

**THE IMPLEMENTATION OF
BULUGADING ENGLISH EDUCATION CENTER PROGRAM
IN SPEAKING SKILL AT SENIOR HIGH SCHOOL
BUSTANUL ULUM BULUGADING JEMBER**

THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
OKTOBER 2019**

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THESIS

Presented to State Institute of Islamic Studies of Jember
As One of The Requirements to Obtain The Degree of Bachelor in Education (S, Pd)
The Faculty of Tarbiyah and Teacher Training
English Education Department



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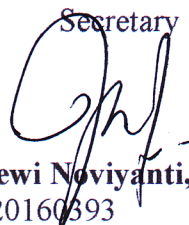
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MOTTO

الرَّحْمَنُ ۱ عَلَّمَ الْقُرْآنَ ۲ خَلَقَ الْإِنْسَانَ ۳ عَلَّمَهُ الْبَيَانَ ۴

*GOD Almighty, Who has taught Al- Qur'an, He (Allah) created a man, and taught him, to be good at Speaking (QS. Ar-Rahman: 1-4)**



* Mushaf Aisyah, *Al-Qur'an Dan Terjemah Untuk Wanita* (Bandung: Jabal, 2010).

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Samsul Manah, Sumiyati, Miskari and Turyati who always pray for me, give support and spirit to me in gaining success.
2. My beloved young brother, Ali Wafa who always give me support and spirit.
3. My beloved brother, M. Hasib Abdullah, S. Sos, thank you for your support, spirit and your presence that help me so much in finishing this thesis.
4. My beloved almamater, State Institute of Islamic Studies of Jember (IAIN Jember)
5. My beloved friends of English Department 2 (Sunshine class) who always help me and give support each other.
6. My beloved friends in Boarding House who always help each other and fight together.
7. My beloved senior from MA Bustanul Ulum Bulugading, thank you for the support, spirit, and all of the books you lent to me in completing the references of my thesis.
8. The students of Senior High School Bustanul Ulum Bulugading that helped me so much.

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All praises be to Allah, Lord of the world, The Most Graciful, and The Most Merciful, who blesses the writer and gives guidance until finishing this thesis with the title “The Implementation of Bulugading English Education Center Program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember”. Peace may always be granted Prophet Muhammad SAW, his families and companion who become the best figure of human life.

In agreement and finishing this thesis, the writer got guidance and helps from many people. Therefore, the writer would like to express the appreciation and sincere thanks to the following people:

1. The Rector of State Institute of Islamic Studies of Jember, Prof. Dr. H. Babun Suharto, SE., MM.
2. The Dean of the Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies of Jember, Dr. Hj. Mukni’ah, M.Pd.I.
3. The Chairperson of the English Department of the Faculty Tarbiyah and Teacher Training, State Institute of Islamic Studies of Jember, As’ari, M.Pd.I.
4. My Advisor, Dewi Nurul Qomariyah, S. S., M. Pd, who gave me permission, guidance, advice, suggestions, and careful correction to the writer from the beginning until finishing this thesis.
5. All lecturers of English Education Department, faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies of Jember.

6. All of the examiners had given directions and suggestions in reparation this thesis.
7. The Head of Library, State Institute of Islamic Studies of Jember.
8. The Headmaster of Senior High School Bustanul Ulum Bulugading, who gave me permission to conduct the research.
9. The Tutor of Bulugading English Education Center (BEEC), Solihin, S, Pd, who helped me to conduct the research in collecting the data.

I believe that this thesis still might some weaknesses. Therefore it is expected to the readers to give the criticism, comment, and suggestions that can make this thesis to be better. And hopefully this thesis can be useful for the readers.

Jember, 5 September 2019

The Writer

IAIN JEMBER

ABSTRACT

Siti Sofiyah, 2019: *The Implementation of Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember.*

Speaking skill is one of important skills to be practiced. There are some students like English, want to be good at English, and want to be speak English well, but at school, the motivation for learning English is low. In addition, there are some students, who did not interest to learn English because they just studied at school, and it was only twice a week, so their knowledge about English was so limited.

The research questions of this thesis are: 1. what activities are created by the teacher at BEEC program in speaking skill? 2. What materials are used by the teacher at BEEC program in speaking skill? 3. What strategies are used by the teacher at BEEC program in speaking skill? 4. What media are used by the teacher at BEEC program in speaking skill? 5. What are the supporting and obstacle aspects of BEEC program in speaking skill?

The research objectives of this thesis are: 1. to describe the activities are created by the teacher at BEEC program in speaking skill. 2. To describe the materials are used by the teacher at BEEC program in speaking skill. 3. To describe the strategies are used by the teacher at BEEC program in speaking skill. 4. To describe the media are used by the teacher at BEEC program in speaking skill. 5. To describe the supporting and obstacle aspects of BEEC program in speaking skill.

The research method that was used in this thesis is descriptive qualitative method; Kinds of research is field research. Research subject was determined by using purposive technique. The data collection used observation, interview, and document review technique. Data analysis used miles and huberman model. Data validity used source and technique triangulation.

The results of this research are: 1. the activities are created by the teacher at BEEC program in speaking skill are English class, guidance class, BELC (Bulugading English Local Competition), and study tour to Bromo Mountain. 2. The materials are used by the teacher at BEEC program in speaking skill are conversation, sing a song, speech, story telling, and news anchor. 3. The strategies are used by the teacher at BEEC program in speaking skill are discussion, lecturing method, debate, and performance method. 4. The media are used by the teacher at BEEC program in speaking skill are English book, laptop, and music box. 5. The supporting and obstacle aspects of BEEC program in speaking skill at Senior High School Bustanul Ulum Bulugading, the supporting aspects include high motivation, high self-confidence, and good intelligence. While the obstacle aspects include lack of vocabulary, lack of grammar, lack of pronunciation, lack of confident, fear of making mistakes, and prefer to use mother tongue.

Key Words: Bulugading English Education Center (BEEC) program, Speaking Skill.

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CHAPTER I

INTRODUCTION

A. Background of Study

Based on laws of Islamic Boarding School, section 26 paragraph 1, it is stated that Islamic Boarding School implement education with the goal to instill faith and piety to Allah Almighty, noble, moral, as well as the tradition of Boarding Schools to develop the student's ability, knowledge, and skills to be an Islamic Intellectual (Mutafaqqih Fiddin) and or to be a Muslim who has skill or expertise to build an Islamic life in society.¹

Based on laws of Islamic Boarding School, section 26 paragraphs 1 above, it is stated that developing the students' skill is the tradition of every Islamic Boarding School in organizing education. And the title of this research is a proof that Islamic Boarding School Bustanul Ulum Bulugading also develop the student's skill, the one is that English speaking skill through English program that established by the one of English teachers in Senior High School Bustanul Ulum Bulugading namely Bulugading English Education Center (BEEC).

As we know that language cannot be dissociated from human daily activities. It plays an important role of human life. Most of human use language as a tool of communication. The ability of human beings in using language is to communicate and to interact with other people.

¹ Sekretariat Negara RI, Peraturan Pemerintah Republik Indonesia Nomor 55 Tahun 2007 Tentang Pendidikan Agama Dan Pendidikan Keagamaan.

According to Wardhaugh, Language is what the members of a particular society speak. However, as we will see, speech in almost any society can take many very different forms, and just what forms we should choose to discuss when we attempt to describe the language of a society may prove to be a contentious matter.² From the definitions presented above it can be concluded that language is quite significant for people as means of their communication.

People use language to explicate their feeling, their messages, their mind, their wishes, and their ideas. Language is a means of communication that is used by people to share the ideas, the feeling, and the information with others.

As we know, there are many languages in this world. According to Harmer, “English is a language which is used for International communication. As language for International communication, English is spoken by many people in the world as the second language, the third language or as an foreign language”.³

Study English language is useful for all of people, especially for teenagers. because it plays a very important role in almost all fields of life such as: communication, education, science, technology and so on. But, there are some of people have assumption that studying English is difficult. It is because they lack of knowledge in English. Learning English is very

² Ronald Wardhaugh, *an Introduction to Linguistic* (United Kingdom: Blackwell Publishing, 2006), 1.

³ Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 2001), 13.

important because English is language that used for international communication by communities in the world. Many countries use English as their second language, and also Broughton claimed that “there are countries that consider English is a foreign language such as Spain, Brazil and Japan, because the citizen in the countries does not need English or any other foreign language in their daily life”.⁴

In learning English, the students of junior and senior high schools need to learn the four major skills in communicating through language are often broadly defined as listening, speaking, reading and writing. In many situations where English is taught for general purposes, these skills should be carefully integrated and use to perform as many genuinely.⁵ The students should also learn the three language English components, namely vocabulary, pronunciation, and grammar.

According to Harmer, “English as a second or third language and used for International communication”.⁶ So that’s why people want to improve their English, especially English Speaking. Because with good speaking can make the people communicate each other easily.

According to Brown, “Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production

⁴ Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as Foreign Language* (New York: Routledge, 2003), 6.

⁵ Heaton, *Writing English Language Tests* (New York: Longman Group UK Limited, 1975), 8.

⁶ Harmer, *The Practice of English Language Teaching*, 13.

test”.⁷ Meanwhile, Luoma stated that “Speaking skills are important part of the curriculum in language teaching, and this makes them an important object of assessment as well”.⁸

According to the researcher, speaking is an activity in expressing information, opinion, messages, an idea, and also knowledge to other people. And speaking is important to be learned because usually people know someone’s ability from their speaking. A fluency in speaking will help people understand our speech. Allah said in Holy Quran in Surah Taha verse 25-28.

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةَ مِنِّ
لِسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

(Moses As) said: “My Lord, expand for me my chest, and make my business easy for me, and remove the stiffness from my tongue, so they can understand my speech.

Speaking is so important because Speaking as interaction, and speaking as a social and situation based activity. All these perspectives see speaking as an integral part of people’s daily lives. Together, they help assessment developers form a clear understanding of what it means to be able to speak a language and then transfer this understanding to the design of tasks and rating criteria.¹⁰ Brown and Yule stated that “speaking is an interactive of constructing meaning that involves producing, receiving and processing

⁷ Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Longman, 2004), 140.

⁸ Sari Luoma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), 1.

⁹ Mushaf Aisyah, *Al-Qur’an Dan Terjemah Untuk Wanita* (Bandung: Jabal, 2010).

¹⁰ Luoma, *Assessing Speaking*, 9.

information”.¹¹ It means that speaking is the most important skill for the students to make an interaction and make a good relationship and also to get some information in the learning process.

The correlation between speaking skill and other skills such as reading, writing and listening is that all of skills have a dependence on one another. For example, the correlation between speaking and writing in test, the teacher can determine the student's score is not only from speaking test but also from writing test because the student's ability are different, some students are weak in speaking test but excelled in writing test and some students excelled in speaking test but they are weak in writing test. Both of them have to balance, so that's why speaking and writing have a relationship. Furthermore, the correlation between speaking and reading skills, Nunan stated that “speaking is the productive oral skill and it consists of producing systematic verbal utterance to convey meaning. There are at least two components which influence speaking skills, namely reading and pronunciation. Reading is very important in increasing speaking skills”.¹² So that's why there is a correlation between speaking and reading skills, because reading skill is one of component that can affect speaking skill. It's not only about correlation between speaking skill, reading skill and writing skill but also about the relationship between speaking and listening skill, the interaction with other people who speak English well will help the learning process of the listening ability, because in the interaction we should use the speaking ability to talk

¹¹ Gillian Brown & George Yule, *Teaching the Spoken Language* (Cambridge: Cambridge University Press, 1983), 29.

¹² David Nunan, *Practical English Language Teaching* (Boston: McGraw Hill, 2005), 46.

and to interact with the people and also use the listening ability to listen what the people speak, so both of the skills are influenced each other and have a relationship one each others.¹³

According to the information from one of students at Senior High School Bustanul Ulum Bulugading, there were some students like English, want to be good at English, and want to be speak English well but at school, the motivation for learning English was very low. In addition, there are some students who did not interest to learn English because the students just studied English at school, and it was only twice a week, so their knowledge about English was so limited.

Based on the problem, English teacher was established an English program namely Bulugading English Education Center (BEEC) program. Its goal is to facilitate the students in learning English. It was proof that an English program can change the condition of the students. The reason why I chose this title as my research is because, Bulugading English Education Center (BEEC) program has been established for long enough and there was nobody did research about the program. So I am personally interested in doing a research there.

From the explanation above, the writer wants to do a research entitled “the Implementation of Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember.

¹³ Cicilia Cahyono, “The Correlation between Interpersonal listening and Interpersonal Speaking in English Department of Satya Wacana Christian University”, (Thesis, Satya Wacana Christian University, Salatiga, 2012), 14.

B. Research Question

1. What activities are created by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?
2. What materials are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?
3. What strategies are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?
4. What Media are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?
5. What are the supporting and obstacle aspects of Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?

C. Research Objective

1. To describe the activities are created by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading.
2. To describe the Materials are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?

3. To describe the strategies are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?
4. To describe the Media are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?
5. To describe the supporting and obstacle aspects of Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember.

D. Significance of The Research

1. Theoretical Benefits

Theoretically, the results of this research may provide insight, and theories about material, strategy, and media in teaching speaking skill. It becomes a reference to the next research.

2. Practical Benefits

- a. For the teacher, it is expected that the teacher will get more information about needs of students at the school, especially in learning English. The teacher is expected to create an interesting activities, strategies, media, and material for the students.
- b. For the readers, it can inform about one of English program in speaking skill.

E. Research Limitation

Limitation of the research, the writer focuses on The Implementation of Bulugading English Education Center (BEEC) program in Speaking Skill and the object is students of BEEC at Senior High School Bustanul Ulum Bulugading.

F. Definition of Key Term

The definition of key term is containing about the understanding of terms that serve as points of interest to researcher in the title of the research. This is to prevent misunderstandings about the meaning of the term as is what the researcher mean¹⁴. As for the terms referred to above are as follows:

1. Bulugading English Education Center (BEEC) Program

According to Arikunto, “The program is defined as a unit or unity of activities that are the realization or implementation of a policy, which took place in a continuous process and occurs in an organization that involving a group of people”.¹⁵

English program is one of ways to facilitate the students in increasing the English skills such as speaking, listening, reading, and writing.

2. Speaking Skill

Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and

¹⁴ Tim Penyusun, *Pedoman Karya Ilmiah IAIN Jember* (Jember: IAIN Jember Press, 2018), 45.

¹⁵ Suharsimi Arikunto, *Evaluasi Program Pendidikan* (Jakarta: PT Bumi Aksara, 2004), 3.

effectiveness of test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.¹⁶

Speaking is the ability to speak, to convey, to say, to talk something or feeling, and may be opinion to other people. Students who have good speaking ability are students that able to speak up in the front of people clearly, fluently, and rightly by their self-confident.

G. Systematic of Thesis

The systematic of thesis is contents about description of thesis discussions that begins from the Introduction to the closing chapter. The writing format of thesis systematics is in a narrative descriptive form. To make it easier to understand the content of the thesis systematic, so the systematic of thesis were created as follows:

CHAPTER I: Introduction, it includes of Background of the Study, Research Focus, Research Objective, Significant of the Research, Research Limitation, Definition of Key Term, and Systematic of Thesis.

CHAPTER II: Study Literature, it includes of Previous Study and Theoretical Framework. The previous study has relevance to the research at the moment, while the theoretical framework contain about related theories that make it useful in the research.

CHAPTER III: Research Method, It includes of Research Design and kinds of the ressearch, location of the research, subject of the research, data collection, data analysis, data validity, and stage of the research.

¹⁶ Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Longman, 2004), 140.

CHAPTER IV: Findings and Discussions that includes of description of research object, findings and discussions in the field.

CHAPTER V: Conclusion, it includes the result of the research and constructive suggestions.



CHAPTER II

STUDY OF LITERATURE

A. Previous Studies

In this section the researcher will list some research results that related to this research. With the aim of maintaining the authenticity of the research conducted by the researchers, those are:

- a. Tika Mudyanita with the title “The Contributions of English Day Program towards student’s speaking Skills In International Standart School SMKN 1 Pacitan in 2011”. The results of the research showed that, English day program could improve student’s speaking skills.¹⁷

The similarities between Tika mudyanita’s research with this research are both researchers discuss about English program and speaking skill, and also both of the researchers use the descriptive qualitative research method.

The differences between Tika mudyanita’s research with this research is Tika mudyanita was focused on the contributions of English day program, but this researcher focuses on the implementation of Bulugading English Education Center (BEEC) Program.

- b. Ade Saputra’s Thesis with the title “The influence of English day program to student’s speaking ability at the second year of state islamic senior high scool 2 (MAN 2 Model) Pekanbaru in 2011”. The result of the research

¹⁷ Tika Mudyanita, “The Contributions of English Day Program towards student’s speaking Skills in International Standart School SMKN 1 Pacitan”, (Thesis, Semarang State University, Semarang, 2011), 1.

show that the Influence of English day program to student's speaking ability at the second year of State Islamic Senior High School Pekanbaru categorized into enough.¹⁸

The similarities between Ade saputra's research with this research are both of them discuss about English program that are English day program and Bulugading English Education Center (BEEC) program.

The differences between Ade saputra's research with this research are the previous reserach show about can English day program influence the student's speaking ability. In contrast to this research, in this research the researcher want to know what are the supporting and obstacle aspects of BEEC program in speaking skill. In the previous research, the researcher was used questionnaire and test, while in this research, the researcher uses observation, interview and document review.

- c. Annis Miftahul Khoiriyah's thesis with the title "The Implementation of English Day Program in English Speaking Improvement of Female Student Wali Songo Islamic Boarding School Ngabar Siman Ponorogo".

The similarity between Annis' thesis and researcher's thesis is both of the researchers discuss about the implementation of English program. In collecting data, both of the researchers used Descriptive Qualitative reserach.

¹⁸ Ade Saputra, "The influence of English day program to student's speaking ability at the second year of state Islamic senior high scool 2 (MAN 2 Model) Pekanbaru", (Thesis, State Islamic University Sultan Syarif Kasim Riau, Pekanbaru, 2011), 1.

The difference between both of the researchers is Annis focused on English speaking improvement but the researcher focuses on speaking skill.¹⁹

Tabel 2.1
The Similarities and The Differences between The Previous Research and Nowadays Research

| NO | Name/ title of Research | Similarities | Differences |
|----|---|---|--|
| 1. | Tika Mudyanita/ The contributions of English Day Program towards student's speaking Skills In International Standart School SMKN 1 Pacitan in 2011. | <ul style="list-style-type: none"> • Both of the researchers discuss about English program and speaking skill. • Using descriptive qualitative research method. | <ul style="list-style-type: none"> • The researcher focuses on the Implementation of Bulugading English Education Center (BEEC) Program in student's speaking skill while Tika Mudyanita focuses on the contribution of English day program to improve student's speaking skills. |
| 2. | Ade Saputra/ The influence of English day program to student's speaking ability at the second year of state islamic senior high scool 2 (MAN 2 Model) Pekanbaru in 2011 | <ul style="list-style-type: none"> • Both of the researcher discuss about English program. | <ul style="list-style-type: none"> • The previous reserach using questionnaire and test, while the nowadays reserach using observation, interview and Document review. |

¹⁹ Annis Miftahul Khoiriyah, "The Implementation of English Day Program in English Speaking Improvement of Female Student Wali Songo Islamic Boarding School Ngabar Siman Ponorogo", (Thesis, Muhammadiyah University of Ponorogo, Ponorogo), 2016, 1.

| NO | 1 | 2 | 3 |
|----|--|---|--|
| 3. | Annis Miftahul Khoiriyah/ The Implementation of English Day Program in English Speaking Improvement of Female Student Wali Songo Islamic Boarding School Ngabar Siman Ponorogo. | Both of the researchers discuss about the implementation of English Program. Both of the researchers was Used qualitative research method | Annis focused on English speaking improvement but the researcher Focused on speaking skill. |

B. Theoretical Framework

1. Bulugading English Education Center (BEEC) Program

a. Definition of Bulugading English Education Center (BEEC) Program

According to Arikunto, “The program is defined as a unit or unity of activities that are the realization or implementation of a policy, which took place in a continuous process and occurs in an organization that involving a group of people”.²⁰ Moreover, Widoyoko stated that “the program is a set of activities that was planned accurately and the implementation is in a continuing process and occurs in an organization that involving a group of people”.²¹

b. English Learning Material

Materials refer to anything which is used by the teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, youtube, emails, dictionaries, grammar books, readers,

²⁰ Suharsimi Arikunto, *Evaluasi Program Pendidikan* (Jakarta: PT Bumi Aksara, 2004), 3.

²¹ Eko Putro Widoyoko, *Evaluasi Program Pembelajaran* (Yogyakarta: Pustaka Belajar, 2009), 8.

workbooks, and photocopied exercises. They could also be newspapers, food packages, photographs, and lives talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners' knowledge, or experience of the language.

Material refers to anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways designed to promote language learning. Materials developers might write textbook, tell stories, speech, bring advertisements into the classroom, express an opinion, provide examples of language use or read a poem or news aloud, and make a conversation in the classroom.²²

Related to materials development, Tomlinson proposes some of principles as follows:

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) Materials should require and facilitate learner self – investment.
- 5) Materials should expose the learners to language in authentic use.
- 6) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

²² Brian Tomlinson, *Material Development in Language Teaching* (Cambridge: Cambridge University Press, 2011), 2.

- 7) Materials should take into account that learners differ in affective attitudes.
- 8) Materials should permit a silent period at the beginning of instruction.²³

c. English Learning Strategy

Speaking activities is kinds of activities that used to know the student's speaking ability. We are going to look at the different speaking activities, they are in the following:

1) Information Gaps (Elementary/ Intermediate)

One type of speaking activities is Information gaps where two speakers have different information, because they have different information, so there is a gap between them. One popular information gap activity is called Describe and Draw.

In this activity, there are two speakers and one of the students has a picture which he must not show the picture to his or her partner. And the partner has to do draw the picture without looking at the original picture and the student with the picture will give descriptions and instructions.

Describe and draw or information gaps has the important element of an ideal speaking activity, it is highly motivating the students to speak up in the classroom.

²³ Ibid., 8.

2) Survey (Elementary)

One way of provoking conversation and opinion exchange is to get students to conduct surveys and questionnaires. For example: The teacher tells the topic is sleep, and that is about ways of sleeping or sleeping experience. First of all, the teacher talks about sleep, perhaps he tells a story about not being able to sleep. And then he asks the students to mention him as much sleep vocabulary as they can. (Such as: dream, nightmare, and walk in your sleep, heavy and light sleeper).

3) Discussion (Intermediate/ Upper Intermediate)

Most teachers hope that the students will be able to organise the discussion sessions in their classroom. Because if the students are able to make a discussion, it showed that they understand the topic and they are not shy to speak up in the class.

For example, the teacher give the students a movie and then the teacher start the discussion from the question about did they enjoy it? What is funny? And etc. so, from the question, the discussion will run surely.

4) Role Play (Upper Intermediate/ Advance)

Role play activities are those where the students asked to imagine that they are in different situations. We may tell them to role play being the guests at the party, travel agents answering the customer's question or participation in the public meeting.

For example, the teacher asks one of students to tell the situations in the traditional market. And other the student asked to tell their situation in different place, (such as School, Movie Theater and etc).²⁴

5) Debate

Debate is the process of maintaining an opinion, certainly in the opposite with the opposite talk. Debate is one of the speaking learning strategies that includes two groups and divided into pro and contra groups.

6) Performance Method

The performance method is one of the speaking learning strategies that are shaped like practices by the students under the teacher's guidance. And the example of performance method such as speech, story telling, and news reading.

7) Lecturing Method

The lecture method is shaped a material explanation that ends with the question and answer between teacher and students. This strategy is usually used by the teacher to deliver materials to the students.²⁵

d. Learning Media

Media can be interpreted as a tool that can be used as conveying messages to achieve the goals of learning. The media is a persuasive

²⁴ Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 1998), 88.

²⁵ Zainal Aqib, *Model-model, Media, dan Strategi Pembelajaran Kontekstual* (Bandung: Yrama Widya, 2017), 103

message and can stimulate the minds, feelings, and desires of the students, so that it can encourage the learning process in the student's self. The media functions to regulate the effective relationships of the teachers and students in the learning process. The learning media includes tools that are physically used to convey the learning material content. The learning media is a component of a learning resource that contains an instructional material in the student environment that motivates students to learn. Learning resources provide everything available to help individuals learn and demonstrate their abilities and competence.²⁶

In the learning process, there are some types of learning media that need to know. The kinds of learning media are in the following:

1) Visual Media

Visual media is a media that has several elements; they are forms, colors, and texture in the synthesized. Visual media can show how material content is related to reality. There are some visual media that are used in the learning process such as Books, journals, maps, magazines, pictures, globe, sketch, and etc.

2) Audio Visual Media

Audio visual media is a media that can show the picture elements and sounds simultaneously at a server of messages or information. Audio visual media can reveal objects and the real events.

²⁶ Ega Rima Wati, *Ragam Media Pembelajaran* (Yogyakarta: Kata Pena, 2016), 2.

There are some visual media that are used in the learning process such as projector, tape recorder, Movie, Video, Sound system, Laptop, handphone, sound slide, film strip and etc.²⁷

2. Speaking Skill

a. Definition of Speaking

Speaking is the action for transferring information or express someone's messages, ideas and feeling to others. Speaking is one of the skills to determine someone's ability in English.

Speaking is an important thing in studying English as foreign language. Learning to speak is not easy for the students. The teachers have to make the class enjoyable for the students. Spoken language production, learning to talk in the foreign language is often considered to be the one of the most difficult aspects of language learning for the teacher to help the students.²⁸ Therefore, the English teacher should create an interesting environment in the classroom in order to obtain the goal of speaking. For example make speaking activities. Because good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback they will get tremendous satisfaction from it. Many good speaking activities (role

²⁷ Wati, *Ragam Media*, 5.

²⁸ Gillian Brown & George Yule, *Teaching the Spoken Language* (Cambridge: Cambridge University Press, 1983), 25.

playing, discussion, problem solving, etc) are intrinsically enjoyable in themselves.²⁹

According to Hughes, “The objective of teaching spoken language is the development of the ability to interact successfully in that language and involves comprehension as well as production”.³⁰ Thornbury explained that “Speaking is so much part of daily life that we take it for granted”.³¹ Because speaking skill is different from the other skills. For example speaking and reading, when someone speaks, the words come naturally but in reading there are only things which have been written in the text.

Speaking is so important because Speaking as interaction, and speaking as a social and situation based activity. All these perspectives see speaking as an integral part of people’s daily lives. Together, they help assessment developers form a clear understanding of what it means to be able to speak a language and then transfer this understanding to the design of tasks and rating criteria.³² Brown and Yule stated that “speaking is an interactive of constructing meaning that involves producing, receiving and processing information”.³³ It means that speaking is the most important skill for the students to make an

²⁹ Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 1998), 87.

³⁰ Arthur Hughes, *Testing For Language Teachers* (Cambridge: Cambridge University Press, 2003), 113.

³¹ Scott Thornbury, *How to Teach speaking* (London: Pearson Education Limited, 1999), 1.

³² Sari Luoma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), 9.

³³ Gillian Brown & George Yule, *Teaching the Spoken Language* (Cambridge: Cambridge University Press, 1983), 29.

interaction and make a good relationship and also to get some information in the learning process.

The correlation between speaking skill and other skills such as reading, writing and listening are all of skills have a dependence one of others. For example is the correlation between speaking and writing in test, the teacher can determine the student's score is not only from speaking test but also from writing test because the student's ability are different, some students are weak in speaking test but excelled in writing test and some students excelled in speaking test but they are weak in writing test. Both of them have to balance, so that's why speaking and writing have a relationship. Furthermore, the correlation between speaking and reading skills, Nunan stated that "speaking is the productive oral skill and it consists of producing systematic verbal utterance to convey meaning. There are at least two components which influence speaking skills, namely reading and pronunciation. Reading is very important in increasing speaking skills".³⁴ So that's why there is a correlation between speaking and reading skills, because reading skill is one of component that can affect speaking skill. It's not only about correlation between speaking skill, reading skill and writing skill but also about the relationship between speaking and listening skill, the interaction with other people who speak English well will help the learning process of the listening ability, because in the interaction we

³⁴ David Nunan, *Practical English Language Teaching* (Boston: McGraw Hill, 2005), 46.

should use the speaking ability to talk and to interact with the people and also use the listening ability to listen what the people speak, so both of the skills are influenced each other and have a relationship one each others.³⁵

b. Function of Speaking

As described before, in english teaching and leaning, speaking ability has become the main goal in learning second language or foreign language. However, teaching speaking is not only about teaching the aspect of speaking such as; content, fluency, pronunciation, grammar, vocabulary. in this research were Talk as interaction, Talk as transaction, and Talk as performance.³⁶ Those functions are presented in detail as follows:

Dealing with the experts idea mentioned, in this research, the function of speaking assessed in this research were Talk as interaction, Talk as transaction, and Talk as performance. Those functions are presented in detail as follows:

1) Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they

³⁵ Cicilia Cahyono, “The Correlation between Interpersonal listening and Interpersonal Speaking in English Department of Satya Wacana Christian University”, (Thesis, Satya Wacana Christian University, Salatiga, 2012), 14.

³⁶ Jack Richards, *Teaching Listening And Speaking* (New York: Cambridge University Press, 2008), 21

wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

c. Aspect of Speaking

Speaker should determine some aspects of speaking when they want to speak. The aspects of speaking cover comprehension, fluency, pronunciation, grammar, dan vocabulary.³⁷

1) Comprehension

Comprehension is the important ability to understand completely and be familiar with a situation or facts in order to avoid misunderstanding between a speaker and listener. Comprehension can also means the capacity of the main to perceive, to understand,

³⁷ Arthur Hughes, *Testing For Language Teachers* (Cambridge: Cambridge University Press, 2003), 131

ability to know the topic that delivered by the speaker and power to grasp the ideas.

2) Fluency

Fluency can be defines as the ability to speak fluently, accurately, smoothly, and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about the ideas, or messages which want to deliver by speaker.

Fluency is the ability to speak language easily, for example the people can express their ideas, feeling and message easily without any mistakes. One of the main aims of most English teachers is to make their students able to communicate information effectively in spoken English.³⁸ It means that teaching speaking English should make the students talking well in English.

In this research, the student's speaking ability was evaluated from the aspect of fluency. That is, to see whether or not the students were speaking fluently and smoothly.

3) Pronunciation

Accoording to Luoma, "Pronunciation means that how the word and sentence are spoken. Pronunciation is as the sound of speech which may refer to features of the speech stream, such as individual sounds, pitch, speed, pausing, stress, and also

³⁸ Gillian Brown & George Yule, *Teaching the Spoken Language* (Cambridge: Cambridge University Press, 1983), 103.

intonation”.³⁹ Yule stated that “Every user language certainly speaks with an accent. The term accent, when used technically, is restricted to the description of aspect of pronunciation which identify where an individual speaker is from, regionally or socially”.⁴⁰ An understanding of the features of pronunciation helps learners understand when they listen to language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them.⁴¹

In this research, student’s speaking ability was evaluated from the aspect of pronunciation. That is, to see whether or not the students pronounce the words correctly while they are speaking.

4) Grammar

According to Penny, “Grammar is one of the important elements in speaking that should be mastered by the students. Grammar defined as the way of language that how to manipulates and combines a words into larger units in aspect of meaning”.⁴²

Furthermore, Thornbury explained that “grammar is conventionally seen as the study of the syntax and morphology of sentences, but in another way, it is also study of linguistic chains and

³⁹ Sari Luoma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2007), 11.

⁴⁰ George Yule, *The Study of Language* (Cambridge: Cambridge University Press, 2010), 181.

⁴¹ Jill Hadfield & Charles Hadfield, *Introduction to Teaching English* (New York: Oxford University Press, 2008), 60.

⁴² Penny Ur, *Grammar Practice Activities: A Practical Guide for Teachers* (Cambridge: Cambridge University Press, 1988), 4.

slots”.⁴³ Brown explained that “grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence, and also grammar is one of three dimensions of language that are interconnected”.⁴⁴

The students must learn grammar not only in written but also in an oral communication, so that the students able to use language the aspect of grammar, that is, to see whether the students correctly.

In this research, the student’s speaking ability was evaluated from used the correct grammar or not in their sentences while they were speaking.

5) Vocabulary

According to Richards, “vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to”.⁴⁵ Vocabulary is considered to be one of language components of English besides grammar and pronunciation. Moreover, vocabulary plays an important role in gaining communicative goal in the speaking. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed, this is prove that how the importance of vocabulary learning.⁴⁶

⁴³ Scott Thornbury, *How to Teach Grammar* (London: Pearson Education Limited, 1999), 2.

⁴⁴ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (California: Longman, 2000), 362.

⁴⁵ Jack Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 4.

⁴⁶ Scott Thornbury, *How to Teach Vocabulary* (London: Pearson Education Limited, 2002), 13.

Vocabulary is one of the ways to communicate in English. Thus, the students should improve their vocabulary because they also should know that the communication will be stopped when they lack of the necessary vocabulary. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.⁴⁷

In this research, the student's speaking ability was evaluated from the aspect of vocabulary, that is, to see whether the students used the vocabulary appropriately or not in their message while they were speaking.

d. Microskill of Speaking

Speaking English fluently and accuracy is really hard for many non English speaking people especially for students. Speaker must know about the microskill of speaking to be able to communicate well. And Brown lists 16 points of microskills in speaking, they are:

- 1) Produce chunks of language of different lengths

⁴⁷ Jack Richards, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 255.

- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonational contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- 8) Use grammatical word classes (noun, verb, etc.) System (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants and goals.
- 13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face to face conversations.

14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you⁴⁸

e. Difficulties in Speaking Skill

According to Horwitz et al, language learning has six factors that contribute to student's speaking skill problems, they are classified into two, and these are linguistics and non linguistics problems. Linguistics problem are divided into three namely lack of vocabulary, lack of pronunciation, and lack of grammar. Non linguistics problem classified into two namely fear of making mistake and lack of confident. Both of problems become the obstacle of student's speaking skill.⁴⁹

1) Linguistic Problems

Based on the linguistic's perspective, in linguistics problem there are three factors that contribute to student's speaking problems, they are lack of vocabulary, lack of pronunciation, and lack of

⁴⁸ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (California: Longman, 2000), 272.

⁴⁹ Mely Arya Susilawati, et al, "Student' Speaking Problems in English Presentation", <https://media.neliti.com/media/publications/214244> (05 August 2019)

grammar. Linguistics problem includes all difficulties found in the target language its self encountered by student who is studying the language.⁵⁰

a) Lack of Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Khan states that the numbers of students who learn English as foreign language have difficulties to use word and expression to speak.

b) Lack of Grammar

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort, if learners do not know the rules of grammar, they will never be able to communicate using English effectively.

c) Lack of Pronunciaton

English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native speaker. According to Hinkel a second language learner needs to master the individual characteristic of the sound of a new language.

⁵⁰ Ibid., 4.

Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself.

Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. Once a person can pronounce correctly the endings of the words, for example, he can, at the same time give grammatical information.⁵¹

2) Non Linguistic Problem

Horwitz claim that “the psychological component contributes at least as much and often more to language learning than the linguistic aspect”. Which is mean that pshychological aspect is related to output process in communication, the students with high or strong affective filters will not be receptive to language input or will have difficulty in processing it.⁵²

a) Lack of Confident

Lack of confident is a kind of feeling where the students attribute their unwillingness to participate in every class presentation and discussion. They tend to speak the easiest word when speaking. The interference of this feeling could contribute

⁵¹ Dea Aries Fitriani, et al, “ A Study on Student’s English Speaking Problems in Speaking Performance”, <http://jurnal.untan.ac.id/index.php/jdpdp/article/view/11345>, (05 August 2019)

⁵² Mely Arya Susilawati, et al, “Student’ Speaking Problems in English Presentation”, <https://media.neliti.com/media/publications/214244> (05 August 2019), 14

negatively in students speaking performance, or presentation. This negative thought adversely affect the student's ability to take advantage of learning opportunities, affecting student's ability to see themselves as successful learners. It is a complex feeling appraisal concerning the potential and perceived threats inherent in certain situation.

b) Fear of Making Mistakes

A fear of making mistakes is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system. It is tendency on part of some people try to avoid, and even fear communicating orally.

The existence of this feeling is perceived intuitively by the students.

Those factors are considered contribute as debilitate factors to the student's speaking skill. Speaking problems or communication apprehension obviously plays large role in foreign language learning. People who are apprehensive speaking are likely to be even more trouble when doing so.

f. The Obstacles Factor in Speaking Skill

1) Inhibition.

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited trying to say things in a foreign language in the

classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that speech attracts.

2) Nothing to say.

Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation.

Only one participant can talk at a time if he or she is to be heard, and in a large this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother-tongue use.

In classes where all or a number of the learners share the same mother tongue, they may tend to use it; because it is easier and unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep speaking the target language.⁵³

⁵³ Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996), 121.

g. The Supportings Factor in Speaking Skill

Supporting factor is something partly responsible for development or phenomenon and something that influence speaking area, there some factors that support to the development and improvement of speaking skill. Student's speaking can be support by the factors that come from performance conditions (time pressure, planning, the standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.⁵⁴

1) Performance Conditions

Students perform a speaking task under a variety of conditions. Nation & Newton in Hoang Tuan and Ngoc Mai believe that performance conditions can affect speaking performance. The four types of performance conditions include time pressure, planning, the standard of performance and the amount of support.

2) Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the

⁵⁴ Novria Fadli. et al, "Contributing Factors to The Students' Speaking Ability", *Jurnal of The Association for Arabic and English*, 2, (September, 2017), 159.

three categories: high motivation, high self-confidence and good intelligence.

Motivation has been recognized as an important variable determining student's achievement and attainment for a long time. Siegel in mahmoudi and mahmoudi state motivation is affected by learner's attitudes toward the second language, its speakers, and the speaker's culture.

Intelligence is the role of cognitive skills within specific strategies and appropriate context which frees us from the old fixed view about intelligence, thus, the learner can improve them self.

Self-confidence is a kind of feeling where the students attribute their willingness to participate in every class presentation and discussion. They tend to speak the more difficult word when speaking.

3) Listening ability

Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumin shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

4) Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. Baker & Westrup they suggest that the teachers should always correct the students' mistakes positively and with encouragement.

IAIN JEMBER

CHAPTER III RESEARCH METHOD

Educational research is the application of the scientific approach to the study of educational problems. Educational research is the way in which people acquire dependable and useful information about the educative process. Educators usually conduct research to find a solution to some problem or to gain insight into an issue they do not understand. The ultimate goal is to discover general principles or interpretations of behavior that people can use to explain, predict, and control events in educational situations.⁵⁵ Proper use of methods in a research to assist the researcher in acquiring data that matches. At this stage, there are several technical methods which were used in this research:

A. Research Design and Kind of Research

Educational research is typically classified into two broad categories: quantitative and qualitative research. Each approach has its own methodology and terminology. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural settings. It does not begin with formal hypotheses, but it may result in hypotheses as the study unfolds.⁵⁶

Research design that was used in this research is descriptive Qualitative research. Donal Ary stated that Qualitative research is a research that seeks to

⁵⁵ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education* (Belmont USA: Wadsworth, 2010), 19.

⁵⁶ Ary, *Introduction to Research*, 23.

understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data.⁵⁷

While kind of research that was used in this research is field research (penelitian lapangan). The researcher use field research as kinds of research because this research is done by looking directly into the field to get the valid data.

Field research is a study of the realities of people's social life directly. The important idea is the researcher goes to the field to observe a phenomenon in natural condition. This type of research was chosen by the researcher because the researcher wants to present the phenomena in the field that correspond to research themes that was chose by the researcher.

In this research, the researcher does the observation in the field directly and describe about *The Implementaion of Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember.*

B. Location Of The Research

The writer held the research on students of Senior High School at Islamic Boarding School Bustanul Ulum Bulugading, which was located on PP. Bulugading Street, Langkap Village, Bangsalsari District, Jember Regency, and East Java Province, Indonesia, 68154. Phone: 0822 5744 7647.

⁵⁷ Donal Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh *Introduction to Research in Education* (Belmont USA: Wadsworth, 2010), 29.

The reason why the researcher chose this location was because based on the information, some of students did not interested to learn English and some of students like English but at school, the motivation for learning English was very low. As time went by, the English teacher was established an English program namely Bulugading English Education Center (BEEC) Program.

C. Subject Of The Research

At this stage, the researcher determines several participants or informants who provide the information about the problems in this research.

In this research, the subjects of the research who are involved in solving problems are as follows:

1. The Tutor of Bulugading English Education Center (BEEC) Program.
2. Students of Bulugading English Education Center (BEEC) Program at Senior High School Bustanul Ulum Bulugading.

D. Data Collection

In completing the data, the researcher use qualitative data, and the qualitative data consist of Observation, Interview, and Document Review.

1. Observation

According to Creswell, “Observation is a technique of collecting data, which is the researcher doing observation direct or indirect about object or subject that have been observed in the location of research”.⁵⁸

In this research, the researcher uses non participant observation to get the data or information about the real condition of activities at

⁵⁸ John Creswell, *Research Design* (Yogyakarta: Pustaka Belajar, 2016), 254.

Bulugading English Education Center (BEEC) Program. The researcher makes the observation notes, makes analysis, and makes the conclusion about situation in the class while teaching learning process occurred without participate in the learning process. The researcher was only an observer.

The data that was observed in this research are:

- a. The activities of Bulugading English Education Center (BEEC) program in speaking skill.
- b. The materials are used at Bulugading English Education Center (BEEC) program in speaking skill.
- c. The strategies are used at Bulugading English Education Center (BEEC) program in speaking skill.
- d. The media are used at Bulugading English Education Center (BEEC) program in speaking skill.
- e. The supporting and obstacle aspects of Bulugading English Education Center (BEEC) program in speaking skill.

2. Interview

According to Creswell, “In the interview, the researcher can do the *face to face* interview with the participants, interviews them by telephone, or involve in focus group interview that consist six until eight participants in every group”.⁵⁹ The researcher uses Interview to collect the data through the dialogue or question answer with the participants or informants.

⁵⁹ Creswell, *Research Design*, 254.

In this research, the researcher uses the semi structure interview (in-depth interview) which is the interview more freely and very flexible to get the data than structured interview. In doing the semi structured interview, the researcher need to listen carefully and write down what are the informants pointing out.

Interview guidelines are used to avoid some problems that are forgotten by researchers and are used as guidance so that the interview process can be more directed and structured.

The data that was observed in this research are:

- a. The history of Bulugading English Education Center (BEEC) program.
- b. The goal of Bulugading English Education Center (BEEC) program in speaking skill.
- c. The activities of Bulugading English Education Center (BEEC) program in speaking skill.
- d. The materials are used at Bulugading English Education Center (BEEC) program in speaking skill.
- e. The strategies are used at Bulugading English Education Center (BEEC) program in speaking skill.
- f. The media are used at Bulugading English Education Center (BEEC) program in speaking skill.
- g. The supporting and obstacle aspects of Bulugading English Education Center (BEEC) program in speaking skill.

3. Document Review

Creswell explained that “Qualitative document can be in the form of public documents, such as newspapers, papers, and office reports or private documents such as letters, e-mails, and diaries”.⁶⁰ And according to Ary, “the term document review refers to a wide range of written, physical and visual materials”.⁶¹ Therefore, document review means that a method of collecting data from non human source. Document review is used to get the data directly from the research area such as relevant activities reports, achieves, letters, diary, journals, and other written can be used to analyze the problem.

The data that was observed in this research are:

- a. History of MA Bustanul Ulum Bulugading Jember
- b. Profile of MA Bustanul Ulum Bulugading Jember
- c. Data of facilities at MA Bustanul Ulum Bulugading Jember
- d. Organizational Structure of MA Bustanul Ulum Bulugading Jember
- e. Organizational Structure of Bulugading English Education Center (BEEC) Program.
- f. Data of Teachers at MA Bustanul Ulum Bulugading Jember
- g. Data of Students at Bulugading English Education Center (BEEC) Program.
- h. Material of speaking skill at Bulugading English Education Center (BEEC) Program.

⁶⁰ John Creswell, *Research Design* (Yogyakarta: Pustaka Belajar, 2016), 255.

⁶¹ Donal Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh *Introduction to Research in Education* (Belmont USA: Wadsworth, 2010), 442.

E. Data Analysis

Data analysis in the qualitative research takes place simultaneously with other parts of the development of qualitative research that is data collection and invention writing. When the interview is in progressing, the researcher can analyze the previous interviews, Write down memos which are finally included as narratives in the final report and structure the final report.⁶²

In this research, the researcher uses miles and huberman model in data analysis technique. Miles and huberman state that the activity is in qualitative data analysis do interactively and continuously to be complete. The activities in data analysis divided become three parts namely *data condensation*, *data display*, and *conclusion drawing/ verification*.⁶³

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. As we see it, data condensation occurs continuously throughout the life of any qualitatively oriented project. Even before the data are actually collected, anticipatory data condensation is occurring as the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection approaches to choose. As data collection proceeds, further episodes of data reduction occur (writing, summaries, coding, teasing out themes, making clusters, making partitions, writing memos). The data

⁶² John Creswell, *Research Design* (Yogyakarta: Pustaka Belajar, 2016), 260.

⁶³ Matthew Miles & Michael Huberman, *Qualitative Data Analysis* (USA: Sage Publications, 2014), 10.

condensation/ transforming process continues after fieldwork, until a final report is completed.

Data condensation is not something separate from analysis. It is part of analysis. The researcher's decisions with data chunks to code and which to pull out, which patterns best summarize a number of chunks, which evolving story to tell *are all analytic choices*. Data condensation is a form of analysis that sharpens, focuses, sorts, discards, and organizes data in such a way that "final" conclusions can be drawn and verified.⁶⁴

2. Data Display

The second point of data analysis is data display. Generically, data display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays helps us to understand what is happening and to do something, either analyze further or take action based on understanding. The display that discussed by the researcher include many types of matrices, graphs, charts, and networks.⁶⁵

3. Conclusion Drawing/ Verification

The last step in the data analysis is conclusion drawing/ verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used.

⁶⁴ Miles & Huberman, *Qualitative Data Analysis*, 10.

⁶⁵ Miles and Huberman, *Qualitative Data Analysis*, 11.

Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus," or with extensive efforts to replicate a finding in another data set. In this stage, the researcher may find the new discovery that can answer the research focus and the researcher will find the final conclusion of the research.⁶⁶

F. Data Validity

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures.⁶⁷ This research uses triangulation technique to measure the credibility of data. In triangulation, researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence. Typically, this process involves corroborating evidence from different sources to shed light on a theme or perspective.⁶⁸

Technique triangulations that were used in this research are source and technique triangulation. The step that was used with source triangulation method is the researcher checked the data that has been obtained through several sources. For example, in collecting data about the strategies are used by the teacher at Bulugading English Education Center

⁶⁶ Ibid., 11.

⁶⁷ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (Thousand Oaks: SAGE Publication, 2007), 190.

⁶⁸ John W. Creswell, *Second Edition Qualitative Inquiry and Research Design* (Thousand Oaks: SAGE Publication, 2007), 208.

(BEEC) program, the researcher conducted interview with the teacher, then rechecked with some students. Then the data were described and categorized between the same view and different views. If there was no similarity between the data, the researcher was found out the causes and explanations for the differences. Then the researcher asked for a deal to all of the informants.

Technique of triangulation is the researcher has been checked the data to the same sources with different techniques.⁶⁹ For example, the researcher got the data about the activities were created by the teacher at BEEC program from observation, then the researcher rechecked by using interview and document review. If it comes to a different conclusion then the researcher asked for a deal to all of the informants.

G. The Stages of The Research

In this section describe the plan of research that had been done by the researcher, starting from preliminary research, design development, actual research, and report writing⁷⁰. The stages of the research that was used by the researcher in discussions of the object matter that aims to acquire research data systematically are in the following:

1. Pre Field Research Stage

In the pre field research stage, there were six stages that were taken by the researcher, as far as six stages were concerned in the following:

⁶⁹ John Creswell, *Research Design* (Yogyakarta: Pustaka Belajar, 2016), 269.

⁷⁰ Tim Penyusun, *Pedoman Karya Ilmiah IAIN Jember* (Jember: IAIN Jember Press, 2018), 48.

a. Arrange plan of the research

In this stage, the researcher made a plan of the research first with start from made a title of the research and then pose the title to the chief of the department, make a guiding letters and then give the letter to the advisor, make a matrix of the research, and the next was make a proposal.

b. Select the field of the research

Before do the research, the researcher selected the field of the research first. Field of research that was chosen by the researcher is Senior High School Bustanul Ulum Bulugading Jember because the researcher takes the title about the implementation of Bulugading English Education Center (BEEC) Program in speaking skill.

c. Manage the licence

Before do the research, the researcher was managed the licence in campus and then gave it to the tutor of Bulugading English Education Center (BEEC) Program. In this research, the researcher gave the licence to Mr. Solihin as a tutor of BEEC program.

d. Explore and assess the state of the field

After the tutor of BEEC gave permission to the researcher, the researcher came to the Islamic Boarding School Bustanul Ulum Bulugading and then assesses the background of the Bulugading English Education Center (BEEC) Program. This stage was used to collect the data that needed by the researcher easily.

e. Select the participants or the informants

In this stage, the researcher selected the participants or the informants to get the data and information in the research. The researcher chose the tutor and some students of Bulugading English Education Center (BEEC) Program.

f. Prepare the instruments of the research.

In the final stages, the researcher was prepared the instruments of the research before came to field of research. The instruments of the research such as Blocknote, camera, pen, and then questions note.

2. Stages of Fieldwork

In this stage, the researcher started to invite the location of the research to obtain the data that appropriate with the focus of the research which was established as the theoretical framework in this research. The activities in this stage include:

a. Understand the background of the field of the research and prepare myself

At this stage, the researcher should to know and understand the background of the Senior High School Bustanul Ulum Bulugading and also should to prepare before starting the research at Bulugading English Education Center (BEEC) Program both physically, appearance and mentally.

b. Enter to the Field of the research

At this stage, the researcher entered to the field of the research that was Senior High School Bustanul Ulum Bulugading and then the researcher

observe the students' activities at Bulugading English Education Center (BEEC) Program when they were in the learning process.

c. Collect the Data

At this final stage, the researcher collected the data or the information such as kinds of the activities, the strategy, media, material, which were used by teacher and the supporting and obstacle aspects of Bulugading English Education Center (BEEC) Program.

3. Stages of Data Analysis

Based on the stages that have done, the next stage was analyze the data that was include of reduce of the data, present the data and make a conclusions. This stage was the final stage from the research process. In this stage, the researcher was started to arrange the research reports and trust it.



BAB IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description Of Research Object

1. History of Senior High School Bustanul Ulum Bulugading

Since RKH Muhammad Said Baidlowi was subbing for RKH Muhammad Azhari there has been an idea to reform the education system of establishing a classified system of education.

The system above continues to grow with the passing of times. It is only originally listed as the Madrasah Diniyah in the Ministry of Religion, but in 1970 the Ibtidaiyah Madrasah Bustanul Ulum was registered in the Ministry of Religion.

In 1978 Madrasah Tsanawiyah stood with stand certificate number Wm. 06.03/PP.03.2/2863/SKP/1999 and was granted a license registered number NSM: 212350917072 on behalf of the head of Islamic Religious Institutions, Mr. Drs. Sofyan, and NIP. 150011559.

In 1981 came the top secondary education known in the Islamic Boarding School by the name Madrasah Aliyah with certificate number: L.m/3/267c/1982 that signed by the regional office of the religious Department of the Province of East Java on behalf of the head of Islamic Regious Education Drs. Adbul Fatah, and NIP. 150011559.⁷¹

⁷¹ Data Source: *Document of MA Bustanul Ulum Bulugading*, May 20 2019.

2. History of Bulugading English Education Center (BEEC) Program

Bulugading English Education Center (BEEC) Program was established since 7 years ago, which was in 2012. The students were not interested in English because they find it difficult. So, the founder tried to establish English course in Islamic Boarding School and asked permission from the head so that the students did not study outside. BECE (Bulugading English Center Education) was extracurricular program. In Islamic Boarding School Bulugading there were 3 parts of offices, they were office of education, office of Islamic boarding school, and office of finance, because BECE (Bulugading English Center Education) was not nonformal activity so it was under office of Islamic boarding school. Originally, the name of BECE (Bulugading English Center Education) was SEC, it stood for (Solihin English Course). It was related to the owner's name. It changed to BECE because the course was held under the Islamic Boarding School sphere. Since then it became BECE (Bulugading English Center Education).⁷²

3. Identity And Facility of Senior High School Bustanul Ulum Bulugading

a. Identity of Senior High School Bustanul Ulum Bulugading

| | |
|--------------------|---|
| Name of the School | : Madrasah Aliyah Bustanul Ulum |
| School Address | : PP. Bulugading Street Langkap Bangsalsari Jember |
| Phone Number | : 0822 5744 7647 |

⁷² Solihin, *Interview*, Jember, May 23 2019.

Faxsimili/ Fax : mabubulugading@yahoo.com

School's Statistical Number : 312350917115

Province : East Java

Regional Autonomy : Jember

Sub-district : Bangsalsari

Village/ Kelurahan : Langkap

Street Dan Number : Bulugading, No. 125

Postcode : 68154

District : Pedesaan

School Status : Swasta

Group School : KKM MAN II JEMBER

Accreditation : Approved (A)

Surat Keputusan : Nomor: E.IV/PP.03.2/KEP/36.A/99

Penerbit SK Ditandatangani

Oleh : Drs. H. Abdullah Sukarta

Tahun Berdiri : 1 Juli 1981

Tahun Perubahan : 1 Juli 1991

Kegiatan Belajar Mengajar : Morning

Bangunan Madrasah : Milik Sendiri

Lokasi Madrasah : Strategis

Jarak Ke Pusat Kecamatan : 3 KM

Jarak Ke Pusat Otda : 17 KM

Terletak Pada Lintasan : Kecamatan

Perjalan/ Perubahan Madrasah : 1 Juli 1981 : Stand
 : 1 Juli 1991 : Stand Again
 : 2 Desember 1993 : Registered
 : 29 Maret 1999 : Approved

Jumlah Keanggotaan Rayon : 32

Organisasi Penyelenggara : Yayasan⁷³

b. Facility of Senior High School Bustanul Ulum Bulugading

Table 4.1
Facility of Senior High School Bustanul Ulum Bulugading⁷⁴

1) List of Room

| NO. | Kinds of Room | Quantity |
|-----|------------------------|----------|
| 1. | Office | 1 |
| 2. | Bathroom | 6 |
| 3. | Classroom | 9 |
| 4. | Computer Lab | 2 |
| 5. | IPA Lab | 1 |
| 6. | Library | 2 |
| 7. | Badminton Field | 1 |
| 8. | Sports Facilities Room | 1 |

2) Extracurricular Programs⁷⁵

| NO. | Extracurricular Programs in Senior High School Bustanul Ulum Bulugading |
|-----|--|
| 1. | Scouting Activities |
| 2. | Master of Ceremony by using 3 Languages (Arabic, English, and Indonesian) |
| 3. | Sports (Badminton, Volley Ball, Chess, Football, Futsal, Table Tennis, and Athletic. |
| 4. | Art (Sholawat Nabi dan Tahlil, Arabic Speech, English Speech, and Indonesian Speech, Calligraphy, Tartil Al-Qur'an dan Muhadhoroh. |
| 5. | English Course |
| 6. | Bilingual Learning |

⁷³ Data Source: *Document of MA Bustanul Ulum Bulugading*, May 20 2019.

⁷⁴ Data Source, *Document of MA Bustanul Ulum Bulugading*, May 20 2019.

⁷⁵ Data Source, *Document of MA Bustanul Ulum Bulugading*, May 20 2019.

4. Vision And Mission of Senior High School Bustanul Ulum Bulugading

a. Vision

Togetherness, Innovative, Creative, Responsible, Akhlaqul Karimah, and Religious.

b. Mission

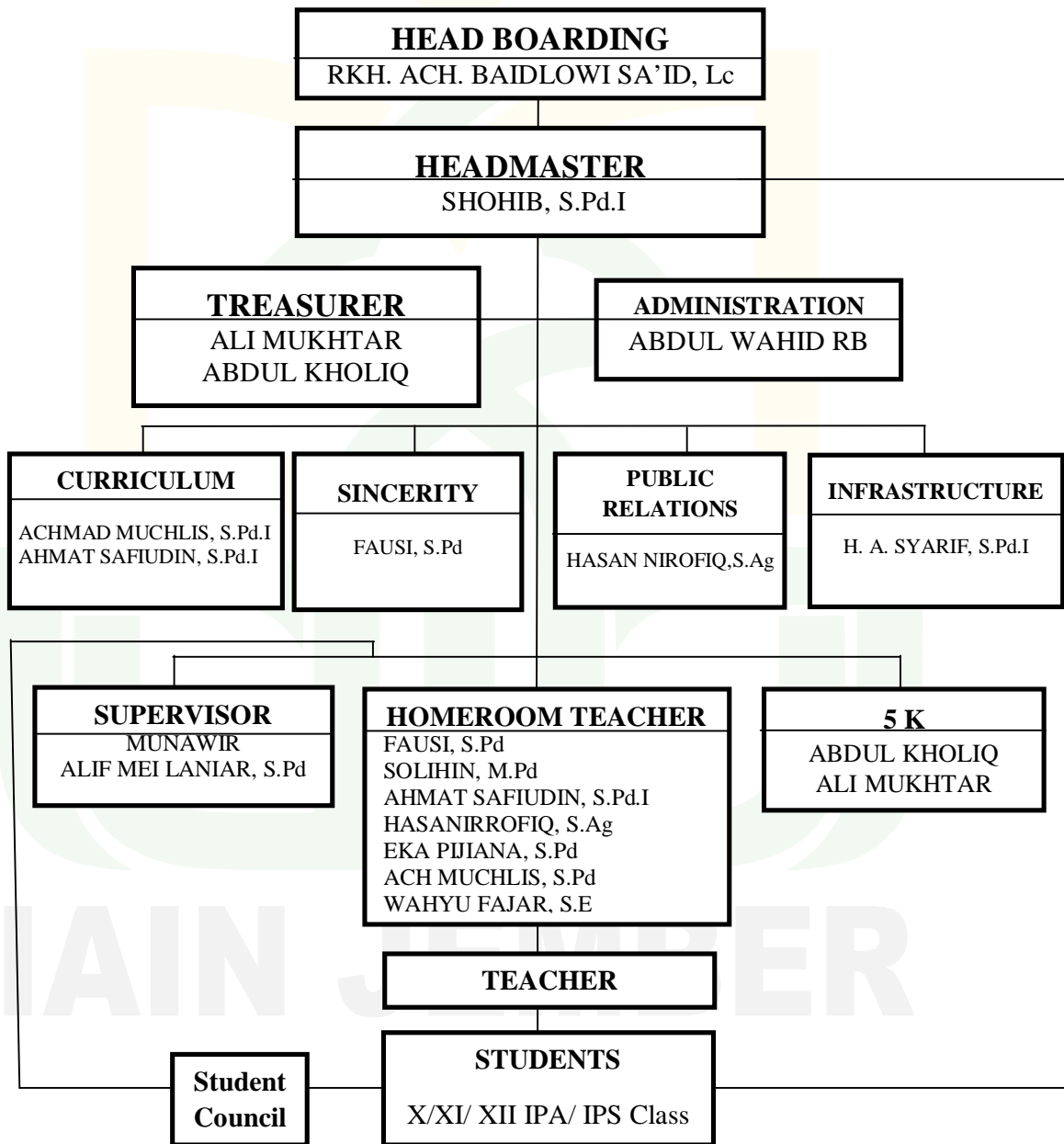
- 1) Organize the quality education, Creative, and Innovative.
- 2) Supply the students with life skill, both general life skill and specific life skill.
- 3) Unshakeable faith in God.
- 4) Invigorate the worship and akhlaqul karimah⁷⁶

5. Organizational Structure of Senior High School Bustanul Ulum Bulugading

⁷⁶ Data Source, *Document of MA Bustanul Ulum Bulugading*, May 20 2019.

Table 4.2

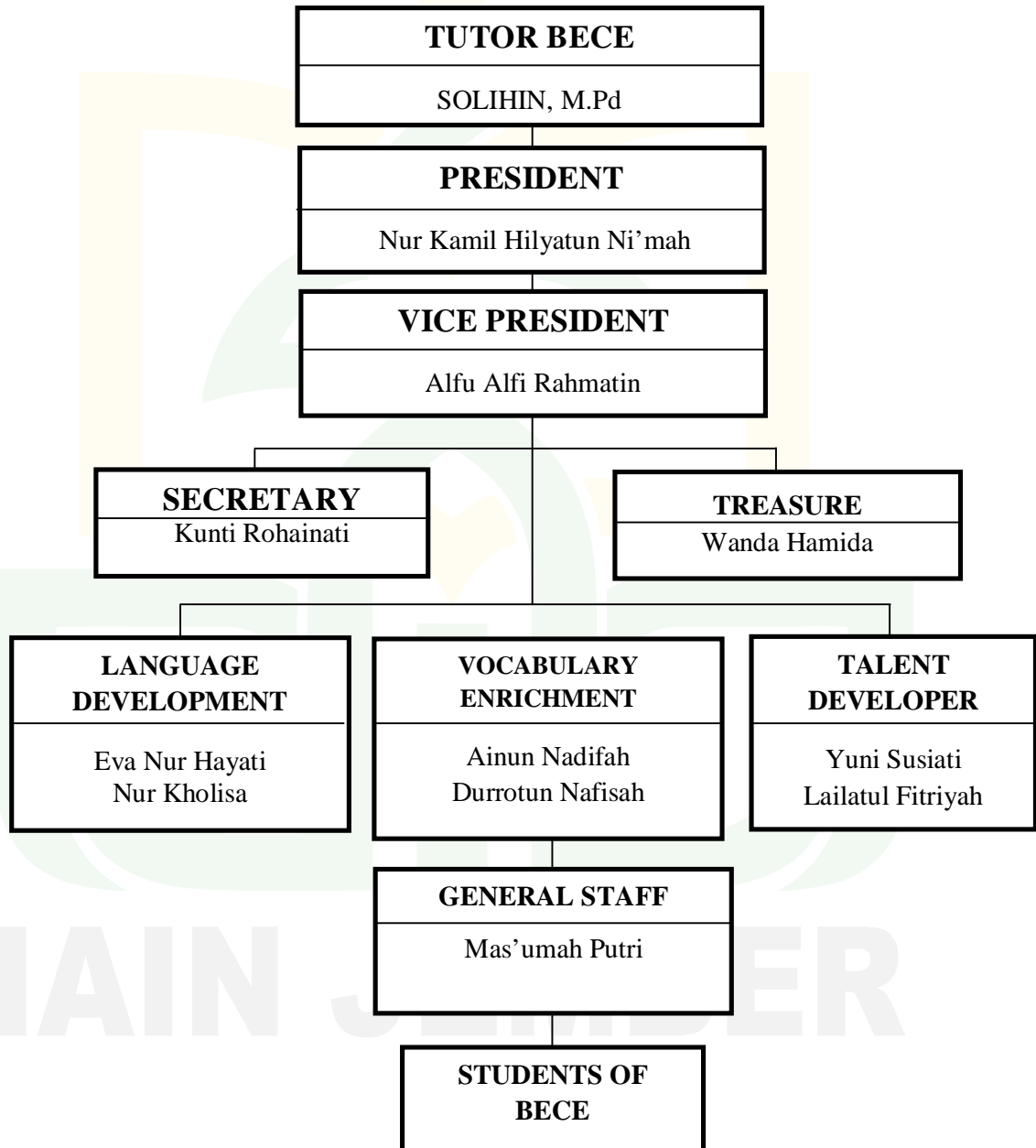
**SENIOR HIGH SCHOOL ORGANIZATIONAL STRUCTURE
IN BUSTANUL ULUM BULUGADING
LANGKAP BANGSALSARI JEMBER⁷⁷**



⁷⁷ Data Source, *Document of MA Bustanul Ulum Bulugading*, May 20 2019.

6. Organizational Structure of Bulugading English Education Center (BEEC) Program In The 2019-2020 Academic Year⁷⁸

Table 4.3



⁷⁸ Data Source: *Document of MA Bustanul Ulum Bulugading*, July 10 2019.

7. Teacher of Senior High School Bustanul Ulum Bulugading

Table 4.4
List of Teacher in Senior High School Bustanul Ulum Bulugading
Langkap Bangsalsari Jember⁷⁹

| No. | Code | Name | Structural |
|-----|------|----------------------------|--|
| 1. | A | Shohib, S.Pd.I | Headmaster |
| 2. | B | Abdul Wahid, RF | Teacher |
| 3. | C | Fausi, S.Pd | Sincerity, Hoomroom Teacher of X IPS 2 |
| 4. | D | Hasanir Rofik, S.Pd.I | Public Relation, Hoomroom Teacher of XII IPS 1 |
| 5. | E | H. Ahmad Syarif, S.Pd.I | Infrastructure |
| 6. | F | Arif Elly Hari Merti, S.Pd | Hoomroom Teacher of XI IPS 1 |
| 7. | G | Erma Karlina, S.Pd | Hoomroom Teacher of XI IPA |
| 8. | H | Alif Mei Laniar, S.Pd | Hoomroom Teacher of X IPA |
| 9. | I | Siyati, S.Pd | Hoomroom Teacher of XI IPS 2 |
| 10. | J | RKH. A. Zubaidi, S.Pd.I | Teacher |
| 11. | K | RKH. ABD. Hamid, Lc | Teacher |
| 12. | L | H. MUH Hasyim. B, S.Pd | Teacher |
| 13. | M | Solihin, M.Pd | Hoomroom Teacher of XII IPA |
| 14. | N | Imam Asy'ari, S.Pd | Hoomroom Teacher of XII IPS 2 |
| 15. | O | Abdur Rohim | Curriculum |
| 16. | P | Firdatus Sholihah | Teacher |
| 17. | Q | Abdul Wahid | Teacher |
| 18. | R | Rudi Harianto, S.Pd | Hoomroom Teacher of X IPS 1 |
| 19. | S | Abdul Kholiq | Staff TU |
| 20. | T | Laksono Arif, S.E | Teacher |
| 21. | U | Mustika Zahro, S.Pd | Teacher |
| 22. | V | Bayu Prasetyo, S.Pd | Teacher |
| 23. | W | Abdul Mukhsin, S.Pd.I | BP |
| 24. | X | Abdul Wahid RB | Operator |
| 25. | Y | Mahally Firdaus | Administrasion |
| 26. | Z | Ahmad Muchlis, S.Pd | Teacher |
| 27. | Z | Ali Mukhtar | Treasure |

⁷⁹ Data Source: *Document of MA Bustanul Ulum Bulugading*, May 20 2019.

Table 4.5
List of Students of Bulugading English Education Center (BEEC)
Senior High School Bustanul Ulum Bulugading
Langkap Bangsalsari Jember⁸⁰

| No | Name | Level | Class | Address |
|----|-----------------------|------------------|-------|---------------|
| 1 | Nur Kamil Hilyatun N. | Advance Class | XI | Karang Sono |
| 2 | Alfu Alfi Rohmatin | Excecelent | XII | Gambiran |
| 3 | Kunti Rohainati | Intermediate | XII | Gambirono |
| 4 | Wanda Hamida | Pre Intermediate | XII | Andong Sari |
| 5 | Ainun Nadifah | Intermediate | XII | Langkap |
| 6 | Riska Syoviyana | Preparation | X | Tanggul |
| 7 | Rahmana Fadila | Preparation | X | Tanggul |
| 8 | Luluk Indah Febrianti | Preparation | X | Gambiran |
| 9 | Sinta Bela | Preparation | X | Gambiran |
| 10 | Assalamah | Preparation | XI | Tanggul |
| 11 | Musrifah | Preparation | XII | Kaliwining |
| 12 | Nur Hasanah | Preparation | XII | Curah Kalong |
| 13 | Nur Safitri | Preparation | XI | Karang Sono |
| 14 | Faidhatul Fiqroh | Pre Basic | XII | Badean |
| 15 | Qurrotul A'yuni | Preparation | XI | Pecoro |
| 16 | Siti Fatimah | Preparation | XII | Curah Ban-ban |
| 17 | Sayyidatina Khotijah | Basic | X | Jatisari |
| 18 | Eva Nur Hayati | Pre Intermediate | XII | Bangsalsari |
| 19 | Siti Fatimah | Basic | XI | Andong Sari |
| 20 | Durrotun Nafisah | Pre Intermediate | XI | Gambirono |
| 21 | Nur Aida Ramadhani | Preparation | XI | Jember |
| 22 | Halimatuz Zahra S. | Preparation | XI | Tanggul |
| 23 | Rifatul Maghfiroh | Pre Basic | XI | Karang Bayat |
| 24 | Putri Wahyu Abdullah | Preparation | XI | Rambipuji |
| 25 | Siti Aisyah | Basic | XII | Klatakan |
| 26 | Siti Maimonah | Pre Basic | XII | Karang Bayat |
| 27 | Lusi Maulidatur R. | Pre Basic | XII | Gambirono |
| 28 | Masumah Putri | Pre Intermediate | XII | Rampak Sari |
| 29 | Hayatul Laili | Preparation | XI | Sukoharjo |
| 30 | Nur Kholisa | Intermediate | XII | Bangsalsari |
| 31 | Khoirotul Aini | Preparation | XI | Karang Sono |
| 32 | Yuni Susiati | Pre Intermediate | XII | Bangsalsari |
| 33 | Ummul Khoiriyah | Preparation | XII | Jatisari |
| 34 | Rifatul Afifah | Basic | X | Kalisatan |
| 35 | Lilatul Fitriyah | Pre Intermediate | XII | Lumajang |

⁸⁰ Data Source: *Document of MA Bustanul Ulum Bulugading*, May 20 2019.

B. Finding

In this chapter, the researcher described the result of research data that appropriate with research focus that was about Bulugading English Education Cente (BEEC) in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember. The result of data research obtained from observation, interview, and document review technique that conducted by the researcher at Bulugading English Education Cente (BEEC). The researcher used Qualitative research method to see a natural condition of the phenomenon.

1. The Activities of Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School Bustanul Ulum Bulugading.

In the field, the researcher found that there were some activities that related to speaking skill development. Based on the researcher's observation, the activities were English Class, Guidance Class, BELC (Bulugading English Local Competition), and Study Tour.⁸¹

English Class was the core activities that implemented by the tutor of Bulugading English Education Center (BEEC) program. In English Class the students learnt about the English lesson that was focused on speaking skill. This activity was carried out in the Afternoon, it was a half past four (16.30) until five O'clock (17.00). All of the students who join the program divided into some classess that appropriate with their levels. The

⁸¹ Data Source: *Observation*, July 04 2019

levels were preparation, pre basic, Basic, pre intermediate, intermediate, excellent, and advance classes.⁸²

It was supported by Mr. Solihin's explanation as tutor of Bulugading English Education Center (BEEC) Program below:

“There were seven classes in BEEC they were, preparation class, pre basic class, basic class, pre intermediate class, intermediate class, excellent class, and advance class. Excellent and advance class has the least students compared to other classes. I just teach both classes as the lower classes were taught by senior students. In here the students was taught about the materials that related to speaking skill such as conversation, sing a song, speech, telling story and, news anchor.⁸³

Based on the interview above, students were divided into some classes; they were pre basic calss, basic class, pre intermediate class, intermediate class, excellent class, and advance class. The teacher was taught the students about conversation, speech, story telling, sing a song and news anchor.

It was supported by Hilya as one of students also supports it as follows:

“Yes miss, the teacher was divided us become 7 classes they were preparation class, pre basic class, basic class, pre intermediate class, intermediate class, excellent class, and advance class. In English Class we were taught conversation, sing a song, speech, telling story and, news anchor”.⁸⁴

Based on the interview with the student of BEEC, it can be concluded that there are 7 classes at Bulugading English Education Center (BEEC) program.

⁸² Data Source: *Observation*, 08 Juli 2019.

⁸³ Solihin, *Interview*, Jember, May 23 2019.

⁸⁴ Hilya, *Interview*, Jember, July 04 2019.

It was also supported by Alfu as one of BEEC's student below:

“In the English class, there were 7 classes such as preparation class, pre basic class, basic class, pre intermediate class, intermediate class, excellent class, and advance class. The materials that were learnt by us such as conversation, speech, sings a song, telling story and, news anchor”.⁸⁵

Based on the interview above, it can be concluded that students were divided into seven classes. They Were, preparation, pre basic, Basic, pre intermediate, intermediate, excellent, and advance class. The materials which were in English class such as conversation, speech, story telling, sing a song, and, news anchor.

In the other activity that was called Guidance Class, the researcher found that before the activity began, there was announcement “*for all students of BEEC, please come to school*” then the students come to the school and make a line, after that, they read the Yel-yel of BEEC (Bulugading English Education Center). Then they assembled with their friends. The students were divided into 5 groups they were preparation 1, preparation 2, preparation 3, and pre basic and basic. The guidance was carried out on 08.00 O'clock PM. It was held only a half hour. It was only carried out four nights in a week.⁸⁶

The next activity was Bulugading English Local Competition (BELC) which was a local competition for the students of Bulugading English Education Center (BEEC) program. This activity was held twice in

⁸⁵ Alfu, *Interview*, Jember, July 07 2019.

⁸⁶ Data Source: *Observation*, July 08 2019

one year. This activity supported the students' speaking skill because there were kinds of contests that were competed such as speech, telling a story, news anchor, and game. The students were divided into three groups which used football club name for each group. They were Barcelona, Manchester United and Chelsea. The criteria which were evaluated were performance, pronunciation, and compatibility between content and topic. The judges were Mr. Mashuri, Mr. Ali Widad, and Mr. Ahmadi they were collegians that chosen by Mr. Solihin.

The last activity was study tour. Study tour was held every once a year. This activity carried out every holiday after Eid Al-Fitr. It was aimed to train students to interact with native speaker. Study tour was not only about traveling but also practice the student's speaking skill. For these who can invite the tourist to home stay and do conversation, they would be rewarded by the tutor. This activity was in two days.⁸⁷

It is supported by Mr. Solihin's statement as follows:

"All of the activities that supported the students' speaking skill were BELC (Bulugading English Local Competition), study tour, and Guidance Class. As in study tour, the students had to practice their speaking skill with native speaker. Guidance class was how to make the students dominate the English lessons, such as speaking, listening, writing, reading, vocabulary, grammar and pronunciation. In BELC (Bulugading English Local Competition), the students also practice their speaking skill through speech, telling story, and news anchor contests. So we made the activities that were needed by the students and helped them in learning English. It was related to speaking skill".⁸⁸

⁸⁷ Data Source: *Observation*, July 09 2019.

⁸⁸ Solihin, *Interview*, Jember, May 23 2019.

There are some activities that were related to students' speaking skill; they were guidance class, Bulugading English Local Competition (BELC), and study tour. In study tour, the students must to practice their speaking skill with native speaker, while in BELC, the students practice their speaking skill by speech, news anchor, and story telling contests

It was also supported by Hilya as the students of Bulugading English Education Center (BEEC) program, she was explained as follows:

“Yes Miss, the activities at Bulugading English Education Center (BEEC) program were Bulugading English Local Competition (BELC), guidance class, and study tour. In study tour, we were practiced to speak English with tourist. At first I was shy but I wanted my speaking gain better so, I tried to practice and practice. And I realized that having good speaking skill was good”.⁸⁹

Based on the interview above, hilya stated that her activities at BEEC are guidance class, BELC, and study tour. She tried to practice and practice then, their speaking gain better.

It is also expressed by Alfu as the students of Bulugading English Education Center (BEEC) program, she was explained as follows:

“Yes miss, with activities at Bulugading English Education Center (BEEC) that was supported the students' speaking skill such as guidance class, study tour, and BELC (Bulugading English Local Competition), Prefiously, I was shy to speak English but finally my speaking was improved”.⁹⁰

Based on the interview, Bulugading English Education Center (BEEC) Program was divided into some activities such as Guidance class,

⁸⁹ Hilya, *Interview*, Jember, July 04 2019.

⁹⁰ Alfu, *Interview*, Jember, July 07 2019.

Bulugading English Local Competition (BELC), and study tour to Bromo Mountain.

According to the interview and observation above, the researcher concludes that the activities that supported the students' speaking skill are:

1) English Class where the students learnt about the English lessons, 2) Guidance Class where the students learnt about mastery of English lessons, 3) BELC (Bulugading English Local Competition) where the students learnt how to practice their speaking skill in speech, telling story, and news anchor contests, 4) Study Tour to Bromo Mountain where the students learnt about how to practice speak English with native speaker.

2. English Learning Material at Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School of Bustanul Ulum bulugading Jember.

The materials in Bulugading English Education Center (BEEC) Program were arranged by the teacher. In speaking class, the researcher found that teacher was focused on practice. The materials that learnt by the students were conversation, speech, story telling, sing a song, and news anchor. Speaking without practice was nothing.⁹¹ The materials at Bulugading English Education Center (BEEC) program will be explained by Mr. Solihin as follow:

“The materials were chosen by me, who was compatible with students' level. In speaking skill, I was focused on the practice. So

⁹¹ Data Source: *Observation*, July 09 2019

the materials were conversation, speech, story telling, sing a song and news anchor. Its goal is to train the students' speaking skill".⁹²
Based on the interview with the teacher, the materials of

Bulugading English Education Center (BEEC) program in speaking skill was focused on the practice, and it was appropriate with their level.

It is also supported by Wanda as students of Bulugading English Education Center (BEEC) program, the explanation as follows:

"Yes, in BEEC (Bulugading English Education Center), I learnt about conversation, speech, sing a song, story telling, and news anchor. Previously, I can not speak English, but after join BEEC, I can speak English well".⁹³

Based on the Interview above, conversation, speech, sing a song, story telling, and news anchor become the materials at Bulugading English Education Center.

It is also explained by Hilya as the student of Bulugading English Education Center (BEEC) program, the explanation as follows:

"In BECE (Bulugading English Center Education), the teacher was taught us about conversation, sing a song, speech, Telling story, and News Anchor. It was used to train our speaking skill in order we can participate in any competition".⁹⁴

Based on the interview above, the material that was learnt by students at Bulugading English Education Center (BEEC) they were conversation, sing a song, speech, telling story, and news anchor. The tutor was trained the students in order they can participate in competitions.

⁹² Solihin, *Interview*, Jember, May 23 2019.

⁹³ Wanda, *Interview*, Jember, July 07 2019.

⁹⁴ Hilya, *Interview*, Jember, July 04 2019.

According to the interview and observation above, the researcher concludes that the materials were used by teacher at Bulugading English Education Center (BEEC) Program in speaking skill were focused on the practice, they were: 1. Conversation, 2. Sing a song, 3. Speech, 4. Story telling, 5. News Anchor.

3. English Learning Strategies at Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School of Bustanul Ulum bulugading Jember.

In the field, the researcher found in English Class, the strategies were used by the teacher was appropriate with their level. In upper class, the teacher was used discussion and debate as the strategies in teaching speaking skill, but in the lower class, the strategies were used by the teacher were lecturing and performance method.⁹⁵ It is explained by the tutor of Bulugading English Education Center (BEEC) program, the explanation as follow:

“I chose the strategies which were related with students’ speaking skill. They were discussion, performance method, debate, and lecturing method”.⁹⁶

Based on the interview above, it can be concluded that the strategies were used by the teacher were discussion, performance method, lecturing method, and debate. It will help the students in practicing speaking skill.

⁹⁵ Data Source: *Observation*, July 10 2019

⁹⁶ Solihin, *Interview*, Jember, May 23 2019.

And the statement above was also strengthened by Alfu as a student of Bulugading English Education Center (BEEC) program, the explanation as follows:

“Yes, the strategies were chosen by the teacher. In speaking class, the strategies were used by the teacher were discussion, debate, lecturing and performance method. In this class we were focused on the practice”.⁹⁷

Based on the interview above, in speaking class, the teacher was used some strategies, they were discussion, lecturing method, debate, and performance method.

It is also supported by Laila as a student of Bulugading English Education Center (BEEC) program, the explanation as follows:

“Yes miss, the strategies were used by the teacher in speaking skill, they were discussion, debate, lecturing method, and performance method”.⁹⁸

Based on the interview above, the strategies were used by the tutor of Bulugading English Education Center (BEEC) program they were lecturing method, discussion, debate, and performance method. The strategies also adapted with their level. In the upper class the strategies that used by the tutor are discussion, and debate, but the lower classes were just used lecturing method.

According to the interview and observation above, the researcher concludes that the strategies were used by teacher at Bulugading English Education Center (BEEC) Program in speaking skill were focused on

⁹⁷ Alfu, *Interview*, Jember, July 07 2019.

⁹⁸ Laila, *Interview*, Jember, July 10 2019.

practice, they were: 1. Discussion, 2. Debate, 3. Lecturing method, 4. Performance method.

4. English Learning Strategies at Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School of Bustanul Ulum bulugading Jember.

In the field, the researcher found that media were used by the teacher at Bulugading English Education Center (BEEC) Program in speaking skill were visual and audio visual media such as English book, laptop, and music box.⁹⁹ Media were used by the teacher will be explained by Mr. Solihin, as follow:

“In the learning process, sometimes I was used some media such as books, music box, laptop. The goal was used to help the students in understanding the materials easily”.¹⁰⁰

Based on the interview above, the teacher stated that media were used at Bulugading English Education Center were English book, laptop, and music box. Media can help the students in understanding the materials.

And be supported by the explanation from Hilya as the president of BECE (Bulugading English Center Education) as follow:

“That is right miss; the tutor used media in the class such as laptop, music box, and English book. Music box used to teach listening. At first the teacher gave song book then played the music and asked the students to sing a song together”.¹⁰¹

⁹⁹ Data Source: *Observation*, July 09 2019

¹⁰⁰ Solihin, *Interview*, Jember, May 23 2016.

¹⁰¹ Hilya, *Interview*, Jember, July 04 2019.

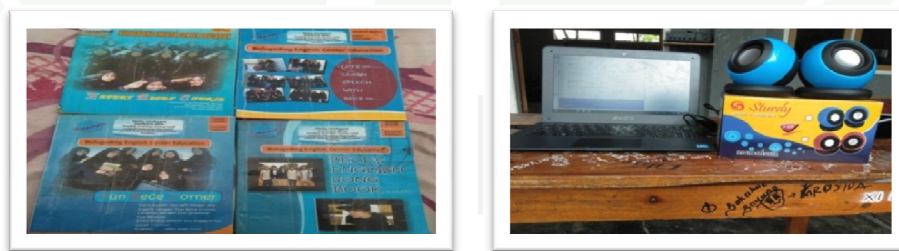
Based on the interview above, English book, laptop, and music box were as media in teaching speaking skill. For example, the teacher asked the students to sing an English song by using Song book.

It is also supported by another student, the explanation as follows:

“Media were used by the teacher in learning speaking skill, they were book, laptop and music box. Laptop was used by teacher in teaching pronunciation for example video about British and American accent. I believed that media helped us in learning process”.¹⁰²

Based on the interview above, media were used by the tutor of Bulugading English Education Center (BEEC) program they were visual and audio visua media such as English book, laptop, and music box.

According to the interview and observation above, the researcher concludes that the media were used by the teacher at Bulugading English Education Center (BEEC) Program in speaking skill were visual and audio visual media, such as: 1. English Book, 2. Laptop, and 3. Music box.



Picture 4.1: Media are used by the teacher at Bulugading English Education Center (BEEC) Program.¹⁰³

¹⁰² Ainun, *Interview*, Jember, July 04 2019.

¹⁰³ Data Source: *Documentation of BEEC Program*, July 04 2019

5. Supporting and obstacle aspects of Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School of Bustanul Ulum bulugading Jember.

In this session, the researcher describes supporting and obstacle aspects of Bulugading English Education Center (BEEC) program in speaking skill.

In the field, researcher found the supporting aspect of the students at Bulugading English Education Center were high motivation, high self-confidence, and have good intelligence. The teacher gave punishment to the students who did not speak English, so that the students have high motivation to practice their speaking skill.¹⁰⁴ It is stated by the tutor of BEEC program as follows:

“The supportings factor that support the implementation of Bulugading English Education Center (BEEC) program in students’ speaking skill were good intelligence, high self-confidence, and high motivation. For the students who did not speak English will get the punishment and it was one of my motivations so that the students always try to speak English”.¹⁰⁵

Based on the interview above, there are some supporting aspects at BEEC program which can affect students’ speaking skill. They were high motivation, high self confidence, and good intelligence. The one of motivation from the teacher is punishment.

It was also support by the explanation from the student of Bulugading English Education Center (BEEC) program as follows:

¹⁰⁴ Data Source: *Observation*, July 08 2019

¹⁰⁵ Solihin, *Interview*, Jember, May 23 2019.

“Yes Miss, high motivation, high self- confidence, and good intelligence were supporting aspect. It makes my speaking gain better because high motivation was helped us to always practice my speaking”.¹⁰⁶

Based on Lisa’s statement, high motivation can help the students to always practice their speaking. Some supportings aspect are high motivation, high self confidence, and good intelligence.

It was also supported by the explanation from Alfu as the student of Bulugading English Education Center (BEEC) program as follows:

“Yes miss, since I was learnt English at BEEC program. The teacher gave punishment to the students who did not speak English because it was one of a way as motivation for the students to practice speaking skill. Some of supporting aspects of BEEC program were high motivation, high self- confidence, and good intelligence”.¹⁰⁷

Based on interview above, it can be concluded that supporting aspects of Bulugading English Education Center (BEEC) program in speaking skill were high motivation, high self-confidence, and good intelligence. For the students who did not speak English, they got punishment.

In the field, researcher found the obstacle aspect of the students at Bulugading English Education Center (BEEC) program were lack of vocabulary, lack of grammar, lack of pronunciation, lack of confidence, fear of making mistakes, and mother tongue.¹⁰⁸ It will be explained by Mr.

Solihin as follows:

¹⁰⁶ Lisa, *Interview*, Jember, July 05 2019.

¹⁰⁷ Wanda, *Interview*, Jember, July 07 2019.

¹⁰⁸ Data Source: *Observation*, July 09 2019

“The obstacle aspect that was affected the implementation of Bulugading English Education Center (BEEC) program in students’ speaking skill were lack of vocabulary, lack of grammar, lack of pronuniation, lack of confidence, fear of making mistakes, and mother tongue. There were some students prefer to use mother tongue than English”.¹⁰⁹

Based on the interview above, solihin stated that there are some obstacles aspect at BEEC program, they were lack of vocabulary, lack of grammar, lack of pronuniation, lack of confidence, fear of making mistakes, and mother tongue.

It is also supported by Ainun’s statement as the student of Bulugading English Education Center (BEEC) program, the statement as follows:

“It was right Miss, in learning English, especially speaking skill there were some obstacle aspects that hold up the students, they were lack of vocabulary, lack of grammar, lack of pronunciation, lack of confidence, fear of making mistakes, and mother tongue”.¹¹⁰

Based on the interview above, in speaking skill, there some obstacles aspect for the students of BEEC program, they were lack of vocabulary, lack of grammar, lack of pronuniation, lack of confidence, fear of making mistakes, and mother tongue.

It is also explained by Hilya’s statement as the students of Bulugading English Education Center (BEEC) program, the statement as follows:

¹⁰⁹ Solihin, *Interview*, Jember, May 23 2019.

¹¹⁰ Ainun, *Interview*, Jember, July 04 2019.

“Based on my Experience before, I did not know how to pronounce the sentence, and I was lack of vocabulary. According to me, lack of vocabulary made our speaking will be stumble. There were some obstacle aspects which was affected the students in speaking skill, they were they were lack of vocabulary, lack of grammar, lack of pronunciation, lack of confidence, fear of making mistakes, and mother tongue”.¹¹¹

Based on interview above, it can be concluded that obstacle aspects of Bulugading English Education Center (BEEC) program in speaking skill were lack of vocabulary, lack of grammar, lack of pronunciation, lack of confidence, fear of making mistakes, and mother tongue.

According to the interview and observation above, the researcher concludes that the supporting aspects of Bulugading English Education Center (BEEC) Program in speaking skill were: 1. High motivation, 2. High self-confidence, and 3. Good intelligence. While the obstacle aspects were: 1. Lack of vocabulary, 2. Lack of grammar, 3. Lack of pronunciation, 4. Lack of confidence, 5. Fear of making mistakes, and 6. Mother tongue.

C. Discussion

This section is researcher's idea, the correlation between categorizes and dimensions, the position of findings with the previous findings, with interpretation and explanation of findings that presented in the field.

¹¹¹ Hilya, *Interview*, Jember, July 04 2019.

A Finding Discussion contains of the data that obtained by the researcher by using Observation, Interview, and Document Review techniques in the field. The discussion as follow:

1. The Activities of Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School Bustanul Ulum Bulugading.

According to findings, the researcher concludes the activities that was supported the students' speaking skill are: 1) English Class where the students learnt about the English lessons, 2) Guidance Class where the students learnt about mastery of English lessons, 3) BELC (Bulugading English Local Competition) where the students learnt how to practice their speaking skill in speech, telling story, and news anchor contests, 4) Study Tour to Bromo Mountain where the students learnt about how to practice speak English with native speaker.

Speaking is the most important skill for the students to make an interaction and make a good relationship and also to get some information in the learning process. So that's why, the teacher of Bulugading English Education Center (BEEC) Program was created some activities that relevan to students' speaking skill.

The finding dabove is appropriate with the theory that was explained by Sari Luoma, the explanation as follow:

Speaking is so important because Speaking as interaction, and speaking as a social and situation based activity. All these perspectives see speaking as an integral part of people's daily lives.¹¹²

Based on the finding discussion above and supported by the theory, it can be concluded that the activities at Bulugading English Education Center (BEEC) program, they are English class, Guidance class, Bulugading English Local Competition (BELC), and Study tour. All of the activity was related to students' speaking skill.

2. English Learning Material at Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School of Bustanul Ulum bulugading Jember.

According to the interview and observation above, the researcher concludes that the materials were used by teacher at Bulugading English Education Center (BEEC) Program in speaking skill were focused on the practice, they were: 1. Conversation, 2. Sing a song, 3. Speech, 4. Story telling, 5. News Anchor.

Learning materials is anything which was arranged by the teacher. The teacher needs to understand in detail the content of the material which must dominate by the students because the teacher's role and assignment was as study source.

The finding discussion is appropriate with the theory that explained by Brian Tomlinson, the explanation as follow:

¹¹² Sari Luoma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), 9.

Materials refer to anything which is used by the teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, youtube, emails, dictionaries, grammar books, workbooks, and photocopied exercises. Materials developers might write textbook, tell stories, speech, express an opinion, provide examples of language use or read a poem or news, and make a conversation in the classroom.¹¹³

Based on the finding discussion above and supported by the theory, it can be concluded that material refers to anything which is used by the teachers or learners to facilitate the learning of a language. The materials which were related to the speaking skill such as conversation, speech, telling story, sing a song, and news anchor.

3. English Learning Strategies at Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School of Bustanul Ulum bulugading Jember.

According to the interview and observation above, the researcher concludes that the strategies were used by teacher at Bulugading English Education Center (BEEC) Program in speaking skill were focused on the practice, they were: 1. Discussion, 2. Debate, 3. Lecturing method, 4. Performance method.

The finding discussion above was appropriate with the theory that explained by Zainal Aqib, the explanation as follow:

¹¹³ Brian Tomlinson, *Material Development in Language Teaching* (Cambridge: Cambridge University Press, 2011), 2.

Discussion method is an interaction between students with students or students with teacher to analyze something, to solve problems, dig up something, to debate a topic, or issue.¹¹⁴

The performance method is shaped like practice by the students under the teacher's guidance. The practice was performed on the basis of explanations or demonstrations that received or observed by students.¹¹⁵

The lecturing method is shaped a material explanation that ends with the question and answer between teacher and students. This strategy is usually used by the teacher to deliver materials to the students.¹¹⁶

Debate is the process of maintaining an opinion, certainly in the opposite with the opposite talk. Debate is one of the speaking learning strategies that includes two groups and divided into pro and contra groups.¹¹⁷

Based on the finding discussion and supported by the theory, it can be concluded that strategies were used by the teacher in speaking skill at Bulugading English Education Center (BEEC) program were discussion. Lecturing method, performance method and debate.

¹¹⁴ Zainal Aqib, *Model-model, Media, dan Strategi Pembelajaran Kontekstual* (Bandung: Yrama Widya, 2017), 107.

¹¹⁵ *Ibid.*, 106.

¹¹⁶ Aqib, *Model-model, Media, dan Strategi Pembelajaran*, 103.

¹¹⁷ *Ibid.*, 24.

4. English Learning Media at Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School of Bustanul Ulum bulugading Jember.

According to the interview and observation above, the researcher concludes that the media were used by the teacher at Bulugading English Education Center (BEEC) Program in speaking skill were visual and audio visual media, such as: 1. English Book, 2. Laptop, and 3. Music box.

The finding discussion above was appropriate with the theory that explained by Ega Rima Wati, the explanation as follow:

Visual media is a media that has several elements; they are forms, colors, and texture in the synthesized. Visual media can show how material content is related to reality. There are some visual media that are used in the learning process such as Books, journals, maps, magazines, pictures, globe, sketch, and etc.

Audio visual media is a media that can show the picture elements and sounds simultaneously at a server of messages or information. Audio visual media can reveal objects and the real events. There are some visual media that are used in the learning process such as projector, tape recorder, Movie, Video, Sound system, Laptop, handphone, sound slide, film strip and etc.¹¹⁸

¹¹⁸ Ega Rima Wati, *Ragam Media Pembelajaran* (Yogyakarta: Kata Pena, 2016), 5.

Based on the finding discussion and supported by the theory, it can be concluded that Medias are used by the teacher in speaking skill at Bulugading English Education Center (BEEC) program were Visual media such as English book, while the audio visual media, such as laptop and music box.

5. Supporting and obstacle aspects of Bulugading English Education Center (BEEC) Program in Speaking Skill at Senior High School of Bustanul Ulum bulugading Jember.

According to findings, the researcher concludes that the supporting aspects of Bulugading English Education Center (BEEC) Program in speaking skill were: 1. High motivation, 2. High self-confidence, and 3. Good intelligence. While the obstacle aspects were: 1. Lack of vocabulary, 2. Lack of grammar, 3. Lack of pronunciation, 4. Lack of confidence, 5. Fear of making mistakes, and 6. Mother tongue.

The finding discussion above was appropriate with the theory that explained about the supporting factor of Bulugading English Education Center (BEEC) program in speaking skill, the explanation as follow:

Motivation has been recognized as an important variable determining student's achievement and attainment for a long time. Siegel in mahmoudi and mahmoudi state motivation is affected by learner's attitudes toward the second language, its speakers, and the speaker's culture.

Intelligence is the role of cognitive skills within specific strategies and appropriate context which frees us from the old fixed view about intelligence, thus, the learner can improve them self.

Self-confidence is a kind of feeling where the students attribute their willingness to participate in every class presentation and discussion. They tend to speak the more difficult word when speaking.¹¹⁹

Based on the finding discussion and supported by the theory, it can be concluded that supportings aspect in students' speaking skill that was supported the teacher and students at Bulugading English Education Center (BEEC) program, they were high motivation, high self confidence, and good intelligence.

Based on the finding above, it can be concluded that obstacle aspects of Bulugading English Education Center (BEEC) program in speaking skill were lack of vocabulary, lack of grammar, lack of pronunciation, lack of confidence, fear of making mistakes, and mother tongue.

The finding discussion above was appropriate with the theory that explained about the obstacle aspects of Bulugading English Education Center (BEEC) program in speaking skill, the explanation as follow:

a. Lack of Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. The problems of vocabularies occur when someone is

¹¹⁹ Novria Fadli. et al, "Contributing Factors to The Students' Speaking Ability", *Jurnal of The Association for Arabic and English*, 2, (September, 2017), 159.

lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence.

b. Lack of Pronunciation

Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar.

c. Lack of Grammar

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort, if learners do not know the rules of grammar, they will never be able to communicate using English effectively.¹²⁰

d. Lack of Confidence

Lack of confidence is a kind of feeling where the students attribute their unwillingness to participate in every class presentation and discussion. They tend to speak the easiest word when speaking.

e. Fear of Making Mistakes

A fear of making mistakes is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system. It is tendency on part of some people try to

¹²⁰ Dea Aries Fitriani, et al, “ A Study on Student’s English Speaking Problems in Speaking Performance”, <http://jurnal.untan.ac.id/index.php/jdpdp/article/view/11345>, (05 August 2019)

avoid, and even fear communicating orally. The existence of this feeling is perceived intuitively by the students.¹²¹

f. Mother Tongue

In classes where all or a number of the learners share the same mother tongue, they may tend to use it; because it is easier and unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep speaking the target language.¹²²

Based on the finding discussion and supported by the theory, it can be concluded that obstacles aspect in students' speaking skill that encountered by the teacher at Bulugading English Education Center (BEEC) program, they were lack of vocabulary, lack of grammar, lack of pronunciation, lack of confidence, fear of making mistakes, and they prefer to use mother tongue.

¹²¹ Mely Arya Susilawati, et al, "Student' Speaking Problems in English Presentation", <https://media.neliti.com/media/publications/214244> (05 August 2019), 14

¹²² Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996), 121.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of data and analysis in the previous chapter, the conclusion would be drawn as follows:

1. The Implementation of Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading divided into some activities, they are English Class, Guidance Class, BELC (Bulugading English Local Competition), and Study Tour.
2. English Learning Materials are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill are conversation, sing a song, speech, telling a story and news anchor.
3. English Learning Strategies are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill are discussion, lecturing method, performance method, and debate.
4. English Learning Media are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill are visual and audio visual media such as English books, laptop, and music box.
5. The supporting and obstacle aspects of Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading, the supporting aspects are high motivation, high self-confidence, and good intelligence. While the obstacle aspects are lack of

vocabulary, lack of grammar, lack of pronunciation, lack of confidence, fear of making mistakes, and prefer to use mother tongue.

B. Suggestion

After drawing conclusion, the researcher presents some suggestions directing to the other researchers who are interested in same research, which used to be the evaluation as follows:

1. For teacher of Bulugading English Education Center (BEEC) program, the researcher suggests to him to more creative in making activities for the students of BEEC that related with English skills. On the other hand, the researcher suggests that the teacher to pay more attention to the program's name and change it with the correct grammar.
2. For the Students of Bulugading English Education Center (BEEC) program, the researcher suggests to all of you to more spirit in learning English, and tried to increase your motivation to always practice your speaking so that you can be a good at public speaker.
3. For the other researchers, the researcher suggests to them who are interested to make the same research, in order to choose the better technique than the technique which used in this research. They also can use this research as reference in doing related research in another object.

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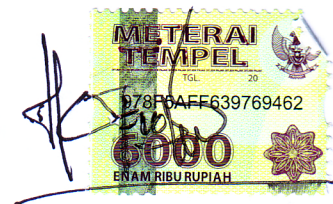
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I hereby sincerely state that this thesis is my real marterpiece, except the things out of my masterpiece in this are signed by citation and referred into bibliography.

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NIM. T20156072

MATRIX OF RESEARCH

| Title | Variable | Sub Variable | Indicator | Data Collection | Research Design | Research Problem |
|---|--|------------------------------|--|--|--|--|
| The Implementation of Bulugading English Education Center Program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember | 1. Bulugading English Education Center Program | 1. English Learning Material | 1. Conversation 2. Speech 3. Sing a song 4. Story telling 5. News anchor | Participants: 1. Teacher of Bulugading English Education Center (BEEC) Program 2. Students of Bulugading English Education Center (BEEC) Program 3. Literature: Book, Journal 4. Document Review | 1. Scientific Method: Descriptive Qualitative Research. 2. Collecting Data: <ul style="list-style-type: none"> • Observation • Interview • Document Review 3. Data Analysisi <ul style="list-style-type: none"> • Condensation • Data Display • Conclusion Drawing/ Verification 4. Data Validity: source and technique Triangulation | 1. What activities are created by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember? 2. What materials are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember? |
| | 2. Speaking Skill | 2. English Learning Strategy | 1. Discussion 2. Performance method 3. Debate 4. Lecturing method | | | |
| | | 3. English Learning Media | 1. Visual Media: English Book 2. Audio Visual Media: Laptop and Music Box | | | |
| | | 1. Aspect of Speaking | 1. Comprehension 2. Vocabulary 3. Grammar 4. Pronounciati on 5. Fluency | | | 3. What strategies are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul |

| | | | | | |
|--|--|--|---|--|--|
| | | <p>2. Function of Speaking</p> <p>3. Supporting aspects</p> <p>4. Obstacle aspects</p> | <p>1. Talk as interaction</p> <p>2. Talk as transaction</p> <p>3. Talk as performance</p> <p>1. High Motivation</p> <p>2. High Self-Confidence</p> <p>3. Good Intelligence</p> <p>1. Lack of Vocabulary</p> <p>2. Lack of grammar</p> <p>3. Lack of pronunciation</p> <p>4. Lack of Confident</p> <p>5. Fear of making Mistakes</p> <p>6. Mother Tongue</p> | | <p>Ulum Bulugading Jember?</p> <p>4. What Media are used by the teacher at Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?</p> <p>5. What are the supporting and obstacle aspects of Bulugading English Education Center (BEEC) program in Speaking Skill at Senior High School Bustanul Ulum Bulugading Jember?</p> |
|--|--|--|---|--|--|

JOURNAL OF RESEARCH

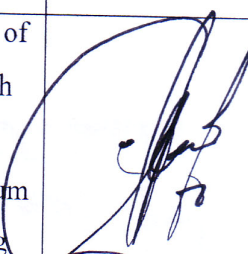

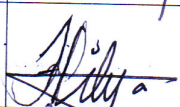
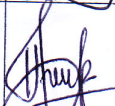
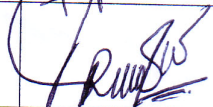
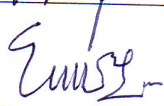
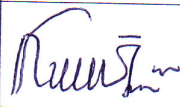
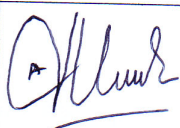
SENIOR HIGH SCHOOL BUSTANUL ULUM BULUGADING

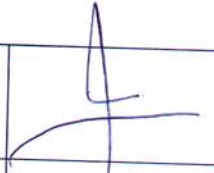

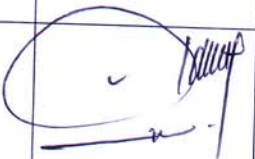
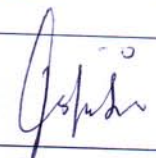
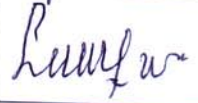
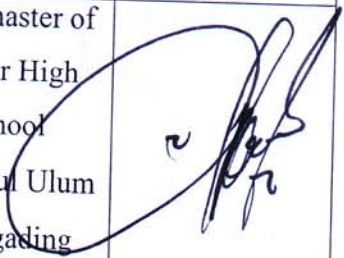
Name : Siti Sofiyah

NIM : T20156072

Title : The Implementation of BECE (Bulugading English Center Education) in Speaking Skill at Senior High School Bustanul Ulum Bulugading

Location : Bulugading Street No 125. Langkap Bangsalsari Jember.

| NO | DATE | ACTIVITY | INFORMANT | POSITION | SIGNATURE |
|----|-----------------------------------|--|------------------------------|---|---|
| 1. | 16 th of July, 2019 | Submite The Letter Of Permission | Shohib, S.Pd.I | Headmaster of Senior High School Bustanul Ulum Bulugading |  |
| 2. | 23 rd of May, 2019 | Interview | Solihin, M.Pd | Tutor of BECE |  |
| 3. | 04 th of July, 2019 | Interview | Nur Kamil Hilyatun Ni'mah | Students of BECE |  |
| 4. | 04 th of July, 2019 | Interview | Ainun Nadifah | Students of BECE |  |
| 5. | 05 th of July, 2019 | Interview | Nur Kholisa | Students of BECE |  |
| 6. | 05 th of July, 2019 | Interview | Eva Nur Hayati | Students of BECE |  |
| 7. | 06 th of July, 2019 | Interview | Kunti Rohainati | Students of BECE |  |
| 8. | 07 th of July, 2019 | Interview | Alfu Alfi Rahmatin | Students of BECE |  |

| | | | | | |
|-----|-------------------------------------|---------------------------------------|-------------------|---|---|
| 9. | 07 th of July, 2019 | Interview | Wanda Hamida | Students of BECE |  |
| 10. | 08 th of July, 2019 | Observation in the first Grade | Mashuri, S.Pd | English Teacher |  |
| 11. | 09 th of July, 2019 | Observation in the Second Grade | Solihin, M.Pd | English Teacher |  |
| 12. | 10 th of July, 2019 | Interview | Durrotun Nafisah | Students of BECE |  |
| 11. | 10 th of July, 2019 | Interview | Lailatul Fitriyah | Students of BECE |  |
| 12. | 16 th of August, 2019 | A completed Research Letter | Shohib, S.Pd.I | Headmaster of Senior High School Bustanul Ulum Bulugading |  |

Jember, August 26 2019

Headmaster

 Shohib, S.Pd.I



**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](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B196/In.20/3.a/PP.00.9/07/2019
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Izin Penelitian**

16 Juli 2019

Yth. Kepala Madrasah Aliyah Bustanul Ulum Bulugading
Jl. Bulugading No 125 Langkap Bangsalsari Jember

Assalamualaikum Wr Wb.

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

Nama : Siti Sofiyah
NIM : T20156072
Semester : IX (Sembilan)
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris (TBI)

untuk mengadakan Penelitian/Riset mengenai The Implementation of BECE (Bulugading English Center Education) in Teaching Speaking at Senior High School Bustanul Ulum Bulugading selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Madrasah Aliyah Bustanul Ulum Bulugading
2. Tutor of BECE (Bulugading English Center Education)
3. Students of BECE (Bulugading English Center Education)

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,





YAYASAN BUSTANUL ULUM BULUGADING
MADRASAH ALIYAH BUSTANUL ULUM

SURAT KEPUTUSAN MENKUMHAM NOMOR : AHU-4394.AH.01 04 Tahun 2011
AKTE NOTARIS NOMOR : 16 BAMBANG HERMANTO, SH. NPWP : 03.127.250.3-626.000
Alamat : JL. PP. BBUSTANUL ULUM BULUGADING NO. 125 LANGKAP BANGSALSARI JEMBER

Sekretariat : Kantor Yayasan Bustanul Ulum Bulugading Langkap Bangsalsari Jember Telp. 0331 711 875 Kode Pos 68154

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : MA.BU/1.C/Ac.1/Ka.001/VIII/2019

Yang bertanda tangan di bawah ini :

Nama : Shohib,S.Pd.I

Jabatan : Kepala Madrasah Aliyah Bustanul Ulum

Alamat : Jln. PP Bulugading No. 125 Langkap Bangsalsari Jember

Menerangkan Bahwa :

Nama : Siti Sofiyah

NIM/NPM : T20156072

Semester : IX (Sembilan)

Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Jurusan/ Prodi: Tadris Bahasan Inggris

Telah melaksanakan penelitian di Lembaga MA Bustanul Ulum Bulugading terhitung dari tanggal 16 Juli 2019 sd. 16 Agustus 2019, untuk memperoleh data dalam rangka penyusunan Skripsi yang berjudul **“The Implementation of BECE (Bulugading English Center Education) in Speaking Skill at Senior High School Bustanul Ulum Bulugading”**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Bangsalsari, 26 Agustus 2019

Kepala Madrasah



Shohib, S.Pd.I

INSTRUMENTS OF RESEARCH

A. Instrument of Observation

- a. The activities of Bulugading English Education Center (BEEC) program in speaking skill.
- b. The materials are used at Bulugading English Education Center (BEEC) program in speaking skill.
- c. The strategies are used at Bulugading English Education Center (BEEC) program in speaking skill.
- d. The media are used at Bulugading English Education Center (BEEC) program in speaking skill.
- e. The supporting and obstacle aspects of Bulugading English Education Center (BEEC) program in speaking skill.

B. Instrument of Interview

1. Tutor of Bulugading English Education Center (BEEC) Program

- a. Can you tell me about the history of Bulugading English Education Center (BEEC) program?
- b. What is the goal of Bulugading English Education Center (BEEC) program?
- c. What English skills are emphasized in Bulugading English Education Center (BEEC) program?
- d. What activities are created at Bulugading English Education Center (BEEC) program in speaking skill?
- e. What materials are used in speaking skill at Bulugading English Education Center (BEEC) program?
- f. What strategies are used in speaking skill at Bulugading English Education Center (BEEC) program?
- g. What media are used in speaking skill at Bulugading English Education Center (BEEC) program?
- h. What are the supporting and obstacle aspects in speaking skill at Bulugading English Education Center (BEEC) program?

2. Students of Bulugading English Education Center (BEEC) Program

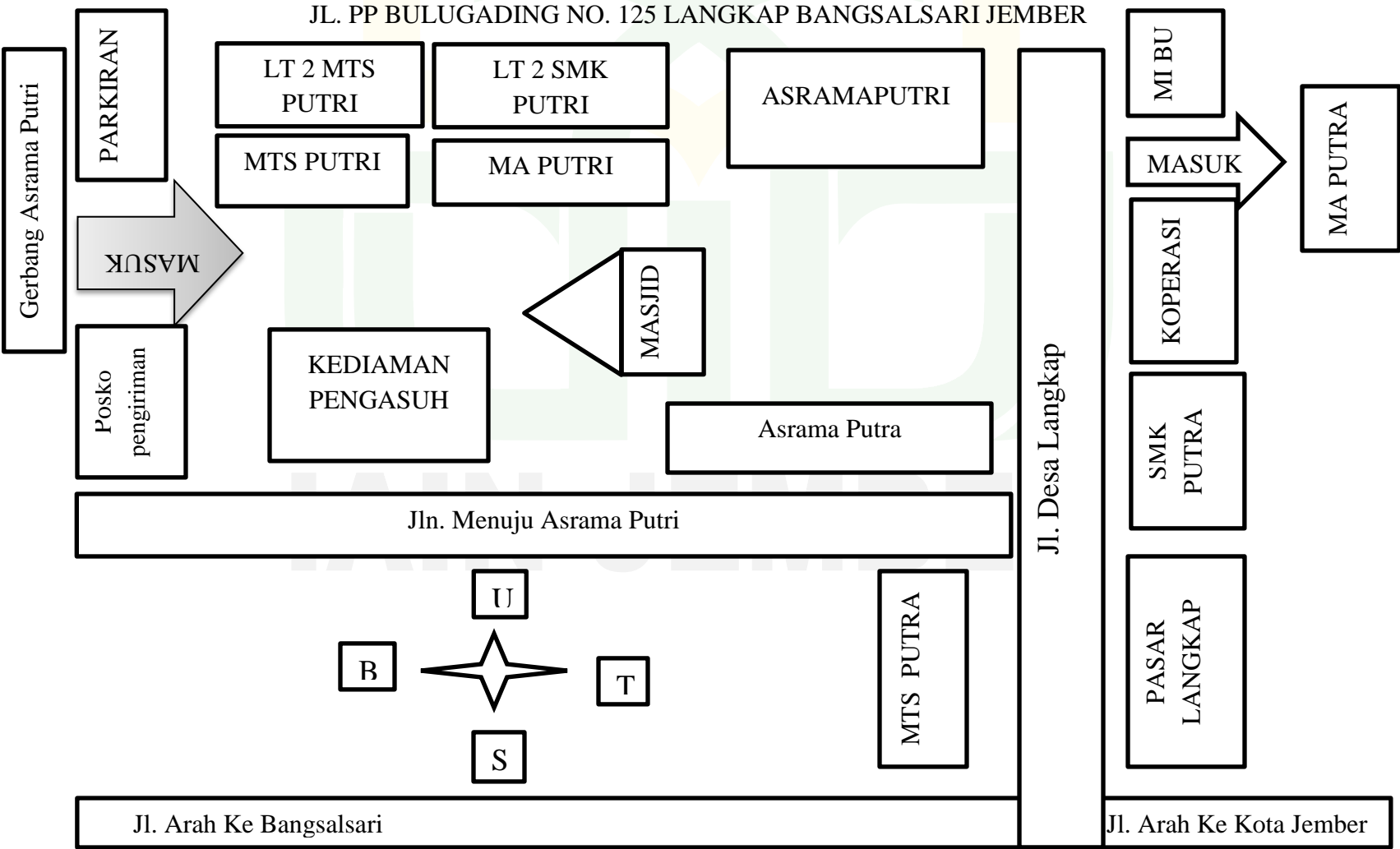
- a. What is your reason for joining Bulugading English Education Center (BEEC) program?
- b. What materials are used by the teacher in speaking skill at Bulugading English Education Center (BEEC) program?
- c. What strategies are used by the teacher in speaking skill at Bulugading English Education Center (BEEC) program?
- d. What media are used by the teacher in speaking skill at Bulugading English Education Center (BEEC) program?
- e. What are the supporting and obstacle aspects in speaking skill at Bulugading English Education Center (BEEC) program?

C. Instrument of Document Review

1. History of MA Bustanul Ulum Bulugading Jember
2. Profile of MA Bustanul Ulum Bulugading Jember
3. Data of facilities at MA Bustanul Ulum Bulugading Jember
4. Organizational Structure of MA Bustanul Ulum Bulugading Jember
5. Organizational Structure of Bulugading English Education Center (BEEC) Program.
6. Data of Teachers at MA Bustanul Ulum Bulugading Jember
7. Data of Students at Bulugading English Education Center (BEEC) Program.
8. Material of speaking skill at Bulugading English Education Center (BEEC) Program.

IAIN JEMBER

DENAH LOKASI
MA BUSTANUL ULUM BULUGADING



DOCUMENTATION OF RESERACH



English Class – Pre Intermediate Class



English Class – Pre Basic Class



Guidance Class – Pre Basic Class



Guidance Class – Preparation Class



BELC (Bulugading English Local Competition)



Study Tour to Bromo Mountain



LEARNING PROCESS



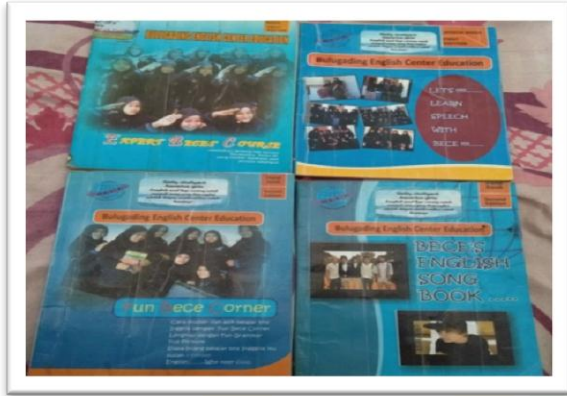
Interview with the Tutor of BEEC

Interview with Students of BEEC

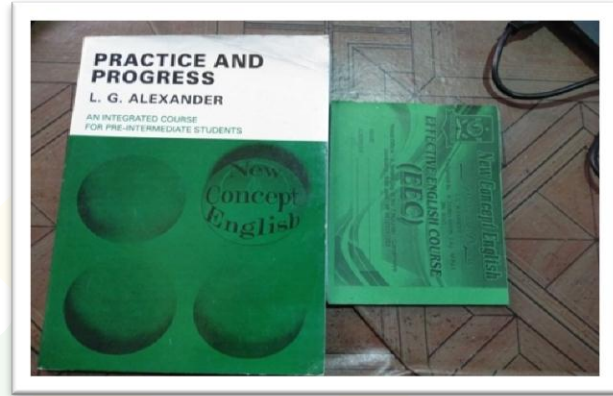


Participated In Competition (Speech and Story Telling)

Media at BEEC



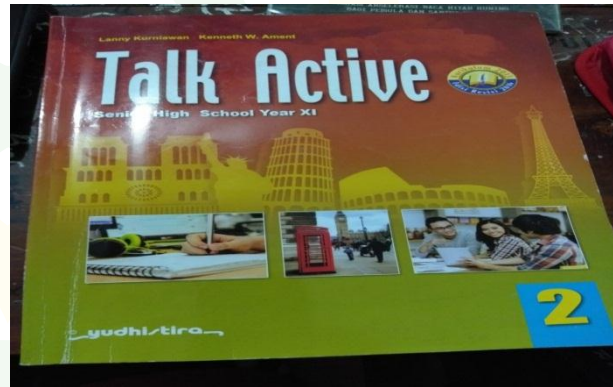
Hand Book of BEEC



English Book of BEEC



Dresscode of BEEC



English Book at Senior High School
Bustanul Ulum Bulugading

IAIN JEMBER

PROFILE

Name : Siti Sofiyah
Place, Date of Birth : Jember, Nopember 09, 1996
Address : Pakis Panti Jember
Number Phone : 082334978138
E-mail : sitisofiyah745@gmail.com
Jurusan : Faculty of Tarbiyah and Teacher Training
Study Program : English Education Department



Educational Background

2003 – 2009 : Elementary School Pakis 02 Panti Jember
2009 – 2012 : Junior High School Bustanul Ulum Bulugading Jember
2012 – 2015 : Senior High School Bustanul Ulum Bulugading Jember
2015 – 2019 : Institute of Islamic Studies of Jember (IAIN JEMBER)

IAIN JEMBER