily activity. There are two activities consisted of English day and English announcement. The second is weekly speaking program which the students can practice speaking in a certain day. There are two activities consisted of speech and drilling vocabulary. Both daily and weekly speaking program focuses on teaching and learning speaking. the third is international gathering which the students can practice and learning speaking with a native speaker directly in a certain time.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

4. The Evaluation of Speaking Program at Entrepreneur Islamic Boarding School of Nurul Islam 2

   The researcher concluded the evaluation of the speaking program at Entrepreneur Islamic Boarding School of Nurul Islam 2 is an oral test. The result of the oral test is taken on madding. So the students can know how their score is.

B. Suggestion

The researcher gives some suggestion according to the result of the study about speaking activities as follow:

1. For the chairman of Entrepreneur Islamic Boarding School of Nurul Islam 2

   They should maintain the programs and speaking activities that is applied right now. Those are good programs which can be applied to develop students' speaking skills. If it is possible, the Islamic boarding school may add more activities in order to get better result of students' speaking skill. In addition, this institute must be focus on both English theory and practice, so the result is good for students in English.

2. For tutors

   For English teachers, they should be creative to manage speaking activities of language program of speaking. Give students many interesting activities in order they are motivated to speak in good environment! So, the students can enjoy and practice speaking English well. Finally, the result of learning English will be very good and students' ability will be better.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

3. For the next researcher

The researcher expect to the next researchers to prepare well in conducting the research and to develop the knowledge about teaching and learning speaking. Finally it will give contribution for education.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

REFERENCES

Arikunto, Suharsimi. 1998. *Prosedur Penelitian Ilmiah: Suatu Pendekatan Praktek.* Jakarta: PT Rineka Cipta.

Ary, Donald and Lucy Chaser Jacobs dkk. 1985. *Introduction to Research in Education.* New York: CBS College Publishing.

Azzubaidi, Zainuddin Ahmad. 1986. *Terjemah Hadist Shahih Bukhori dari Kitab At Tajrid Ash Sharih.* Semarang: C.V Toha Putra.

Barnabas Baren, 2013.*"Tes Keterampilan Berbicara",* Bandung: SPs UPI: 7-12.

Brown, Gillian. and George Yule. 1983. *Teaching The Spoken Language* .Cambridge: Cambridge University.

Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, second edition.* New York: Pearson Education Company.

Bungin, Burhan. 2007. *Analisis Data Penelitian Kualitatif.* Jakarta: PT Raja Grafindo Persada.

C. Bogdan, Robert &Biklen Sari Knopp. 1998. *Qualitative Research For Education, An introduction to Theory and Methods (Third Edition).* USA: Allyn and Bacon.

Chaney, A.L. 1998. *Teaching Oral Communication,* Boston: Allyn and Bacon.

Djiwandano, Soenardi.1996. *Test Bahasa dalamPengajaran*. Bandung: ITB.

Fatmawati, Erma. 2015. *Profil Islamic boarding school Mahasiswa*. Yogyakarta: PT. LkiS Cemerlang.

Gay, LR. 1992. *Education Research Companies for Analysis and Application*. New York: Mac Publishing Company.

Hadi, Sutrisno. 1993. *Methodology Research Jilid I.* Yogyakarta: Andi Yogyakarta.

Harmer, Jeremy. 2003. *An Introduction to the Practice of English Languge Teaching*. England: Longman.

Haycarf,J. 1987. *An Introduction to English Language Teaching.*London: Longman Group Ltd.

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Hornby, A.S. 1987. *Oxford Advance Learner's Dictionary*.Oxford: Oxford University.

Huberman, AM. and M.B. Miles. 1992. *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru.* Penerjemah, Tjetjep Rohendi Rohidi. Jakarta: UI Press.

Hughes, A. 1998.*Testing For Language Teacher.* Cambridge: Cambridge University.

Khan, Nadeem and Arshad Ali.2010. Improving the Speaking Ability in English: The Students' Perspective, *Elsevier.*

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

Marianne, Celce-Muria. 2000. *Discourse and Context in Language Teaching*. New York: Cambridge University Press.

Moleong, J. Lexi. 2003. *Methodology Penelitian Kualitatif*. Bandung: PT Rosda Karya.

Nunan, David. 2003. *Practical English Language Teaching*, first edition. New York: McGraw Hill.

Phopam, W.Jemes. 1974. *Evaluation and Education.* Los Angeles: University of California.

Radford, A.1982.*Transformation Grammar.* Cambridge: Cambridge University.

Ricard,C. Jack. 1992. *Longman Dictionary of Language Teaching and Applied Linguistic*.England: Longman Group UK Limited.

Ricards, Jack C. and Theodore S. Rodgers. *Approaches and Methodes in Language Teaching*. New York: Cambridge University, 2001.

Sari, Rina. *Pembelajaran Bahasa Inggris Pendekatan Qur'ani.* Malang: UIN Malang Press, 2007.

Shihab, M. Quraisy. 2003. *Tafsir Al-Misbah Pesan, Kesan, dan Keserasian Al-Quran.* Jakarta: Lentera Hati.

Solahudin , M. 2018. *Speaking Addict.*Yogyakarta: PT. HutaParhapuran.

Sugiono, 2017.*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Jakarta: Alfabeta.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Suryabrata, Sumardi. 2009. *Metodologi Penelitian.* Jakarta: PT GrafindoPersada.

Susanto. 2007. *Sosio Linguistics*. Tulungagung: Department of Education State Islamic College (STAIN) of Tulungagung.

Thornbury, Scott. 2005. *How to Teach Speaking*. London: Longman.

Ur, Penny. 1999. *A Course in Language Teaching, Practice and Theory.*Cambridge: Cambridge University Press.

Watkins. Peter. 2007. *Learning to Teach English* :*A Practical Introduction for New Teachers*. England : Viva Books Private Limited.

Peraturan Pemerintah Republik Indonesia, *Penjelasan Atas peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 tentang Atas Perubahan Peraturan Pemerintah Nomor 19 Tahun 2005 TentangStandarNasionalPendidikanPasal 771 Ayat (1) Huruf c point 3,* 7.

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B.2137/In.20/3.a/PP.00.9/02/2019 27 Februari 2019
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Izin Penelitian**

Yth. Pengurus Institute of Scientific Development (ISD)
PPME. Nurul Islam 2 Mangli Jember

Assalamualaikum Wr. Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Putri Nura Wati
NIM	:	T20156038
Semester	:	VIII (Delapan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian mengenai The Implementation Of Language Program To Improve Speaking Skill (Case Study Of Institute Of Scientific Development In Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember) Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Pengurus Devisi Bahasa Inggris ISD
2. Tutor Bahasa Inggris
3. Santri PPME Nurul Islam 2

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

KEMENTERIAN AGAMA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN JEMBER REPUBLIK INDONESIA

Khoirul Faizin

PONDOK PESANTREN MAHASISWA ENTREPRENEUR
NURUL ISLAM 2
Jl. Jum'at No. 68 Mangli - Kaliwates - Jember, ,KodePos 68136. Email: pme.nuris.2@gmail.com Blog: www.pme-nuris-2.blogspot.com

SURAT KETERANGAN

Nomor : 124/PPPME_Nuris2_Jember/IV/2019
Tentang : Penelitian

Yang bertanda tangan dibawah ini, pengasuh Pondok Pesantren Mahasiawa Entrepreneur Nurul Islam 2 Mangli-Jember menerangkan dengan sebenarnya bahwa:

Nama : Putri Nura Wati
NIM : T20156038
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

Telah selesai melaksanakan penelitian di Pondok Pesantren Entrepreneur Nurul Islam 2 mulai Maret sampai dengan April 2019 untuk memperoleh data guna untuk penyusunan skripsi dengan judul "*A Study Of Speaking Program Conducted At Institute Of Scientific Development (ISD) At Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember*".

Demikian surat ini kami buat untuk dapat digunakan sebagai mana mestinya.

Jember, 27 April 2019
Ketua Yayasan Ash-Shomadiyah

Dedi Cahyono, S.Pd

DECLARATION OF AUTHORSHIP

The undersigned bellow:

Name : Putri Nura Wati

Place, date of birth : Banyuwangi, 28th August 1996

Address : Bengkak Wongsorejo Banyuwangi

Department : Department of Education (Tarbiyah)

Program : English Education Program

States that thesis entitled "A Study of Speaking Program Conducted at Institute of Scientific Development (ISD) At Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember" is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do to the fact; I'm the only person responsible for the thesis if there is any objection or claim from other.

Jember, May 27th 2019

Writer

Putri Nura Wati

NIM. T20156038

RESEARCH OF MATRIX

Tittle	Variable	Indicator	Source of Data	Research Method	Reasearch Questions
A Study of Speaking Program Conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember	Speaking Program	1. Purpose of Speaking Program 2. Material of Speaking Program 3. Procedure of Speaking Program 4. Evaluation of Speaking Program	1. Informant a. Organizers of ISD b. Facilitators c. Students of PPME Nurul Islam 2	1. Approach and kinds of research a. Qualitative b. Descriptive 2. Data collection method a. Observation b. Interview c. Documentation 3. Data analysis technique : Descriptive Qualitative 4. Validation of data : triangulation of technique and triangulation sources	1. What is the Purposes of Speaking Program Conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember ? 2. What is the Material of Speaking Program Conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember ? 3. How is the Procedures of Speaking Program

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

					Conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember ? 4. How is the Evaluation of Speaking Program Conducted at Institute of Scientific Development (ISD) at Pondok Pesantren Mahasiswa Entrepreneur Nurul Islam 2 Mangli Jember ?

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Appendix 1

Interview with coordinator and tutor of speaking program at Entrepreneur Islamic Boarding School of Nurul Islam 2 Mangli Jember.

Time :Wednesday, March 28th 2019

Informant : Ms. Marwina Prastiwi as coordinator of Institute of Scientific Development (ISD)

Researcher : What are the purposes of speaking program ?

Ms. Wina : The initial goal for habituation to speaking English correctly and to eliminate shame and to train student has a foreign language skills.

Researcher : Confidence ?

Ms. Wina : Yes sis, if the grammar is correct, then they are confident and accustomed.

Researcher : What are activities that include of speaking program here?

Ms. Wina : Speaking programs are divided into two activities, those are daily program and weekly program.

Researcher : What are the daily programs?

Ms. Wina : For the daily program those are two activities, namely English day and English ennouncement.

Researcher : What are the weekly programs?

Ms. Wina : For the weekly program those are three activities, namely speech, Intensive class, dan drilling vocabulary.

Researcher : Besides of that, any others ?

Ms. Wina : In a certain time, Entrepreneur Islamic boarding school also conducted the international gathering that collaboration with Islamic Boarding School of Nurul Islam 1 Antirogo that has bringing native speakers to teach the student briefly.

Researcher : What does they do for daily activities??

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Ms. Wina : Daily activities are activities that are always conducted by student. For example English Announcement. This activity familiarizes for student to provide information using English or Arabic.

Researcher : What are the materials?

Ms. Wina : The learning model in the cottage is non-formal learning, sis. So the material provided is in accordance with the students needs. This is based on existing modules. For example in the activity of drilling vocabulary tutors, there are several vocab used by student for daily needs.

Researcher : How about speech program ?

Ms. Wina : For this speech activity is actually almost the same as the usual speech. But, the speech activities here have characteristics in three languages, namely Indonesian, English, and Arabic. So, every week student will carry out speeches according to the schedule that has been made by the organizers with three language provisions. It aims to familiarize santri with confidence in public speaking.

Researcher : How about evaluations?

Ms. Wina : For evaluation here use an oral test every week. So this oral test will make the students embarrassed if they get a bad score because the value will be posted on the madding. So that students will study harder to get good grades.

Time : Friday, April 5th 2019

Informant : Ms. Usmawati as tutor and English organizer of ISD

Researcher : How is speaking learning here?

Ms. Usma : Students must use English and Arabic, if found using Indonesian or Java, they will be punished.

Researcher : What are the purposes of speaking program here?

Ms. Usma : To familiarize students to communicate using English and to create a good environment for learning of speaking. Because the

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

language must be practiced so we are here trying to create an environment that supports learning of speaking.

Researcher : What are the programs?

Ms. Usma : There are two kinds of programs. Those are daily activities and weekly activities.

Researcher : What is the daily activities?

Ms. Usma : Daily activities are divided into two activities. Those are English day and English announcement.

Researcher : How about English day?

Ms. Usma : This activity requires students to use English in communicating everyday. Starting from Monday-Friday except holidays. starting at 07.00-18.00 WIB. With the provisions of the language area limit, which is the entire cottage area except the bedroom area.

Researcher : What is the weekly activities?

Ms. Usma : Those are three kinds of weekly programs, there are drilling vocabulary, speech, and intensive class.

Researcher : How about drilling vocabulary?

Ms. Usma : This is the activity of giving vocabulary for students to add their vocabulary and make it easier for them to communicate using English. Because the vocabulary that they memorize is the vocabulary that use every day.

Researcher : How about evaluations?

Ms. Usma : Evaluation activities are carried out every week. That is in the form of an oral test. So, students are called to each room for an interview to find out their understanding of the material given within a week.

Researcher : What is the form of punishment for students who do not take part in the activity ?

Ms. Usma : For English day activities, there are provisions that have been mutually agreed upon at the beginning of management with the provision of how many violations were committed. For other

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

activities there is usually its own policy from the management. Be it knowledge or energy.

Time **:Wednesday, April 17th 2019**

Informant **: Ms. Lumkhatul Hidayah as a tutor and English organizer of ISD**

Researcher : Are there 5 speaking programs here?

Ms. Dayah : Yes, for daily activities there are two activities namely English day and English announcement while for weekly activities there are three activities, namely speech, drilling vocabulary, and intensive class.

Researcher : What are the purposes of this programs ?

Ms. Dayah : In addition to the habituation of students to be fluent in speaking English, this activity also aims to create students' confidence in speaking. Because not all student speak English fluently, especially they are made up of various departments that are not focused in the world of language, so they feel more or less ashamed or not confident in speaking using English as the language of communication every day.

Researcher : What are the activities ?

Ms. Dayah : There are two activities. Those are daily program and weekly program.

Researcher : What is the daily program?

Ms. Dayah : Daily program is the activities applied in every day. There are two activities such as English day dan English announcement.

Researcher : What is English day?

Ms. Dayah : Students are required to use English as a communication language every day. This activity starts from 07.00-18.00 WIB. With provisions for those who violate, they will get punishment from the management.

Researcher : How to control the violating of student ?

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Ms. Dayah : Student and administrators become supervisors for others. If there are student who violated, they will be included in a violation book, which in this case will be dealt with or given a punishment usually during the activity of drilling vocabulary.

Researcher : What are the weekly activities?

Ms. Dayah : There are three activities. Those are drilling vobulary, speech, and intensive class.

Researcher : What is drilling vocabulary ?

Ms. Dayah : Drilling vocabulary is giving vocabulary to students to make it easier for them to communicate using English. because the vocabulary given is the daily vocabulary. This activity is divided into two groups, namely the English and Arabic language divisions. For English itself, every week the santri is given 5 vocab and 5 sentences to memorize. This activity is carried out every Monday night and memorized deposit limits until Wednesday at 17.00. Exceeding the deadline for eating santri will get punishment from the management.

Researcher : What about the material references ?

Ms. Dayah : The material provided was in accordance with the module which was administered by the board according to the needs of the santri and the purpose of the implementation of the speaking program.

Researcher : Are there evaluation activities for student?

Ms. Dayah : There are evaluation activities are held on Friday night at 19.30-21.30. This evaluation is in the form of an oral test where students in their respective rooms will be interviewed about the material given in a week. So that the tutor can assess the ability of santri every week.

Appendix 2

Interview for Students at Entrepreneur Islamic Boarding School of Nurul Islam 2 Mangli Jember.

Subject's name: Tri Yuni Shofratul Khoiroh

Researcher : What are the language activities of this boarding house?

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Triyuni : There are daily language program and weekly language program

Researcher : What are the weekly programs ?

Triyuni : There are three speaking programs. Those are speech, drilling vocabulary and intensive class

Researcher : Which one of speaking program do you like?

Triyuni : drilling vocabulary

Researcher : Why do you like it ?

Triyuni : Because this activity provides material in the form of vocabulary words that we need for everyday communication. Tutors provide easy and easy to memorize material.

Researcher : How do you think the language program is here? fun or not ?

Triyuni : It's nice to be able to speak English, first it's still confused for a long time, you can own it because the programs are good.

Researcher : Can you understand about the announcement ?

Triyuni : Yes, because I am used do it, I am still confused

Researcher : What do you think about the program here?

Triyuni : Sometimes it's boring because the program is fixed.

Researcher : How do you adapt in this cottage environment to be able to speak English ?

Triyuni : I have practice every day.

Researcher : What are your difficulties for speaking?

Triyuni : Grammar and how to eliminate fear when talking..

Subject's name: Shofia Wildan

Researcher : What are the speaking program ?

Shofia : The activities of this Islamic boarding school are every Monday night there is a drilling vocabulary, there is speech on Saturday evenings every evening and Wednesday is intensive class. The daily activities are English day and English announcements.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Researcher	: What the program do you like?
Shofia	: Speech is held every Sunday night.
Researcher	: What are the activities every morning??
Shofia	: Every day from 7:00 to 18:00 we are required to speak in foreign languages, both Arabic or English.
Researcher	: What is your difficulty when you take this program?
Shofia	: Sometimes I'm confused about what to say, because I don't know the vocabulary..
Researcher	: What are the weekly language program ?
Shofia	: Those are speech, drilling vocabulary, intensive class and oral test.
Researcher	: Which one do you like ?
Shofia	: Speech
Researcher	: Why?
Shofia	: Because of this activity I was able to develop my talent
Researcher	: What do you think about language activities here?
Shofia	: The activities here are quite good, although sometimes I forget to speak in a foreign language.
Researcher	: How do you adapt to the activities in this Islamic boarding school?
Alfina	:By following the rules made by tutors or administrators.

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Appendix 3

PICTURES OF ACTIVITIES OF SPEAKING PROGRAM AT ISLAMIC BOARDING SCHOOL ENTREPRENEUR NURUL ISLAM 2 MANGLI

Interviews with Coordinator of ISD

Interviews with ISD members

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Drilling Vocabulary

Drilling Vocabulary with game

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Mc performance in speech activity

Speech activity

Speech activity

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

Intensive Class

Intensive Class

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

English Announcement

Oral Test

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

International Gathering

International Gathering

IAIN JEMBER
digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA
KABUPATEN JEMBER

PIAGAM IZIN OPERASIONAL PONDOK PESANTREN

NOMOR : 466 Kk.13.32.3/5/2019

Izin Operasional Pondok Pesantren diberikan kepada :

PONDOK PESANTREN MAHASISWA ENTREPRENEUR NURIS 2

Yang berkedudukan di :

Alamat : Jl. Jumat No. 68

Kelurahan / Desa : Mangli
Kecamatan : Mangli
Kabupaten : Jember
Provinsi : Jawa Timur

Berdasarkan keputusan Kepala Kantor Kementerian Agama Kabupaten Jember
Nomor :

Nomor Statistik Pondok Pesantren (NSPP)

5	1	0	0	3	5	0	9	0	6	6	9

Izin Operasional Pondok Pesantren berlaku sampai : 21 Mei 2024

Jember 21 Mei 2019

Kepala

H. BUSTHAMI, SH, M.HI

KEPUTUSAN KEPALA KANTOR KEMENTERIAN AGAMA
KABUPATEN JEMBER

NOMOR 577 TAHUN 2019

TENTANG
PENETAPAN IZIN OPERASIONAL PONDOK PESANTREN
PONDOK PESANTREN MAHASISWA ENTREPRENEUR NURIS 2

DENGAN RAHMAT TUHAN YANG MAHA ESA
KEPALA KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER,

Menimbang : a. Bahwa berdasarkan rekomendasi hasil verifikasi dan validasi atas permohonan izin operasional pondok pesantren, lembaga pendidikan keagamaan islam PONDOK PESANTREN MAHASISWA ENTREPRENEUR NURIS 2 dinyatakan telah memenuhi persyaratan untuk diberikan izin operasional pondok pesantren;

b. bahwa berdasarkan pertimbangan sebagaimana dimaksud pada huruf a, perlu menetapkan Keputusan Kepala Kantor Kementerian Agama Kabupaten Jember tentang Izin Operasional Pondok Pesantren PONDOK PESANTREN MAHASISWA ENTREPRENEUR NURIS 2.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);

2. Undang-Undang Nomot 30 Tahun 2014 tentang Administrasi Pemerintahan (Lembaran Negera Republik Indonesia Tahun 2014 Nomor 292, Tambahan Lembaran Negera Republik Indonesia Nomer 5601);

3. Peraturan Pemerintah Nomor 55 Tahun 2007 tentang Pendidikan Agama dan Pendidikan Keagamaan 43 (Lembaran Negara Republik Indonesia Tahun 2007 Nomor 124, Tambahan Lembaran Negara Republik Indonesia Nomor 4769);

4. Peraturan Presiden Nomer 7 Tahun 2015 tentang Organisasi Kementerian Negera (Lembaran Negera Republik Indonesia Tahun 2015 Nomer 8);

5. Peraturan Presiden Nomer 83 Tahun 2015 tetang Kementerian Agama (Lembaran Negera Republik Indonesia Tahun 2015 Nomer

Organisasi dan Tata Kerja Instansi Vertikal Kementerian Agama (Berita Negara Republik Indonesia Tahun 2012 Nomor 851);

7. Peraturan Menteri Agama Nomor 13 Tahun 2014 tentang Pendidikan Keagamaan Islam (Berita Negara Republik 44 Indonesia Tahun 2014 Nomor 822);

8. Peraturan Menteri Agama Nomor 18 Tahun 2014 tentang Satuan Pendidikan Muadalah pada Pondok Pesantren (Berita Negara Republik Indonesia Tahun 2014 Nomor 972);

9. Peraturan Menteri Agama Nomer 71 Tahun 2015 tetang Ma'had Aly (Berita Negera Republik Indonesia Tahun 2015 Nomer 1761);

10. Peraturan Menteri Agama Nomor 42 Tahun 2016 tentang Organisasi dan Tata Kerja Kementerian Agama (Berita Negara Republik Indonesia Tahun 2016 Nomor 1495);

MEMUTUSKAN:

Menetapkan : Keputusan Kantor Kementerian Agama Kabupaten Jember tentang Izin Operasional Pondok Pesantren PONDOK PESANTREN MAHASISWA ENTREPRENEUR NURIS 2

KESATU : Menetapkan Izin Pondok Pesantren kepada lembaga pendidikan keagamaan islam PONDOK PESANTREN MAHASISWA ENTREPRENEUR NURIS 2

KEDUA : Lembaga pendidikan kegamaan islam sebagaimana dimaksud dalam Diktum KESATU wajib menjujung tinggi dan mengembangkan nilai nilai Islam rahmatan lil'alamin dengan menjujung tinggi nilai nilai Pancasila, Undang Undang Dasar 1945, Negara Kesatuan Republik Indonesia, Bhineka Tunggal Ika, keadilan, toleransi, kemanusiaan, keihklasan, kebersamaan, dan nilai nilai luhur lainnya.

KETIGA : Lembaga pendidikan kegamaan islam sebagaimana dimaksud dalam Diktum KESATU diberikan Piagam Izin Operasional Pondok Pesantren, serta berhak menyelenggarakan pondok pesantren dan mendapatkan fasilitasi, pembinaan, dan perlakuan sesuai peraturan perundanga-undangan.

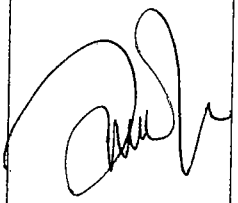
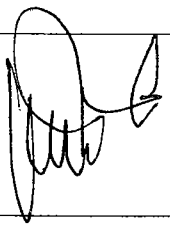
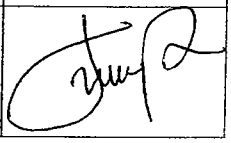
KEEMPAT : Izin operasional pondok pesantren sebagaimana dimaksud dalam Diktum KESATU berlaku selama 5 (lima) tahun terhitung sejak tanggal penetapan keputusan ini dan dapat di perpanjang sesuai ketentuan yang berlaku

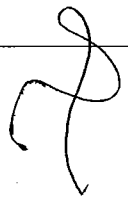
KELIMA : Izin operasional pondok pesantren sebagaimana dimaksud dalam Diktum KESATU dapat dicabut dan dinyatakan tidak berlaku apabila

a. Setelah habis masa berlaku sebagaimana dimaksud dalam Diktum KEMPAT, tidak dilakukan perpanjangan izin operasional pondok

Appendix 4

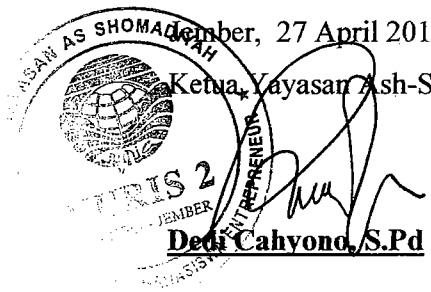
SCHEDULE OF OBSERVATION

NO	Day / Date	Activity	Note / Informant	TTD
1.	Wednesday, March 13rd 2019	Giving Permission Letter	Miss Anggi	
2.	Saturday, March 16th 2019	Observation PPME Nurul Islam 2	Mr. Edi Purwanto	
3.	Wednesday, March 28th 2019	Interview and observation with Co. ISD about speaking program	Miss Marwina Prastiwi	
4.	Monday, April 1st 2019	Observation (Drilling Vocabulary)	Tutor and students	
5.	Friday, April 5th 2019	Interview and observation about speaking program	Miss Usmawati	
6.	Tuesday, April 9th 2019	Interview with students	Triyuni Shofrotul Khoiro	

7.	Thursday, April 11th 2019	Observation (English Day and English Announcement)	The students of PPME Nurul Islam 2	
8.	April 14th 2019	Observation (Speech)	Tutor and student	
9.	Wednesday, April 17th 2019	Interview and observation about speaking program	Lumkhatul Hidayah	
10.	Friday, April 19th 2019	Observation (Oral Test) and Interview with students	Shofia Wildan	
11.	Monday, April 22nd 2019	Observation and interview (Intensive Class)	Tutor and Student	
12	Wednesday, April 24th 2019	Asking letter of research from PPME Nurul Islam 2	Miss Anggi	
13	Sunday, April 28th 2019	Receiving letter and Finishing research	Miss Anggi and Mr. Edi	

Jember, 27 April 2019

Ketua Yayasan Ash-Shomadiyah



Dedi Cahyono, S.Pd

CURRICULUM VITAE

Name : Putri Nura Wati

NIM : T20156038

Place, Date of Birth : Banyuwangi, August, 28th 1996

Address : Bengkak Wongsorejo Banyuwangi

Department : Department of Education (Tarbiyah)

Program : English Education Program

Educational Background

Formal Education :

Graduated in 2009	MI Miftahul Ulum Wongsorejo
Graduated in 2012	MTs Miftahul Ulum Wongsorejo
Graduated in 2015	MA Miftahul Ulum Wongsorejo

Informal Education:

Graduated in 2015 Pon.Pes Miftahul Ulum Wongsorejo

IAIN JEMBER

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id