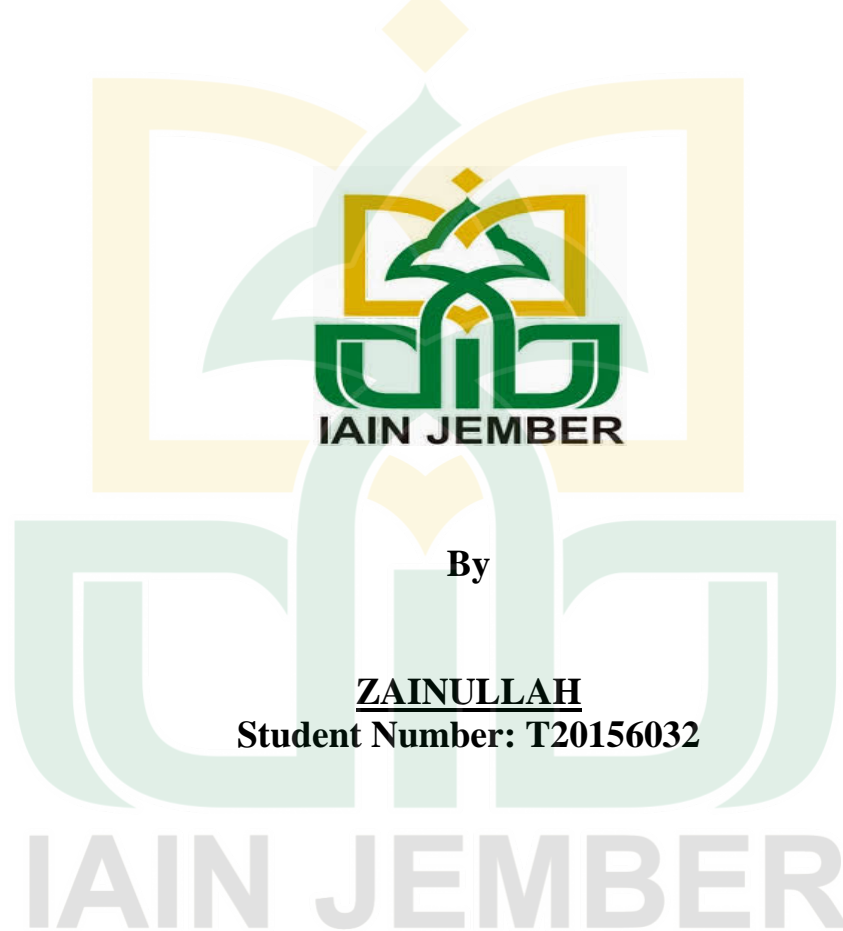**TEACHING SPEAKING SKILL OF STUDENT MEMBERS**
AT BIRO PENGEMBANGAN BAHASA ASING (BPBA) ANNUQAYAH
ISLAMIC BOARDING SCHOOL SUMENEP IN 2019-2020 ACADEMIC YEARS

THESIS

By

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Student Number: T20156032

ISLAMIC STATE INSTITUTE OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH DEPARTMENT
2019

TEACHING SPAKING SKILL OF STUDENT MEMBERS AT BIRO PENGENGEMBANGAN BAHASA ASING (BPBA) ANNUQAYAH ISLAMIC BOARDING SCHOOL SUMENEP IN 2019-2020 ACADEMIC YEARS

THESIS

Present as partial fulfilment of requirements

For the degree of Bachelor Education (S.Pd)

Faculty of Tarbiyah and Teacher Training

English Education Department

By

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ii

TEACHING SPEAKING SKILL OF STUDENT MEMBERS
AT BIRO PENGEMBANGAN BAHASA ASING (BPBA) ANNUQAYAH
ISLAMIC BOARDING SCHOOL SUMENEP IN 2019-2020 ACADEMIC YEARS

THESIS

Has been examined and approved as the requirements to obtain a bachelor`s

Degree of *sarjana Pendidikan* (S.Pd)

Faculty of Tarbiyah and Teacher Training

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iii

MOTTO

بَلِّغُوا عَنِّي وَلَو آيةً

"Convey (my teachings) to the people even if it were a single verse or a sentence"

(HR. Al-Bukhari)[*]

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[*] Al-Bukhari, *The Translation of The Meaning of Sahih Al-Bukhari: Arabic-English Volume 4,* terj. Muhammad Muhsin Khan (Riyadh: Darrussalam, 1997), 417.

DEDICATION

In arranging this thesis, a lot of people have given motivation, advice, and support for the researcher. In this valuable chance, the researcher intends to express his gratitude and appreciation to all of them. The researcher dedicates this thesis for:

1. His beloved parents, they are Abd. Rasyid and Ettiyatun who always stand beside him and pray for his success. He is so thankful for everything.

2. For Saiful Anam and Miftahul Arifin as his younger brothers and Khusnul Hotimah as his elder sister. He is very thankful for their support and motivation.

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4. Every friend of UKPK who teach him responsibility and taking decision during being member

5. All of friends in English Education Department who accompanied him in studying

6. The last one for BPBA of Annuqayah Islamic Boarding School who guided him in learning English. He is proud being member there.

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The researcher is sure that this thesis will not be completed without the help, support, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis, those are:

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8. All of friend in English Department, ICIS, and UKPK. The researcher is really thankful for everything.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes, this is useful for the researcher in particular and the readers in general.

Jember, 11th November 2019

The researcher

ZAINULLAH

T20156032

ABSTRACT

Zainullah, 2019: *Teaching Speaking Skill of Student Members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years.*

Speaking is the most important point in language teaching. In other words, speaking skill is the major criterion to differentiate students` English competent are good or lack. Teaching English language has been given to the students, but still there are many students have problems in speaking skill. This shows that English language teaching especially speaking skill is not like a hope. Teaching speaking skill for student members through Biro Pengembangan Bahasa Asing (BPBA) creates student members getting good pronunciation and fluent in order to have ability or skill, so that they will be ready in facing expansion era.

Research question in this research are: 1) How to teach Speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep in 2019-2020 Academic Years? 2) How to implement the model of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep in 2019-2020 Academic Years?.

The aims of this research are: 1) to describe teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep in 2019-2020 Academic Years. 2) to examine implementation the model of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep in 2019-2020 Academic Years.

To answer these research question, this research used qualitative approach. Data collection method used observation, interview, and document review. Technique of data analysis is according to Miles and Huberman, namely: Data condensation, Data display, and Drawing/verification conclusion. The validation of data were triangulation of technique and sources.

This research findings were: 1) teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) consisted of pedagogic aspect, namely: planning, media, material and assessment. 2) the model of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) used communicative language teaching, such as: The first, all of student members discussed or shared opinion with their friend based on topic. It was mentioned opinion-sharing information. Afterwards, student members explained what they discussed and shared. Second, on Tuesday, student members came to Bukit Lancaran of INSTIKA campus. Then, student members did role play such as: performing roles and improvise a scene or exchange in front of other student members, tutor and manager. Then, they will be appraised by tutor and manager from their performance.

Keyword: Speaking Skill, Teaching Speaking, CLT

List of Contents

CHAPTER IV. THE RESULT AND DISCUSSION

CHAPTER V. CONCLUSION AND SUGGESTION

CHAPTER I

INTRODUCTION

A. The Background of Research

Education is aware efforts of human being in changing their life become smart and large insight human while obeying to the God almighty. Education is a field human liveness to get cleverness in going on their life. Also, education as prime pillar for human development and society in a nation. It is explained in law of 2003 year of 20 number about national education system on chapter I of general stipulation of 1 section that:

> "Education is aware effort and planned to create learning situation and learning process in order that learners actively are be able to develop their potency to have power of religious spiritual, self-control, personality, perspicacity, good moral with skill is needed our self and society".[1]

One of strategy in increasing SDM quality for a nation or our self, education role is very needed. As we know together education as a field in creating clever society, preparing learners in intellectual, emotional, and spiritual cleverness. Human being who is clever through education world will bring good effect for themselves and society to make life is more progressive.

Basically, every human has right to get education in order to be able to achieve all goal and ideal which they want. There is announcement for Muslim in holy Quran, Allah SWT has promised to take up human`s degree for them who seek knowledge. This thing has been explained in holy Quran of Mujadilah chapter of 11 verse:

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[1] UU RI. 20 Tahun 2003, *Tentang Sistem Pendidikan Nasional,* (Jakarta: Sinar Grafika, 2016), 1.

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَـٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَـٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝

The meaning: "O you who believe! when you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from his mercy). And when you are told to rise up (for players, or *Jihad* (holy fighting in Allah`s cause), or for any other good deed), rise up. Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is well-acquainted with what you do".[2]

This thing becomes the reason specially for parent in making their child to be better in education, so that parent sincerely put their child in institution which has superiority in academic or non-academic, while discipline and other things to develop intellectual and child`s attitude progressively.

In education has many subjects which is provided. This thing is done for developing students of intellectual and attitude in order to be more progressive. Every subject gives different insight to the students. Those subjects will become bridge of knowledge in creating students who get good skill and intellectual.

Meanwhile, language becomes the prime point for students understand the subject. Language is really needed in transferring knowledge to our mind. Language is medium without limit which brings everything inside, namely everything can accommodate in human`s comprehension. Therefore,

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[2] Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur`an,* (Medina: Dar-us Salam Publications, 1996), 747.

language may understand types of human being. Language is human media to think abstractly where factual objects is transformed be abstract language symbols.[3] Furthermore, language constitutes basic requirement for students in developing their knowledge, so that they will be easy to get more knowledge.

Language is one of the basic needs of human being and it cannot be separated from their life. As social creature, people need language to communicate and interact with the others. Therefore, Human being needs communication in going on their liveness. Communication constitutes the basic need of human being than others. Without communication, human being will not get needs for going on live in this world.

Based on statements above argue, language as a tool of communication which has an important role. This must be serious attention for students in education because language should be power in enriching more knowledge. Language will determine students' knowledge based on how much language they master. Surely, if it does not take serious, learners will get decadence intellectual.

In this era, language has big influence in developing students` intellectual especially English language. All the more so, technology development is so fast. So that, education need to give more attention especially English language. Students need to learn and understand English language in order to be able to follow information development. Our aim uses

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[3] Inoko Hikmasari, "Pemahaman Berbahasa Inggris Oleh Siswa Kampung Inggris"*, Jurnal Skripsi*, (Surabaya: Journal unair, 2012), 2.

English language to build nation through governance of knowledge, economic, and global culture from English.[4]

Foreign language is one course in the curriculum where students should be encouraged to talk a great deal in class and to express their ideas, not simply what the teacher tells them to say.[5] English is one of the foreign language to be taught in order to increase learner`s English competence and they can join information development later. English has become a crucial factor which has determined education, occupation, and social.

In learning language, there are four skill which must be mastered by students namely listening, speaking, reading, and writing. Those four skills are divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skill where students actually have to produce language themselves.[6] The four skills are crucial, but the most crucial is speaking, seems naturally the most important.

English experts consider if speaking is the most important point in language teaching. McDonough and Shaw argue, in many contexts, speaking is often the skill upon which a person is judged 'at face value'.[7] In other

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[4] Himpun Panggabean, "Urgensi dan Posisi Bahasa Inggris di Indonesia", Research Gate, 1 Januari 2016, 7.

[5] Edward David Allen and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English as a Second Language,* (New York: Harcourt Brace Jovanovich Inc, 1997), 211.

[6] Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition),* (England: Longman, 2002), 265.

[7] Marianne Celce-Murcia, *Teaching English as Second or Foreign Language,* (Boston: Heinle Publisher, 1991), 126.

words, speaking skill is the major criterion to judge students` English competent are good or lack.

Teaching English language has been given to the students by teacher based on curriculum of school, but still there are many students have problems in speaking skill. They cannot make communication actively and spontaneously with others. Although, they have enough vocabulary to express their ideas and feeling but they do not know how to say and what should they say then. Therefore, the students cannot improve their conversation and communication. The goal of a speaking component in a language class should encourage the acquisition of communication skill and to foster real communication in and out of the classroom.[8] The one implication that these routines have is a need for speaking skill classes to place more emphasis on 'frame' of oral interaction.[9]

This thing shows that English language teaching especially speaking skill is not like hope. There is no progressive change in speaking skill. So that, Teacher needs to give special attention in order that students can be able to communicate fluently or spontaneously for increasing students` speaking ability. Teaching speaking skill for students in Annuqayah boarding school is accommodated in special place namely Biro Pengembangan Bahasa Asing (BPBA). This place will give speaking teaching for students who is interested in developing English skill. Students are be able to learn more about English language. Meanwhile, learning speaking skill through Biro Pengembangan

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[8] Jo MCDonough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide,* (Cambridge: Blackwell Publisher, 1993), 157.
[9] Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition),* 76.

Bahasa Asing (BPBA) is done to encourage students` ability and develop intellectual of young generation.

So, Annuqayah Islamic boarding school does teaching speaking skill through Biro Pengembangan Bahasa Asing (BPBA), this program is hoped to be able to fulfil students` interest in developing English skill. In law of 20 number of 2003 year about national education system on chapter 2 of section 3 has explained that functions to develop ability and create attitude while value nation civilization in making smart nation, have aim to develop learner`s potency in order to become faithful and pious human to the God, noble attitude, healthy, knowledge, capable, creative, stand alone, and become democratise citizen while responsible.[10]

Biro Pengembangan Bahasa Asing (BPBA) is institution which exists in Annuqayah boarding school with religious students who have kinds of education background, religious, culture. Never the less, education attainment especially English through Biro Pengembangan Bahasa Asing (BPBA) to all of religious students in Annuqayah boarding school have done as well.

Religious students in Annuqayah boarding school have received English education as like others general institution. Even, this boarding school gives more attention by providing English teaching in order that religious students can compete and follow development era. Linguistic dimension from the most important language in this globalization has

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[10] UU RI. 20 Tahun 2003, *Tentang Sistem Pendidikan,* 3.

function as lingua franca politic, social, and cultural role which has existed in English while facing challenge to need world language.[11]

Therefore, teaching speaking skill for students through Biro Pengembangan Bahasa Asing (BPBA) is important thing to create students getting good pronunciation and fluent in order to have ability or skill, so that they will be ready in facing development era.

It is very interested discussion in education system which has boarding school background, but teaching English especially speaking skill intently through this Biro Pengembangan Bahasa Asing (BPBA) to religious students. Teaching speaking skill through Biro Pengembangan Bahasa Asing (BPBA) will guide religious students to master speaking skill. We (manager) never forget to always invite student members to practice English, in order to make them to accustom in speaking English. Not only we teach speaking skill, but also implement in our activity whole day. Besides, in this biro, speaking English is a must. Student members will get punishment if they do not speak English.[12]

English education for religious students in Annuqayah boarding school is done through Biro Pengembangan Bahasa Asing (BPBA). Teaching speaking skill in Biro Pengembangan Bahasa Asing (BPBA) is guided by religious students also who have good skill in English and the rule in that

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[11]Agustin Rebecca Lakawa, *Hubungan Antara Motivasi Dan Globalisasi Bahasa Pada Pembelajaran Bahasa Inggris Bagi Dosen*, (t.tp.: Pusat Bahasa, Lembaga Budaya, Universitas Trisakti, t.t.), 4.

[12] Moh. Mahmudi, *wawancara,* Sumenep, 30 Juni 2019.

place must be obeyed by student members. Student members will be focussed to English education based on mission of that pace.

Based on problem happens above, the researcher feels interested with that phenomena to be discussed being research discussion entitle: Teaching Speaking Skill of Student Members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years.

B. Research Questions

In qualitative research is mentioned term of research question. This part explains about all of problem focus, will be sought the answer through research process. Research focus must be arranged concisely, clear, explicit, specific, operational which is delivered by question.[13]

Based on the background of research, the researcher focuses to formulate the problem of study as follow:

1. How to teach Speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years?

2. How to implement the model of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years?

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[13] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah IAIN Jember,* (Jember: IAIN Jember Press, 2017), 44.

C. **Research Objective**

Research objective constitutes description about topic will be gone in the direction in doing research. Research objective must look to the problems have been formulated previously.[14]

Based on the problems above, the objective of this research is:

1. To describe teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep in 2019-2020 academic years.

2. To know the implementation the model of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep in 2019-2020 academic years.

D. **Research Advantage**

Research advantage contains about what contribution will be given after doing research. The usefulness can be theoretical and practical, like the usefulness for researcher, institution, and society globally. The usefulness of research must be realistic. From describing above is arranged the benefit as following:[15]

1. Theoretically

a. This research can add statement and knowledge treasure about teaching speaking skill of student members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep in 2019-2020 Academic Years.

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[14] Tim penyusun, *Pedoman Penulisan Karya Ilmiah IAIN Jember,* (Jember: IAIN Jember Press, 2017), 45
[15] Ibid., 45

2. Practically

    a. For the researcher

       1) This research is hoped be able to add knowledge insight about teaching speaking skill of student members at Biro Pengembangan Bahasa Inggris (BPBA) Annuqayah Islamic boarding school Sumenep in 2019-2020 Academic Year as knowledge.

       2) The result of this research is used as one of requirement to achieve Undergraduate Program degree (S1) English Education Department (PBI) Tarbiyah and Teacher Training Faculty (FTIK) in Institute of Islamic state of Jember.

    b. For IAIN Jember

       This research can be hoped giving contribution in the treasure knowledge and science insight about teaching speaking skill of student members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school in 2019-2020 Academic Year. While, to add literature or reference in the library of IAIN Jember.

    c. For concerned institution

       This research is able to become reference as suggestion in doing improvement and implementation teaching speaking skill. So that, BPBA can implement well teaching speaking skill to help students in developing with giving teaching speaking skill for student members.

E. Definition of Key Term

Definition of term contains about important term to be the researcher`s main attention in research tittle. This aim means in order to not misunderstand to the term of meaning what the researcher means. Therefore, the researcher will explain first about meaning in every word based on this research title.[16] Things need to be clarified in this research as following:

1. Teaching

Teaching is word which is gotten additional -ing. In oxford dictionary, teaching has meaning of work of a teacher.[17] Commonly, teaching is, give lessons to somebody; give somebody knowledge, skill, etc. So, something useful which is given to everybody.

2. Speaking

Speaking is coming from word of speak. In Oxford dictionary, speak is talk to somebody about something; use your voice to say something.[18] But commonly, Speaking is one of the ways to communicate where people can share knowledge, information, and ideas. In this speaking skill, the researcher focuses about vocabulary, pronunciation, and grammar. Those will be discussed detail in theoretical framework.

F. Systematization of Discussion

Discussion systematic is used to give description globally about content of this research from every chapter. So that, it will make the

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[16] Tim Penyusun, *Pedoman Karya Ilmiah IAIN Jember,* (Jember: IAIN Jember Press, 2017), 45
[17] Victoria Bull, *Oxford: LEARNER`S POCKET Dictionary,* (China: Oxford University Press, 2008), 455.
[18] Ibid., 426

researcher easier in doing observation toward its content. writing format of discussion systematics is in descriptive narrative, not like content.[19]

There are five chapters in this paper. The chapters are written systematically as followers:

CHAPTER I: Introduction, this chapter consists background of study, research focus, research objective, advantage research, definition of key term, research method and systematization of discussion.

CHAPTER II: Review related literature, this chapter consists previous study and theory. Previous study has relevance with research will be done in this time. Then theory study consists about theory related about teaching speaking skill of student members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep in 2019-2020 Academic Years.

CHAPTER III: Research methodology, this chapter consist approach and kinds of research, location of research, subject of research, data sources, technique of data collection, data analysis, validity of data and stage of research.

CHAPTER IV: The result and discussion consist about description of research object, the result and discussion which is gotten in the field.

CHAPTER V: Closing provides conclusion from research result has done and suggestion constructively.

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[19] Tim Penyusun, *Pedoman Karya Ilmiah IAIN Jember,* (Jember: IAIN Jember Press, 2017), 45

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this part, the researcher gives kind of research result of previous research, is related with the research will be observed. Then making summary whether the research has already publicized or has not publicized. By doing this step, so it will be looked the originality and difference are observed so far. In this thing, during observing the researcher does not find research discussion about teaching speaking skill, but there some researches relate with the research will be observed. Previous research who has the same kind with this research as the following:

1. Armasita is from Faculty Tarbiyah and Teacher Training the State Islamic University of North Sumatera, 2017 entitled "Improving Students` Speaking Skill in English Lesson with Action Learning Strategy at Eight Grade of MTS PAB 1 HELVETIA".

   This research began from speaking activities do not work in class because many factors prevent students from speaking English with their friends. Students are afraid of making mistakes and laughed by his or her friends and having lack of confidence in their ability. The students think that learning English is not interesting because the method or strategy is less interactive. Students only focus on the teacher and they are as listener. So that, Students feel difficult master in speaking skill. Actually, teacher should create a good atmosphere in the class. But teacher does

not do it in speaking English. This research aim focus on improving students` speaking skill in English lesson by using action learning strategy.

This research used qualitative and quantitative method with research subject is students. For data collection used method of observations, interview, questionnaire, test, and documentation. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). From score showed and students` respond toward teaching and learning activity during CAR. It can be concluded that the students like action learning strategy. It is proven by their participant in the conversation class, discussion, perform in the front of class, pronunciation, fluency, and feeling confident about speaking.[20]

The similarity in this research is, the researcher also explained about speaking skill for students. And then, the researcher also used qualitative method. The difference of this research is previous research and research focus. In previous research of improving speaking discussed about how to improve students in speaking skill. Then, this research focuses on teaching speaking skill.

2. Saidna Zulfiqar and Hanapi are from English Education Department of the University of Iqra Buru, Maluku, Indonesia and Art and Literature

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[20] Armasita, *"Improving Students` Speaking Skill in English Lesson with Action Learning Strategy at Eight Grade of MTS PAB 1 HELVETIA",* (Skripsi, IAIN Sumatera Utara, Sumatera Utara, 2017).

faculty, University of Iqra Buru, Maluku, Indonesia, 2016 entitled "Lecturers` Method inTeaching Speaking at the University of Iqra Buru"

This research began from the students of English department at the university of Iqra Buru 86% are not able to communicate in English well. This campus will generate prospective English teachers in Maluku, Indonesia. Surely, it will further impact on the quality of teacher in Maluku that were placed in the lowest rank based on the teacher competence test result (UKG), which only reached 34,5 percent since 2013 to 2015, and this result has put Maluku at the lowest position nationally. This problem must be solved so it will not collide with a profoundly negative impact on quality of education in Maluku. It is an urgency duty for government, especially English lecturers to facilitate sufficient material and method of teaching which help the students in English learning. This research used descriptive qualitative. And for data collection in this research used technique of observation, interview, and examining record. Then for technique of data analysis used three concurrent flows of action namely data reduction, data display, and conclusion drawing or verification.

Based on the result of research showed that the implementation of teaching speaking method at the university consisted of two main strategies: a) material presentation in which the lecturers present their material to the students. b) classroom discussion in which the lecturers gave the opportunities to support student's communication and correct

the students` pronunciation mistake. The students have bad perception toward the implementation of lecturers` method and learning activities in teaching speaking.[21]

The similarity of previous research with this research also discusses about speaking skill to students. Besides, this research also uses descriptive qualitative, with data collection and data of analysis are the same. The difference of previous research talked about method of lecture in teaching speaking skill then this research discusses about teaching speaking skill. Then, others difference is about place of research.

3. Siwi Nurjanah are from English Education Department, Islamic Education and Teacher Training Faculty, the State Islamic Institute of Surakarta, 2017 untitled "Teaching and Learning Process of Speaking of the Eight Grade Students of SMP Al-Firdaus Solo in 2016/2017 Academic Year".

This research discussed about teaching learning process of speaking especially in the eight grades, the process of teaching and learning speaking in class, students follow the lesson fluently. There are students are active and less active. Active students will often use English in speaking and it can be seen in term of good pronunciation. But students are less capable in speaking will not enthusiastic in following lessons. But in this portion, students are not afraid to try speaking in front

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[21] Saidna Zulfikar and Hanapi, "Lecturers` Method in Teaching Speaking at the University of Iqra Buru", *International Journal of English Linguistics,* vol.7 (Maluku: Canadian Center of Science and Education, 2017).

of the class even though their grammar is wrong. The English teacher teaches theme enjoyable and students feel very fun and do not feel bored.

This kind research is field research with qualitative method and technique of data analysis such as; data reduction, data display and drawing conclusion. For the technique of collecting data is classified as follow, observation, interview, documentation. This research showed direct method is used by English teacher in teaching learning process, self-correction and conversation practice technique. Teacher avoided the use of native language as much as possible. Mostly the teacher used target language (English language) in order to students learn to think in the target language. Then, teacher asked students to practice their dialogue in front of class.[22]

The similarity of previous research with this research is talking about teaching speaking to develop speaking skill. This research also used qualitative method in describing phenomena in that field. The difference this research with previous research is about the field. This research observes in Biro, whereas previous research observed in the school. Then, previous research observed about teaching and learning process of speaking. But this research focuses about teaching speaking only.

[22] Siwi Nurjanah, *"Teaching and Learning Process of Speaking of The Eight Grade Students of SMP Al-Firdaus Solo in 2016-2017 Academic Year",* (Skripsi, IAIN Surakarta, Surakarta, 2017).

Table 2.1

The similarity and difference between

previous research and this research.

No	Research Title	The Similarities	The Differences
1	"Improving Students` Speaking Skill in English Lesson with Action Learning Strategy at Eight Grade of MTS PAB 1 HELVETIA".	a. Using approach of descriptive qualitative research b. Research subject is students c. Discussing about speaking skill	In previous research discussed about how to improve students in speaking skill than this research focuses on teaching speaking skill.
2	"Lecturers` Method inTeaching Speaking at the University of Iqra Buru"	a. Using descriptive qualitative research b. Subject of research is English learners c. Talking about speaking skill	previous research talked about method of lecture in teaching speaking skill then this research discusses about teaching speaking skill. Then, others difference is about place of research

No	Research Title	The Similarities	The Differences
3	"Teaching and Learning Process of Speaking of the Eight Grade Students of SMP Al-Firdaus Solo in 2016/2017 Academic Year".	a. Using descriptive qualitative research b. Research subject is students c. Explaining about speaking skill	this research with previous research observed different the field. This research observes in Biro, whereas previous research observed in the school. Then, previous research observed about teaching and learning process of speaking. But this research focuses about teaching speaking only.

B. Theoretical Framework

In this chapter, the researcher presents some theories proposed by some expert theories. The theory includes theory of teaching and theory of speaking.

1. Teaching

Brown stated that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning.[23] Teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, and graduate. Teaching means giving the instruction to a person: give a person knowledge skill, etc.

Based on Crawford, teaching is more than a set of methods. Teaching means addressing a set of objectives, for particular group of students, at a certain point in the school year with certain resources within particular time frame, in particular school and community setting.[24] It means finding a balance between direct instructions and orchestrating the activities of individual and groups of students. it means developing students` skills and strategies for learning, at the same time they learn the content of the curriculum.

According to Stren in Johnson, English language teaching is defined broadly as creating situation that promote second language and learning. It involves organizing learning environment, language use and language learning activities that are intended to facilitated student's language development.[25]

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[23] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy: Second Edition,* (California: Longman, 2007), 267.

[24] Jeremy Harmer, *How to Teach English,* (Malaysia: Longman, 1998), 52

[25] Jim Scrivener, *Learning Teaching: The Essential Guide to English Language teaching: Third Edition,* (T.t : Macmillan, t.tp), 211

The theoretical framework of teaching in this research is focused in planning, media, material, and assessment. It will be explained as following:

a. Planning

In oxford dictionary, the planning is arrangement for doing something, considered in advance, intention.[26] In Islam, planning is mentioned with *at-takhthit* or plan namely planning or description of program will be implemented the next. As terminology about planning, the experts give difference statements.

George R. Terry states that the planning is determining job to be done by group to achieve the goal. Planning is about taking decision, because it constitutes election of decision alternatives.[27] Also, Anderson and Bowman in Sutisna argues that planning is the process to prepare the decision for job in the future.[28] Then, Johnson also states that the planning process can be considered as the vehicle for accomplishment of system change. Without system planning cannot be able to change and adapt with the power of difference environment.[29] It is also stated by Mondy and Premeaux in David that the planning is process to determine what should be achieved and how to create in reality.[30] In

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[26] Victoria Bull, *Oxford Learner`s Pocket Dictionary: Fourth Edition,* (New York: Oxford University Press, 2011), 334.

[27] George R. Terry, *Prinsip-prinsip Manajemen,* (Jakarta: PT Bumi Askara, 2014), 17.

[28] Oteng Sutisna, *Administarasi Pendidikan: Dasar Teoritis Untuk Praktek Professional,* (Bandung: Angkasa, 1989), 192

[29] Prinhallindo, *Konsep Manajemen Strategis,* (Jakarta: PT Indeks, 2004), 131.

[30] Nanang Fattah, *Landasan Manajemen Pendidikan,* (Bandung: PT Remaja Rosdakarya, 2001), 49.

this thing, Nanang Fattah states that planning is about action to determine first what will be done, how to do, what should be done, and who is done.[31]

William H. Newman in his book titled "Administrative Active Techniques of Organization and Management" delivers that planning is, determine what will be done. Planning has large decision series explanation from the goal, policy determination, program determination, methods determination and certain procedure and program determination based on program schedule every day.[32]

All programs will run well, so that it can achieve the goal based on our planning if it has been planned previously. Furthermore, planning includes about determination will be done. Planning is done before implementation, meanwhile planning constitutes the process to determine where must go and identifies necessary requirement with effective and efficient way.[33] Planning constitutes thought process whole and determines all activities will be done in the future in achieving the goal. On other hand, planning also processes to identify the goal of organization, makes strategy to achieve the goal and develops planning of organization job activity.[34]

Planning also constitutes steps arrangement will be done to get the determination goal. This planning can be arranged based on need

[31] Prinhallindo, *Konsep Manajemen* 152.

[32] Abdul Majid, *Perencanaan Pembelajaran,* (Bandung: PT Remaja Rosdakarya, 2012), 15.

[33] Harjanto, *Perencanaan Pengajaran,* (Jakarta: PT. Rineka Cipta, 2011), 2.

[34] Sarwan, *Perencanaan Pembelajaran,* (Jember: STAIN Jember Press, 2010), 1.

with planner`s desire. From Islam point of view, planning is very needed because in Islam is always taught to plan. This thing is clarified in holly Quran:

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَلْتَنظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ ۖ وَٱتَّقُوا۟ ٱللَّهَ ۚ إِنَّ ٱللَّهَ خَبِيرٌۢ بِمَا تَعْمَلُونَ ﴿١٨﴾

The meaning: " O you who have believe! fear Allah and keep your duty to Him. And let every person look to what he has sent forth for the morrow, and fear Allah. Verily, Allah is All-Aware of what you do. (QS. Al – Hasyr: 18).[35]

Furthermore, the planning of teaching speaking skill is done in order to reach the aim of learning based on planning.

b. Media

To create an enjoyable learning constitutes a challenge where teacher or tutor needs capability to do orchestration for all of ability is being a total power. Student feels happy and enjoyable in learning because our sensory is active to participate in learning activity. In this context, media of learning is important to be used. If it is implemented with creative and innovative, media will be effective tool to maximize sensory in learning.

Media of learning has the prime function to increase student`s motivation, restrain student`s boredom in joining a learning process and student can understand in the real context. Through media will create

[35] Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur`an,* (Medina: Dar-us Salam Publications, 1996), 752.

good strategy and creative in learning. So that, it will maximize student`s competence and sensory.

There are advantages in using media in learning process:[36]

1) Increase student`s motivation

2) Restrain student`s boredom in joining a teaching and learning process

3) Teaching and learning process are being systematic

4) student will be easy to understand teacher`s instruction in teaching and learning process

Media of learning can be divided in five categories, as following:[37]

1) Visual: Drawing, sketch, illustration, diagram, picture, film, film strip, slide, chart, graphs (pictorial, radian, square, line), bulletin, newspaper, magazine, paper, poster, book (text, reference, library), dictionary, comic, caricature, map (tourism, commercial or economic, politic), globe, advertisement, table, symbol.

2) Audio (music, word, voice, and the voice effect): recording, tape, radio, student`s report, story, poem or drama, music tools, pre-recorded plays, report, discussion.

3) Audio-visual: sound moving picture, television, puppets (stick, glove, string), improvised and scripted dramatization, role playing, demonstration, LCD, computer.

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[36] Putri Kumala Dewi and Nia Budiana, *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran,* (Malang: UB Press, 2018), 6

[37] Syaifullah Yudha, *EASY ENGLISH*, (Yogyakarta: Pustaka Grhatama, 2012), 6

4) Tactile: specimen, object, exhibit, artefact, model, sculptured, figure, live, and stuffed animals, experiment, tool, material.

5) Virtual: internet, website, e-mail, audio-video streaming, chatting, messaging, audio-video conferencing, e-newsgroup, cybernews.

c. Material

The difficult and challenge is surely existing in implementation the aim of learning, it is often happening and natural. A baby will not be able to speak directly like an adult, but a baby must face kinds of challenge and process, in order to be able to speak. So many cases are founded that people do not speak English, whereas they learn English for a long time. it can be the strategy or method are used need to repair. There are difficulties which happens to English learners:[38]

1) The learners do not know type of word and the way to pronounce

2) The learners do not have enough vocabulary as the basic of English language

3) they are not often active and shy or afraid to practice

4) They do not know type of sentence

5) They are less to learn English to Indonesia translation

6) They do not accustom hearing native`s conversation

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[38] Saidna Zulfiqar Bin Tahir, *A Stepping Stone Toward Mastering English Grammar: Modal Dasar Menguasai Bahasa Inggris,* (Jakarta: Qalam Media Pustaka, 2011), 1.

Student can learn English in an EFL setting. Many people have done so. Here are some guidelines to help compensate for the lack of ready communicative situations outside the classroom, namely:[39]

1) Use class for optimal authentic language input and interaction

2) Don`t waste class time on work that can be done as homework

3) provide regular motivation-stimulating activities

4) Help students to see genuine use for English in their own lives

5) Play down the role of test and emphasize more intrinsic factors

6) Provide plenty of extra-class learning opportunities, such as assigning an English-speaking movie, having them listen to an English-speaking TV or radio program, getting an English-speaking conversation partner, doing outside reading (news magazines, books), writing a journal or diary, in English, on their learning process.

7) Encourage the use of learning strategies outside class

8) Form a language club and schedule regular activities

The teacher has the prime role in giving or teaching material, there are perspectives to the more practical consideration that follow:[40]

1). Conversational discourse

When someone asks you "Do you speak English?", they usually mean: Can you carry on a conversation reasonably competently? The benchmark of successful language acquisition is

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[39] H. Douglas Brown, *Teaching by Principles An interactive Approach to Language Pedagogy Second Edition,* (California: Longman, 2007), 117.

[40] Ibid., 269.

almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.

2). Teaching pronunciation

Majority of adult learners will never acquire an accent-free command of a foreign language, should a language program that emphasizes whole language, meaningful contexts, and automaticity of production tiny phonological details of language.

3). Accuracy and fluency

Accuracy and fluency are both important goals. Fluency may in many communicative language courses be an initial goal in language teaching. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.

4). Affective factors

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible.

5). The interaction effects

The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sound, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication.

d. Assessment

Green, Cristopher, and Lam in Jack C. Richard recommend assigning one student to serve as an observer during a discussion activity, using the following observation form:[41]

1) Total number of contributions made

2) Responding supportively

3) Responding aggressively

4) Introducing a new (relevant)

5) Digressing from the topic

Besides, teacher also needs to ask student members when the program is going on. So that, this is so effective way to know what student members feels. In general, it is good idea to get students` reaction to lesson and their aspirations about them, clearly stated. Many teachers encourage students to say what they feel about the lessons and how they think the course is going. The simplest way to do this is to ask students once every fortnight, for example, to write down two things they want more of and two things they want less of. The answers you get may prove a fruitful place to start a discussion and you will then be able to modify what happens in class, if you think it appropriate, in the light of your students` feelings. Such modifications will greatly enhance the researcher`s ability to manage the class.[42]

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[41] Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice,* (America: Cambridge University Press, 2009), 39.
[42] Jeremy Harmer, *How to Teach English,* (Malaysia: Longman, 1998), 22.

Good teacher managers also need to assess how well their students are progressing. This can be done through a variety of measures including homework assignment, speaking activities where the teacher scores the participation of each students, and frequent small progress tests. Good teachers keep a record of their students` achievements so that they are always aware of how they are getting on. only if teachers keep such kinds of progress records can they begin to see when teaching and learning has or has not been successful. [43]

2. Speaking Skill

According to the MCDonough and Shaw, as a language skill, speaking is sometime undervalued or, in some circle, taken for granted.[44] It is because really in English language teaching, an English teacher almost uses all of his time in the class by taught grammar and vocabulary. The teacher only engages students to memorize some of the vocabulary and many grammar`s rules and does not give them the opportunities to practice and perform their speaking skill in the class. Teacher thinks grammar and vocabulary are the most important.

Actually, speaking is the essential skills from any other language skills that must be mastered by students. As Richard, speaking in a second and foreign language has often been viewed as the most demanding of the four skills.[45]

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[43] Ibid., 22.

[44] Jo MCDonough and Christopher Shaw, *Material and Method in ELT: A Teacher guide,* (Cambridge: Blackwell Publisher, 1993), 151.

[45] Jack C. Richard, *New Ways In Teaching Speaking,* (Alexandria: TESOL Inc, 1994), 5.

a. The Definition of Speaking

The first definition is from MCDonough and Shaw, they wrote, as a skill which enables us to produce utterances, when genuinely communicate, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. this may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and solving particular problem, or establishing and maintaining social relationships and friendships.[46] Another expert Brudden states that speaking is an activity which is done by a person to communicate with others in order to express ideas, feeling, as well as opinions to achieve a particular goal.[47]

Furthermore, Thornbury suggests various dimensions of different speaking between transactional and interpersonal functions. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function all about maintaining and sustaining good relations between people.[48] Speaking is human verbal communication which sets out with the ability of utilizing mechanism that will involve oral production language. It is the main concern in speaking.[49] Based on

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[46] Jo MCDough and Cristopher Shaw, *Material and Method*, 152.
[47] Philips M. Brudden, *Effective English Teaching (Second Edition)*, (New York: The Bob`s Merril Company, 1995), 85.
[48] Jeremy Harmer, *The Practice of English Language Teaching*, 343.
[49] J.L. Kayfetz, *Speaking Effectively,* (Boston: Heinle Publisher, 1992), 22.

the Longman Dictionary of Contemporary English, speaking, from the word of *speak*, is say words.[50]

Based on some various definitions above, it is taken to conclude the definition of speaking as the essential skill of language is naturally the way human communicates to express ideas, feelings, as well as opinions to achieve a particular goal while to maintain social relation between people.

There are some components in Speaking that you must know, namely:

b. The Forms of Speaking

Speaking according to Blazz usually takes one of the following forms:[51]

1) Conversation/discussion

2) Circumlocution (description)

3) Memorized speech

4) Oral report

5) Interviews

More detail about the form of speaking, Brown and Yule also examine the various forms of language which are most frequently used by speakers of the language. There are:[52]

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[50] Longman, *Longman Dictionary of Contemporary English,* (England: Pearson, 2004), 15.
[51] Deborah Blazz, *Foreign Language Teacher`s Guide to Active Learning*, (New York: Eye on Education, 1999), 28.
[52] Jo MCDonough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide,* (Cambridge: Blackwell Publisher, 1993), 155-156.

1) Incomplete sentence

2) Very little subordination (subordinate clauses etc)

3) Very few passive

4) Not many explicit logical connectors (moreover, however)

5) Topic comment structure (as in 'the sun-oh look it`s going down')
   the syntax of the written language would probably have a subject-
   verb-predicate structure.

6) Replacing/refining expression (e.g. 'this fellow/this chap he was
   supposed to me')

7) Frequent reference to things outside the 'text', such as the weather
   for example. This kind of referencing is called 'exophoric'

8) The use of generalized vocabulary (thing, nice stuff, place, a lot of)

9) Repetition of the same syntactic form

10) The use of pauses and 'fillers' ('erm, 'well', 'uhuh', 'if you see
    what I mean', and so on).

c. Aspects of Speaking

   Speaker should determine some aspects of speaking when they
want to speak. According to Brown, there are some aspects of speaking
that the student could consider in speaking, they are:[53]

1) Vocabulary

   Vocabulary is knowledge of words and word of meaning.
however, vocabulary is more complex than this definition suggests.

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[53] Alvin Nadzirotunnuha, "The analysis of student`s problems on Speaking Skill at SMP Islam Darussalam Dongko", (Thesis, IAIN Tulungagung, Tulungagung, 2017), 12-13.

First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also come in two forms. Receptive and productive. Receptive vocabulary includes word that we recognize when we hear or see them. Productive vocabulary includes words that we used when we speak or write. Receptive vocabulary is typically larger than productive vocabulary and may include many words to which we assign some meaning. even, we do not know their full definitions and connotations or ever use them ourselves as we speak and write.

2) Pronunciation

Pronunciation refers to the problem of sounds that we used to make meaning. It includes attention to the particular sounds of a language (segments), aspect of speech beyond the level of the individual sound. Such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projective (voice quality) and in its broadest definition, attention to gesture and expressions that are closely related to the way we speak a language.

3) Grammar

Grammar is one of important language component in learning language. speaker and writer can communicate and convey

their messages clearly and meaningfully because of their ability and understanding of grammar.

d. The Characteristics of Good Speaking Activities

The characteristic of good speaking activities according to Brown and Yule have shown that, broadly speaking, spoken communications are essentially 'transactional' or 'interactional'. Transactional language is said to be which contains factual or propositional information. Typically, written language is transactional. Example of transactional language would be a policeman giving direction to a driver of someone filling an insurance claim. In each case the message has to be very clearly communication.[54]

The characteristics on successful speaking activity according Penny Ur is:

1) Learners talks a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk.

2) Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak and contributions are fairly evenly distributed.

3) Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

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[54] MCDonough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide,* (Cambridge: Blackwell Publisher, 1993), 155.

4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.[55]

3. The Types of Teaching Speaking Skill

Marianne Celce-Murcia classifies activities and materials into four types:[56]

a. Drills or linguistically structured activities

Prator classifies classroom activities for ESL (English as a second language) learners by means of continuum with "manipulative" activities at one extreme and communicative at the other extreme. Although today in ESL/EFL (English as foreign language) classroom throughout the world, communicative activities tend to more effectively get the goals of target, also useful are "manipulative" activities or those which provide the student with "pre-packaged" structure by mean of teacher, tape and book.

Such activities need to be void of meaning, as were some of the more classic manipulative techniques associated with the audio-lingual approach, with its repetition drills and pattern practices. Rather, it is possible to contextualize such activities so that they are predominately rather than wholly manipulative and thus meet some of requirements of a communicatively oriented design.

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[55] Penny Ur, *A Course in language teaching*, (Cambridge: Cambridge University Press, 1996), 120.

[56] Marine Celce-Murcia, *Teaching English As Second or Foreign Language,* (Bostom: Heinle & Heinle Publisher, 1991), 128-132.

In controlled practice the teacher can model the form to be produced, providing necessary linguistically correct input. The students are then allowed to practice the material and the teacher follows up by reinforcing the forms practiced. The important is that students are allowed to speak about what is true, real, and interesting.

b. Performance activities

Performance activities are those which the student prepares beforehand and delivers a message to a group. A good example of such an activity is the student speech, which could be made as specific in content as necessary. An EST course, for example, might require students to explain a process or experiment, a course in conversational or social English might assign students to simply tell a story from their own experience in casual and social setting.

A variation on the speech given by one person is assigning two or more people to deliver a talk. Role-plays and dramas if performed in front of the class can also function as performance activities. Finally, debates can serve as an opportunity for a classroom performance activity for immediate and advanced learners.

c. Participation activities

Participation activities can be some of the most diverse and interesting in the oral communication repertoire. These are activities where the student participates in some communicative activity in a natural setting. One of the commonly used participation activities is the

guided discussion, where the instructor provides a brief orientation to some problem or controversial to some problem or controversial topic, usually by means of a short reading. Students in small groups discuss the topic, suggesting possible solutions, resolutions, or complications.

d. Observation activities

These are activities which a student observes and records verbal and nonverbal interactions between two or more native or fluence speakers of the target language. This technique is useful for building student appreciation and awareness of language as it is actually used in the real world and since the student is taking the role of nonparticipant observer, he or she is free to concentrate on the subject without fear performance errors, a problem for beginners whose productive skills usually lag behind their receptive capabilities.[57]

4. The Goal of Teaching Speaking Skill

Murcia states in her book that the goal of speaking component in a language class should be to encourage the acquisition of communication skill and foster real communication in and out of the classroom.[58]

Scrivener writes in his book, fluency and confidence are the important goals in the speaking class.[59] Richard describes the concept of the fluency reflects the assumption the speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and

[57] Marine Celce-Murcia, *Teaching English As Second or Foreign Language,* (Bostom: Heinle & Heinle Publisher, 1991), 128-132.
[58] *Ibid..,* 126
[59] Jim Scrivener, *Learning Teaching a Guidebook for English Language Teachers,* (Oxford: Macmilan Publisher, 2005), 146.

breakdown in communication, though this goal is often not met due to processing and production demand.[60]

Higgs and Mohan have moved us away from the goal of accurate form toward a focus on fluency and communicate effectiveness.[61] The researcher agrees with the various opinions above, therefore we can take conclusion that the main goal in teaching speaking is, use the language for communication fluency and effectiveness. Harmer writes in his book, there are three main reasons for getting students to speak. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking tasks which students try to use any o all of the languages they know to provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements become.[62]

There are many factors of conversational English proficiency as cited in Higgs & Clifford:[63]

a. Vocabulary

   1) Vocabulary limited to minimum courtesy requirements

   2) Vocabulary limited to basic personal areas and very familiar topic (autobiographic information, personal experience, etc)

   3) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics

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[60] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching an Anthoogy of Current Practice,* (New York: Cambridge university press, 2002), 75.

[61] Marine Celce-Murcia, *Teaching English As Second or Foreign Language,* 125.

[62] Jeremy Harmer, *How To Teach English,* (England: Pearson, 2007), 123.

[63] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, 222-223.

4) Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions

5) Vocabulary broad, precise and adequate to cope with complex practical problem and varied topics of general interest (current events, as well as work, family, time, food, transportation)

6) Vocabulary apparently as accurately and extensive as that of an educated native speaker.

b. Pronunciation

1) Pronunciation frequently unintelligible

2) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

3) Foreign accent require requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

4) Marked "foreign accent" and occasional mispronunciation that do not interfere with understanding.

5) No conspicuous mispronunciation, but would not be taken for native speaker.

6) Native pronunciation with no trace of foreign accent.

c. Grammar

1) Grammar almost entirely inappropriate or inaccurate except in stock phrases

2) Constant errors showing control of very few conversational micro skills or major pattern, and frequently preventing communication.

3) Frequent errors showing inappropriate use of some conversational micro skills or some major patterns uncontrolled and causing occasional irritation and misunderstanding

4) Occasional errors showing imperfect control of some conversational micro skills or some patterns, but no weakness that causes misunderstanding.

5) Few errors with no patterns of failure

6) No more than two errors during the conversation.

5. **The Models of English Learning**

In this thing, there are some models of English learning which is implemented by teacher or tutor, namely:[64]

a. Grammar Translation Method

GTM can be defined as method of language learning through analysis of language theorem detailly dan followed by application of this knowledge to the task of translating sentences and texts into and out of target language.

b. Direct Method

The process of learning with direct method, teacher orders students to read loudly. Then, teacher gives question based on language

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[64] Muslim A Rozaq, "Model-Model Pembelajaran Bahasa Inggris", www.academia.edu.pdf. (31 Oktober 2019). 1-7.

is learning. During the learning process, realisation is like map or thing can be used. Teacher can draw or demonstrate.

c. The Audio-Lingual Method

Basically, teaching and learning activity of ALM conversation and exercises (drills) and pattern practice. Conversation has function as tool to put key structure on context and give situation illustration of structures is used by native. Learning activity of ALM is, repetition, inflection, replacement, restatement, completion, transposition, expansion, contraction, transformation, integration, rejoinders, and restoration.

d. Silent Way

In learning activity, teacher just appoints a chart while silent. A few minutes, teacher gives example how to pronounce. Then, teacher appoints student to pronounce well. In learning process, teacher is silent, he/she just appoints on learning material.

e. suggestopedia

Georgi Losanov believes in learning process has physic constraint. Suggestopedia is suggestion in pedagogic for losing student`s fail memory. In this thing, student`s physic constraint can be solved.

f. Community Language Learning

In this concept, teacher does not pay attention student`s feeling and smart only, but also relationship to all of students. Student will not

feel nice in new situation. By understanding student`s feeling, fear and sensitive can lose.

g. The Total Physical Response Method

In this thing, learning focuses to in listening. This is based on the result of observation. Children listen sound around before speaking a word. Children speak when they are ready to speak.

h. The Communicative Approach (Communicative Language Teaching)

CA has aim to become communicative competence as the aim of language teaching and develops technique and procedure teaching of language skill based on aspect of language and communication. Communicative competence includes competence of grammatical, sociolinguistic, and strategy. Many other activity types have been used in CLT, including the following:

1) Task-Completion activities: puzzles, games, map-reading.

2) Information-gathering activities: students-conducted surveys, interviews, and searches.

3) Opinion-sharing activities: students compare values, opinion, or beliefs.

4) Information-transfer activities: learners to take information that is presented in one form, and represent it in a different form.

5) Reasoning-gap activities: deriving some new information through the process of inference, practical reasoning, etc.

6) Role plays: students are assigned roles and improvise a scene or exchange based on given information or clues.

Then, communicative language teaching has characteristic of language knowledge:[65]

1) Knowing how to use language for a range of different purposes and functions

2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

4) Knowing how to maintain communication despite having limitations in one`s language knowledge (e.g., through using different kinds of communication strategies)

Here, classroom activities in communicative language teaching with fluency practice and accuracy practice as follows:[66]

Activities focussing on fluency:

1) Reflect natural use of language

2) Focus on achieving communication

3) Require meaningful use of language

4) Require the use of communication strategies

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[65] Jack C. Richards, *Communicative Language Teaching Today,* (America: Cambridge University Press, 2006), 3.

[66] Ibid., 14-15.

5) Produce language that may not be predictable

6) Seek to link language use to context

Example:

A group of students of mixed language ability carry out a role play in which they have to adopt specified roles and personalities provided for them on cue cards. These roles involve the drivers, witnesses, and the police at a collision between two cars. The language is entirely improvised by the students, though they are heavily constrained by the specified situation and characters.

Activities focussing on accuracy:

1) Reflect classroom use of language

2) Focus on the formation of correct examples of language

3) Practice language out of context

4) Practice small samples of language

5) Do not require meaningful communication

6) Control choice of language

Example:

Students are practicing dialogs. The dialogs contain examples of falling intonation in Wh-questions. The class is organized in groups of three, two students practicing the dialog, and the third playing the role of monitor. The monitor checks that the others are using the correct intonation pattern and corrects them where necessary.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology explains all of steps which has done the researcher from the beginning until the end.[65] Research methodology is the way to be used by the researcher to get data and information about kinds of thing which relates with research problem.[66] This research methodology basically is about scientific way to get data with special need aim. Scientific research is this research activity based on characteristic of knowledge, namely rational, empirical, and systematic.[67]

The method is used in this research is as following:

A. Approach and Kind of Research

1. Approach

Approach is used in this research is descriptive qualitative approach. Qualitative approach is the first step procedure to understand the phenomena about what is experienced by research subject for example attitude, perception, motivation, action, and others holistically from participant`s perspective point of view.[68]

Meanwhile, qualitative research constitutes method to explore and understand the meaning is gotten some individuals and people which is regarded from social problem or humanity. Process of qualitative research involves the important thing, such as submitting questions, procedures,

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[65] Tim Penyusun, *Pedoman,* 52.

[66] Deni Darmawan, *Metode Peneletian Kualitatif,* (Bandung: PT Remaja Rosdakarya, 2014), 127.

[67] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfabeta, 2015), 2.

[68] Lexy J Moleong, *Metode Penelitian Kualitatif,* (Bandung: Remaja Rosdakarya, 2005), 6.

collecting specific data from participant, analysis data inductively from specific theme until general theme and interpreting the meaning of data.[69]

This research wants to know complex problem from object, is searched while knowing things happen deeply with describing systematically, based on fact phenomena in the field and is provided in descriptive form to know teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep in 2019 – 2020 academic year.

2. Kind of research

This research is about kind of field research, namely research is done in field or place existing problem.[70] Field research is also regarded as large approach in qualitative research or like method for collecting qualitative data.

B. Research Location

Research location is as information where the research will be done.[71] The place for this research is in Biro Pengembangan Bahasa Asing (BPBA) Annuqayah boarding school Sumenep where this boarding school has English Biro and gives teaching English for religious students who want to focus in English. The researcher chooses Biro Pengembangan Bahasa Asing (BPBA) Annuqayah boarding school Sumenep because this place is so interesting in teaching English, so that the researcher is interested in doing research.

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[69] John W. Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, dan mixed,* (Yogyakarta: Pustaka Beajar, 2010), 4.

[70] M. Iqbal Hasan, *Pokok-pokok Materi Metodologi Penelitian dan Aplikasinya,* (Jakarta: Ghalia Indonesia, 2002), 11.

[71] Tim Penyusun, *Pedoman*, 46.

C. Research Subject

In determining data source to support toward data which the researcher is needed, so that searching and collecting data in this research are taken from informant by using purposive technique, namely technique of data source collecting with certain consideration.[72] Purposive is technique of data source collecting is based on the aim or certain consideration previously.[73] Certain consideration is like person who is regarded to know more about information is needed by the researcher or informant constitutes right person and understand in collecting data.

There are two sources used in this research as following:

1. Source of primary data

Source of primer data is prime source for getting primer data taken using method of interview, data source in this thing is informant. In collecting data, the researcher uses many questions to be answered about teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA), Annuqayah boarding school, Sumenep. In determining research subject needs to pay attention namely, chief of BPBA, Tutor of BPBA, and Member of BPBA in participating activity becomes research discussion, participate and have enough time to share information. Based on the explanation above which is become research subject as following:

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[72] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2013), 300.
[73] Munir Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Gabungan,* (Jakarta: Prenada Media Group, 2014), 369.

No	Name of informant	Occupation
1	Moh. Mahmudi	Chief of Biro Pengembangan Bahasa Asing (BPBA)
2	Syaiful Bahri	Tutor of Biro Pengembangan Bahasa Asing (BPBA)
3	Ach. Ainul Yaqin	Tutot of Biro Pengembangan Bahasa Asing (BPBA)
4	Ah. Ainul Basyar	Tutor of Biro Pengembangan Bahasa Asing (BPBA)
5	Ramdani	Member of Biro Pengembangan Bahasa Asing
6	Erfan	Member of Biro Pengembangan Bahasa Asing (BPBA)

The Researcher elected the chief of Biro Pengembangan Bahasa Asing (BPBA) as informant because the chief constitutes licencee policy in teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep. Election of tutor of Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep as the next informant for getting more information specially in teaching speaking skill process and activity as long teaching speaking skill program. Then, the researcher asked for tutor to choose student members to be interviewed. Finally, two student members had been chosen by tutor who were active as long teaching speaking skill.

2. Source of seconder data

Meanwhile, seconder data is data which is taken from other thing, namely information is taken from other side while written proof which explains about teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep. It also comes from relevance book with the research, scientific research, article, and other scientific books relating with this research discussion.

D. Data Collection Technique

Data collection technique is the most strategies step in the research because the first aim of research is taking data without understanding in collecting data, surely the researcher will not get data to fulfil determined standard data.[74] This is data collection which is used by the researcher as following:

1. Observation technique

Observation method is basic of all knowledge. The scientists just work based on data, namely the fact is taken in the real world through observation. Work observation as the tool of data collection is done with observing and writing down systematically about investigated problems.[75] This research used observation method of non-participative or passive participative, it means that the researcher does not join in program but focus

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[74] Sugiyono, *Mwtode Penelitian Pendidikan,* 224.
[75] Cholid Narbuko dan Abu Achmadi, *Metodologi Penelitian,* (Jakarta: Bumi Aksara, 2010), 70.

in the place or research object. The researcher just does to observe on program but, not join in the program activity.[76]

In this research, the researcher used observation method of non-structural. The researcher did not make schedule systematic and detail specially about quantity and quality from whom while what will be observed although it had been determined the subject (Chief, Tutor, student members, and research object).

This observation method is used by the researcher as the way to express all of data as following:

a. Location or the place of Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep.

b. The activity of teaching speaking skill process and student members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep.

c. Facility and infrastructure are in Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep.

2. Interview technique

Interview is dialogue which is done by the interviewer to get information from interviewed someone. Interview is the question and answer process in the research, it is done by two persons or more with face to face and listen about information while explanation directly.[77] This

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[76] Sugiyono, *Metode Penelitian Kombinasi,* (Bandung: Alfabeta, 2004), 308.
[77] Sugiyono, *Metode Penelitian Kuantitatif,* 218.

conversation is done by two persons namely interviewer gives question and interviewed someone answers the question.[78]

The important interview in this research as like clarified by Lincoln and Guba are copied by Moleong[79] between the others: constructing about people, phenomena, activity, organisation, feeling, motivation, guidance, care, and expand the information are taken from people. In this interview used opened interview and the implementation is not only once or two times, but it did continually with high intensity. Interview is conversation process with constructing about person, event, organisation, motivation, feeling, and other are done two side namely interviewer gives question with interviewed someone.[80]

The researcher used handbook of semi-structured, namely the researcher had prepared some questions to be given for informant key. Even if, the researcher still asked deeply prepared questions, in order to be more clear data was collected about with this research. This kind of interview had been included in the indept interview category, in this implementation was freed than compared with structured interview. The aim is from this kind of interview to find out problems openly. In implementation interview, the researcher needed to listen detaily and write down what was delivered by informant.

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[78] Lexy J Moleong, *Metodologi*, 186.

[79] Ibid., 135.

[80] Burhan Bungin, *Metode Penelitian Kualitatif,* (Jakarta: PT Raja Grafindo Persada, 2001), 155.

In this interview of research will get information about:

a. The planning of teaching speaking skill includes:

    1) Determination tutor, program schedule, and program implementation

    2) Determination efficient and effective program

b. The implementation of teaching speaking skill includes lesson, media, and method.

c. Evaluation of teaching speaking skill includes evaluation of planning, implementation, media and allocation time.

3. Documentation Review

Documentation discussion is process to look for data collection with observing written thing.[81] Document can be written, picture, or monumental work from someone.[82] Documentation method can be interpreted as research method to get data or information. In this case, documentation can be picture, field note, etc.[83]

E. The Data Analysis

Data analysis is process to look for and arrange data systematically is taken from interview result, field note, and documentation with organising data into category, describing into units, doing syntheses, arranging into Pola, choosing where will be learnt and important is, and making conclusion so that it is easy to be understood by ourselves or others.[84] Data has been collected without analysing will be useless, no meaning, becoming disadvantage and no

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[81] Mahmud, *Metode Penelitian Pendidikan,* (Bandung: Pustaka Setia, 2011), 100.

[82] Sugiyono, *Metode Penelitian Kuantitatif,* 240.

[83] Afrizal, *Metode Penelitian Kualitatif,* (Jakarta: PT Raja Grafindo Persadam, 2014), 21.

[84] Sugiyono, *Metode Penelitian Kuantitatif,* 44.

sound. Furthermore, this analysis data gives meaning, purpose, and value based on the data.[85]

Miles and Huberman deliver that[86] data analysis as three concurrent flows of activity: data condensation, data display, and drawing and verification conclusion. Activity in data analysis, namely:[87]

1. Data Condensation

Data condensation refers to the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in full corpus (body) of written-up field notes, interview transcripts, documents, and others empirical materials. By condensing, we are making data stronger. As we see it, data condensation occurs continously throughthout the life of any qualitatively oriented project. Even before the data are actually collected, anticipatory data condensation is occuring as the researcher decides (often without full awareness) which conceptual framework, which cases, which research question, and which data collection approaches to choose. As data collection proceeds, further episodes of data condensation accur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after fieldwork is over, until a final repot is completed.

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[85] Moh. Kasiram, *Metode Penelitian,* (Malang: UIN – Maliki Press, 2008), 119.

[86] Matthew B. Miles, et. al, *Qualitative Data Analysis A Methods Sourcebook: Edition 3,* (United States: SAGE Publication, Inc. 2014), 8 – 9.

[87] Ibid., 8 – 9.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. In daily life, display vary from gasoline gauges to newspaper to facebook status updates. Looking at display helps us to understand what is happening and to do something either analyse further or take action based on that understanding.

3. Drawing and Verification Conclusions

The third stream of analysing activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things means by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and scepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. "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, the sophistications of the researcher, and any necessary deadlines to meet.

F. Validity of Data

To make it easy in understanding acquired data in order to be structured well, neat and systematic, so processing data in some steps becomes very urgent and significant.

Testing method of data to measure credibility of data in this research used method of data triangulation. Method of data triangulation was doing data

investigation to get data validity as comparison. Usually, technique of triangulation is used to compare with other sources or data.[88]

Triangulation used in this research are:

1. Triangulation of source

   To examine credibility, the researcher checked the acquired data through the sources were the chief of BPBA, tutor of BPBA and student members of BPBA. The data of this research were about teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep.

2. Triangulation of technique

   The researcher checked data to the same source with difference technique. The sources were the chief of BPBA, tutor of BPBA and student members of BPBA. Data is taken from interview, then checked with observation and documentation. The data of this research were about teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep.

   This research examined validity of data using triangulation of source and triangulation of technique.

G. Phases of Research

Phase of research needed to explain in order to be easy for the researcher in arranging research plan. It started from planning of research,

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[88] Lexy J. Moleong, *Metode Penelitian,* 331.

implementation, collecting data, analysis of data, until report writing.[89] In this research, there are some phases, namely:

1. Phase of pre-field or research is previous phases is in the field, but in this phase is done some activities:

   a. Arrange the research plan

   b. Select the research field

   c. Manage the licence

   d. Explore and evaluate the field of research

   e. Choose and utilize the informant

   f. Prepare the research instrument

   g. The problem about research ethic

2. Phase of field implementation

   a. Comprehend research background and self-preparation

   b. Enter to the field

   c. Play role while collecting data

3. Phase of data analysis

   In this phase, the researcher used filter data which is taken from subject, informant, or document with repairing language and systematic in order to be in reporting the result of research did not misunderstand or misinterpretation. After data was analysed and determined previously.[90]

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[89] Tim Penyusun, *Pedoman Karya Ilmiah*, 48.
[90] Lexy J. Moleong, *Metodologi Penelitian,* 148.

CHAPTER IV

THE RESULT AND DISCUSSION

A. Description of Research Object

Description of research objective is information about location condition to become research object namely at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Boarding school Sumenep in 2019 – 2020 academic years. This is acquired data from the place of research shall be as follows:

1. The short history of Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep.

Lubangsa was one of area at Annuqayah Islamic boarding school. Since formerly and up to now to be known as boarding school could guide and teach education and knowledge. One of them in language field was created Biro Pengembangan Bahasa Asing (BPBA) as the media of religious students in developing foreign language.

Biro Pengembangan Bahasa Asing (BPBA) was instituted on 31st, March 1995. It was from three religious students` idea of Annuqayah Islamic boarding school, Lubangsa area, namely: Khalqi kr (religious student was from east Gapura, Gapura), Muslim (religious student was from Ambunten), and Kamil (religious student wasa from Cangkreng, Lenteng).

The first time Biro Pengembangan Bahasa Asing (BPBA) existed, this institution included three foreign language, namely: English, Arabic, and German language. All of this language field stayed at BPBA office. This place was like hut beside the office of Annuqayah Islamic boarding

school, Lubangsa area. But, among those three languages still existed English and Arabic only from year to year. Then, in 1996 German language was abolished because there is no tutor and German language was not learnt in the formal school. So that, the interest of religious students got decadence drastically in learning German language.

In the first period, the chief of Biro Pengembangan Bahasa Asing (BPBA) was Khalqi Kr and then making the responsibility division in each language field. The responsibility in English field was Khalqi, the responsibility in Arabic field is Muslim, and the responsibility in German field was Kamil.

When BPBA was approved by Lubangsa area, religious students were very spirit to participate in Biro Pengembangan Bahasa Asing (BPBA) program. This thing was proved from many religious students registering (more or less 250 religious students). So that, the manager of Biro Pengembangan Bahasa Asing (BPBA) divided them (registered religious students) into seven classes which was put in MA 1 Annuqayah and MTs 1 Annuqayah.[90]

2. Location of Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep.

Location of Biro Pengembangan Bahasa Asing (BPBA) Annuqayah boarding school Sumenep is at street of Makam Pahlawan Annuqayah Islamic boarding, Lubangsa area Guluk-Guluk, Sumenep. It has

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[90] *Dokument dan wawancara,* Sejarah singkat Biro Pengembangan Bahasa Asing (BPBA) Pondok Pesantren Annuqayah, Sumenep, 14 Juni 2019.

distance ±3,2 km from Guluk-Guluk city. BPBA Annuqayah boarding school Sumenep is rather far from the central of Sumenep city. Its location is in the village. Although the place is in the village, but the existence of this boarding school is so familiar in society. So that, many society bring their children to this boarding school. This boarding school receives one hundred more religious students in every year.[91]

3. **Vision and mission Biro Pengembangan Bahasa Asing (BPBA) Annuqayah boarding school Sumenep.**

   a. Vision of BPBA

      Getting capable in mastering English (Speaking and Grammar) and have good behaviour or attitude.

   b. Mission of BPBA

      1) Civilizing English speaking everyday

      2) Give education, teaching, and understanding about English

      3) Implant good behaviour or attitude

   c. Motto of BPBA

      Knowledge isn`t gotten `cause of descent, but learning.[92]

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[91] Peneliti, *Observasi*, Sumenep, 24 Juni 2019.
[92] *Dokumen,* Visi, Misi, dan Motto Biro Pengembangan Bahasa Asing (BPBA) Pondok Pesantren Annuqayah, Sumenep, 24 Juni 2019.

4. The structure of Organisation Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep.

<div align="center">

Picture 4.1

Structure of Organisation

Biro Pengembangan Bahasa Asing (BPBA)

Annuqayah boarding school Sumenep[93]

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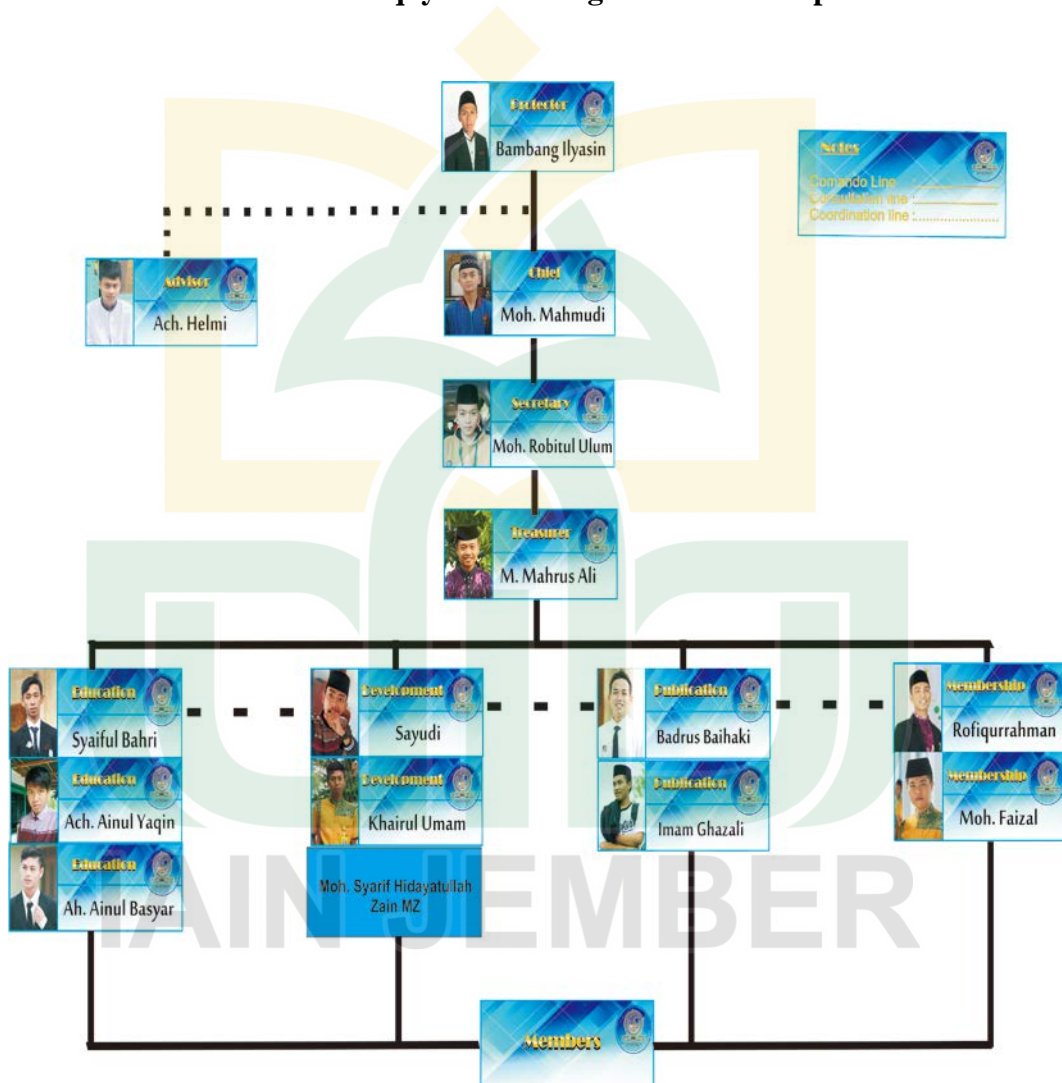
[93] *Dokumen,* Struktur Organisasi Biro Pengembangan Bahasa Asing (BPBA) Pondok Pesantren Annuqayah, Sumenep, 24 Juni 2019.

5. **Data of Manager and Tutor Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep.**

Data of manager and tutor Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school can be seen on this table below:

Table 4.1

List and Address Manager and Tutor

Biro Pengembangan Bahasa Asing (BPBA)

Annuqayah boarding school Sumenep[94]

No	The name of Manager/ Tutor	Address	Occupation
1	Ach. Helmi	Basoka Rubaru Sumenep	Advisor
2	Syaiful Bahri	Batang-Batang Daya Batang-Batang Sumenep	Education
3	Badrus Baihaki	Baringin Dasuk Sumenep	Publication
4	Sayudi	Sema`an dasuk Sumenep	Development
5	M. Mahrus Ali	Duko Rubaru Sumenep	Treasure
6	Ach. Ainul Yaqin	Keles Ambunten Sumenep	Education
7	Moh. Mahmudi	Lebeng Timur Pasongsongan Sumenep	Chief
8	Moh. Robitul Ulum	Gapurana Talango Sumenep	Secretary
9	Moh. Syarief Hidatullah	Batuputih Laok Sumenep	Development
10	Rofiqurrahman	Batuputih Daya Batuputih Sumenep	Membership
11	Ah. Ainul Basyar	Basoka Rubaru Sumenep	Education

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[94] *Dokumen,* Daftar dan Alamat Manager dan tutor Biro Pengembangan Bahasa Asing (BPBA) Pondok Pesantren Annuqayah, Sumenep, 24 Juni 2019.

12	Imam Ghazali	Lebeng Timur Pasongsongan Sumenep	Publication
13	Khoirul Umam	Mandala Rubaru Sumenep	Development
14	Moh. Faizal	Gadu Timur Ganding Sumenep	Membership

6. **Data of Student Members Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep**

Data of Student Members Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep, the list of student member can be seen detailly on this table above:

Table 4. 2

Total Data of Student Members BPBA

In 2019 – 2020 academic year[95]

NO	NAMA	BLOK	TE-TA-LA
1	Moh. Zainal Arifin	B/08	Smp, 6 Agustus 2000
2	Pendi	B/05	Smp, 04 Juni 2001
3	Moh. Ibrohim Tijani	A/25	Pamekasan, 03 Februari 2003
4	Fasieh Muhammad	A/19	Jember, 24 Mei 2003
5	Khoirul Umam	B/11	Smp, 19 Desember 2000
6	Afifurrahman	B/07	Smp, 17 Juni 2000
7	Rizqon Abdillah	B/02	Smp, 1 Mei 2000
8	Ah. Ainul Basyar	B/11	Smp, 26 Maret 2001
9	Nabel Awsath Fawrent	A/29	Smp, 21 April 2002
10	Saiful Bahri	A/09	Smp, 23 September 2001
11	Zainul Ikmal	A/14	Smp, 21 November 2003
12	Moh. Ilmi Zayyad	B/03	Kotabaru, 4 November 1999
13	Ahmad Efendi	B/04	Smp, 04 Maret 2001
14	Imam Gazali	B/33	Smp, 27 Oktober 2001
15	Royhan Firdaus	B/04	Smp, 27 April 2001
16	Wais	B/09	Smp, 11 November 2001
17	Muhammad Izzul Ilmi	B/10	Jember, 6 Agustus 2001

[95] *Dokumen,* Data Jumlah Anggota Biro Pengembangan Bahasa Asing (BPBA) Pondok Pesantren Annuqayah, Sumenep, 24 Juni 2019.

18	Taufiqullah	B/02	Smp,25 Mei 2001
19	Zainul Kurama'	B/04	Smp, 16 April 2001
20	Muhammad Fawaid	B/33	Smp, 29 Oktober 2002

7. Tool and Infrastructure Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic boarding school Sumenep.

Data of tool and infrastructure BPBA Annuqayah Islamic boarding school Sumenep. Those tool and infrastructure data can be seen detailly on this table above:

Table 4. 3

Data of Tool and Infrastructure

Biro Pengembangan Bahasa Asing (BPBA

Annuqayah Islamic boarding school[96]

No	Nama	Jumlah	Kondisi	Ket.
1	Kantor BPBA	1 ruangan	Baik	-
2	Asrama Pusat	1 ruangan	Baik	-
3	Asrama Cabang MA	1 ruangan	Cukup Baik	-
4	Asrama Cabang MTs	1 ruangan	Baik	-
5	Komputer	1 unit	Baik	Beli
6	Lemari Arsip	1 Buah	Baik	-
7	Lemari tempat buku	1 Buah	Cukup baik	-
8	Lemari Inventaris	1 Buah	Cukup baik	-
9	Papan pengumuman	1 Buah	Baik	-
10	Kalender kerja	1 Buah	Baik	-
11	Papan struktur pengurus	1 Buah	Baik	-
12	Bank data	1 Buah	Cukup Baik	-
13	Sound sistem	3 Buah	Baik	Beli

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[96] *Dokumen,* Data Sarana dan Prasarana Biro Pengembangan Bahasa Asing (BPBA) Pondok Pesantrren Annuqayah, Sumenep, 24 Juni 2019.

14	Microphone	4 Buah	Baik	Beli
15	Tripod Microphone	1 Buah	Baik	Beli
16	Hardisk Back Up data 320 GB	1 Buah	Baik	Beli
17	Lampu natal	5 meter	Baik	Beli
18	Bendera Merah Putih	5 meter	Baik	Beli
19	Stop Kontak	1 buah	Baik	Beli
20	Piagam	2 buah	Baik	Hibah
21	Buku Induk	1 buah	Baik	-
22	Piala lomba	8 buah	Cukup baik	-
23	Meja	2 buah	Baik	-
24	Flash disk 8 GB	2 buah	Baik	Hibah dan beli
25	Kipas angin	1 buah	Baik	Beli

B. The result and discussion

After doing research process and getting data in the field with kind of data collection techniques were used, from general data until specific data, those data would be analysed detail and critically, in order to get accurate data. Data will be provided chronically but still pay attention to research focus. Data was collected and observed about Teaching Speaking Skill of student members at Biro Pengembangan Bahasa Inggris (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Year.

Based on the first research question, so research focus had been taken from the field to be provided as following:

1. Teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years.

   a. The planning of teaching speaking skill of student members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep

   Biro Pengembangan Bahasa Asing (BPBA) was the field who had boarding school background with Islam religious culture in Sumenep regency. Then, student members stayed in this place to have difference environment and education background. But, in this field was not to be problem for that thing. Above all, they wanted to learn and did process at BPBA to be master in foreign language namely English. So that, they got the best English (Speaking and grammar) and had good moral.[97]

   That statement could be proven with the result of research observation and documentation about the aim, vision, and mission BPBA Annuqayah Islamic Boarding School at 30 June 2019.

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[97] Peneliti, *Observasi,* Sumenep, 24 Juni 2019.

4. 2

Picture of vision, mission and the aim

BPBA Annuqayah Islamic Boarding School Sumenep[98]
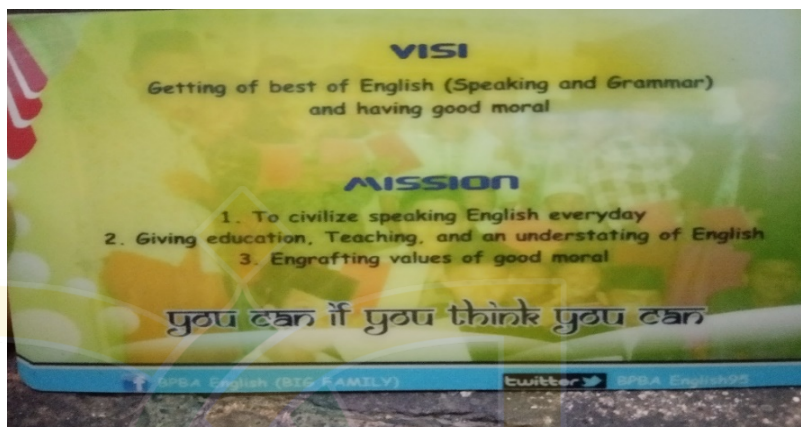
Based on vision, mission, and the aim of BPBA Annuqayah Boarding School Sumenep received members to learn English more and want to make human being can be able to master in English. Based on that reason, BPBA was to be solution to create students who had good skill or ability in English to be ready in facing this era. BPBA is provided as facility for guiding religious students in English through Biro Pengembangan Bahasa Asing (BPBA) program. It was caused religious students almost learning everyday about religiousness, so that they needed to be given knowledge about language, in order to be able to have good intellectual and understand to foreign language. Religious students were not only given Islamic knowledge, but also given general knowledge, namely English language to enrich religious students` insight about language.[99]

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[98] *Dokumen,* Visi, Misi dan Tujuan Biro Pengembangan Bahasa Asing (BPBA) Pondok Pesantren Annuqayah Sumenep, 24 Juni 2019.
[99] Peneliti, *Observasi,* Sumenep, 30 Juni 2019.

According to Moh. Mahmudi`s statement as the chief of BPBA

Annuqayah Boarding School Sumenep:

> Program of BPBA Annuqayah Boarding School Sumenep constitutes activity which is joined by student members. This program is done based on vision and mission, namely getting vision to make student member have the best English (speaking and grammar) and have good moral. So, based on that vision, BPBA does this activity in order to they have good skill and ability in English. Besides, give them general knowledge especially about language, so that they have large insight and understand foreign language namely English.[100]

Based on that statement can be known that program of BPBA is

done with expectation, in order that student members could learn based

on vision, mission and the aim of BPBA. On planning, student members

would be guided intensively through BPBA program as the basic

knowledge. This guidance was for realizing student member the

importance of speaking skill basic. It was like house to have strong basic,

in order to be able to prop building up.[101]

The implementation of teaching speaking skill especially for

student members, managers and tutor needed to plan, in order to the

implementation could run well in line with expectation. If planning was

not managed previously, it was caused the program implementation

would not run well or optimal. Actually, before the implementation of

teaching speaking skill program, managers and tutors needed to plan the

program. The arrangement of activity program at BPBA was to make

manager and tutor had preparation in implementation.

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[100] Moh. Mahmudi, *Wawancara,* Sumenep, Tanggal 24 Juni 2019.
[101] Peneliti, *Observasi,* Sumenep, 24 Juni 2019.

According to one of tutor of BPBA Syaiful Bahri:

> The planning of teaching speaking skill activity of BPBA, we will endeavour to give maximally or optimal, because so many student members are enthusiastic in joining this activity, so that we must the best activity based on what they want. Sure, they will join this activity as long this is positive activity for increasing their ability especially in English. Since BPBA open registration, I, the chief and other managers discuss about each job description in implementation teaching speaking skill. For many times we try in guidance method, in order that student members can get based on their expectation. This planning of teaching speaking skill has already discussed to determine, consider, and ensure about method will be given.[102]

Based on that statement, it can be concluded that the planning would become guidance in implementation teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep. The first planning was done by managers or tutor about what method would be implemented and lesson would be given to student members. This program was not only supported managers of BPBA, but also manager of Annuqayah Boarding School, Lubangsa Area.[103]

About this planning, Ach. Ainul Yaqin as tutor while manager at Biro Pengembangan Bahasa Asing (BPBA) also gave his statement, he said that:

> Then the planning in implementation teaching speaking skill also need right tutor, so that there is determining tutor of teaching speaking skill is chosen based on experience and capability. Then, manager who is chosen as candidate tutor will be discussed again with manager of boarding school and manager of BPBA. This needs consideration a long time. We

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[102] Syaiful Bahri, *Wawancara,* Sumenep, Tanggal 24 Juni 2019.
[103] Peneliti, *Observasi,* Sumenep, 24 Juni 2019.

need to discuss more especially determining tutor will teach student members later.[104]

Statement above explained about the election of tutor of BPBA

can be proven with the result of observation and documentation on 30

Juni 2019:

Picture 4. 3

Documentation of Tutor Election

BPBA Annuqayah Islamic Boarding School Sumenep[105]

Based on the planning goal of teaching speaking skill, lesson

which was delivered giving knowledge to student members, so that they

have basic in speaking skill. Besides, tutor always supported student

members in speaking English. Then, tutor always observed student

member`s activity. This would make tutor or manager knowing the

progress of student members` ability especially about speaking English.

As tutor BPBA of Annuqayah Boarding School Sumenep, Ach.

Ainul Yaqin delivered that:

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[104] Ach. Ainul Yaqin, *wawancara,* Sumenep, Tanggal 2 Juli 2019.
[105] *Dokumen,* Pemilihan Tutor Teaching Speaking Skill BPBA Annuqayah Islamic Boarding School, Sumenep, 30 Juni 2019.

All of student members are always observed to know their progressive in speaking English. This will give description for all of manager or tutor for evaluating about teaching speaking skill. student members will be tough until they can speak English fluently, in order that they do not regret learning English in this place. Besides, BPBA also has reference book to be learn by them. It will make them easier when learn English.[106]

Based on the result of research observation at BPBA of Annuqayah Islamic Boarding School Sumenep that student members were observed to know their progress in speaking skill. Although, manager or tutor could not observe when they did activity outside of BPBA environment, but this was step to know their ability in speaking skill. Then, manager or tutor did guidance to student members for example, invited them to speak English or made short conversation.

The planning of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep prepared job program starting from method, lesson would be given, the election of right tutor, until implementation process would be done.

b. The media of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep

The media for teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep used speaking book which was given by manager of BPBA as media to learn English. There are kinds of speaking book, as following:

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[106] Ach. Ainul Yaqin, *Wawancara,* Sumenep, Tanggal 20 Juli 2019.

1) Vocabulary

The vocabulary was as obligation book for all of student members. The documentation of vocabulary can be seen as the result below:

Picture 4. 4

Documentation of Vocabulary

BPBA Annuqayah Islamic Boarding School[107]
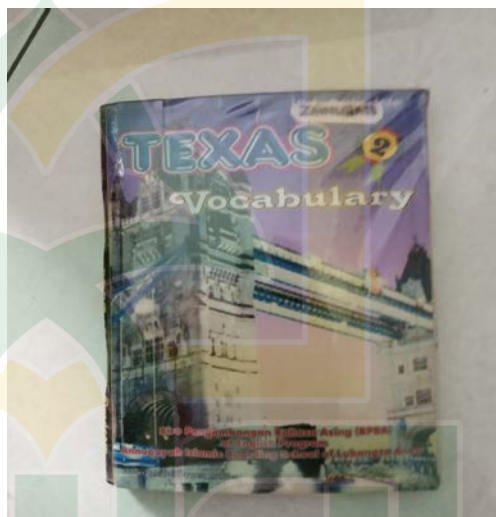
2) Essential Expression book

Student members had another main book, namely essential expression book. This book was consisted of speaking lesson as guide book, in order that student members can learn it easily. The documentation of essential expression book can be seen as the result below:

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[107] *Dokumen,* buku vocabulary BPBA Annuqayah Islamic Boarding School, Sumenep, 24 Juni 2019.

Picture 4. 5

Documentation of Book

BPBA Annuqayah Islamic Boarding School[108]
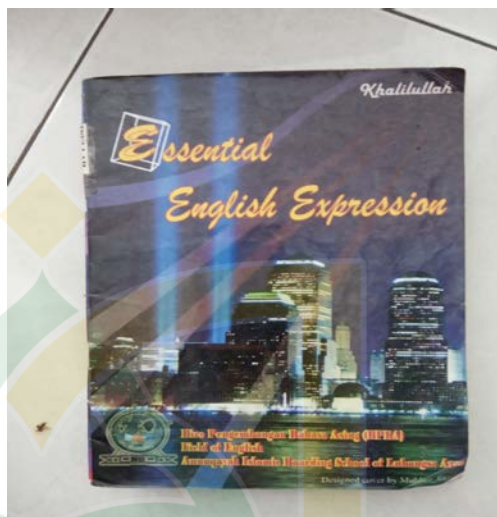
Other media used at BPBA were sound system, white board, microphone, etc.

c. The material of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep

The material of teaching speaking skill had been discussed by all of manager and tutor before material was given to student members. So that, tutor could teach student members systematically and had the goal in increasing student members` English competence. The documentation of material can bee seen as following:

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[108] *Dokumen,* Essential Expression BPBA Annuqayah Islamic Boarding School, Sumenep, 24 Juni 2019.

Picture 4. 6

Documentation of lesson

BPBA Annuqayah Islamic Boarding School[109]

			WAKTU PELAJARAN		
NO.	HARI	TANGGAL	PAGI	MALAM	KETERANGAN
01	Senin	15 juli 2019 M.	-	Opening	Together
02	Selasa	16 juli 2019 M.	Cap cip cus chapter greeting, introduction	Materi Expression: *Meeting and Greeting* (Chapter 1)	Group
03	Rabu	17 Juli 2019 M.	Cap cip cus chapter Parting (Perpisahan)	Materi Expression: *Hello and Good bye* (Chapter 2)	Together / Group
04	Kamis	18 Juli 2019 M.	Game in mountain	-	Together / Group
05	Jum'at	19 Juli 2019 M.	Happy Morning	Materi Expression: *Polite Remarks* (Chapter 3 point 1-5)	Together / Group
06	Sabtu	20 Juli 2019 M.	Cap cip cus chapter Day	Materi Expression: *Polite Remarks* (Chapter 3 point 6-10)	Together / Group
07	Ahad	21 Juli 2019 M.	Cap cip cus chapter Mounth	Materi Expression: *Please and Thanking* (Chapter 4)	Together
08	Senin	22 Juli 2019 M.	Happy Morning	Materi Expression: *Apologies* (Chapter 5)	Together / Group
09	Selasa	23 Juli 2019 M.	Cap cip cus chapter Daily Speaking	Materi Expression: *Ungkapan Sebuah Pendapat* (Chapter 7 point a-b)	Together / Group
10	Rabu	24 Juli 2019 M.	-	Closing	Together / Group

LESSON OF INTRODUCTION PROGRAM
BIRO PENGEMBANGAN BAHASA ASING (BPBA)
OF ENGLISH PROGRAM
PP.ANNUQAYAH DAERAH LUBANGSA
Period 2019-2020 M

Teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep constitutes process of aim and implementation planning. Then, teaching speaking skill was taught by tutor who had experience and good skill. This implementation was held everyday except Tuesday. After taking Subuh prayer, all of student members came back to BPBA, then they sat down and read irregular verb together. After this program finished. They would receive lesson from tutor.

The lesson was taught in speaking skill based on the schedule which had been arranged by tutor and managers. The lesson included basic speaking, pronunciation, intonation and conversation. Sometimes, the lesson just practiced to speak, for example making conversation or describing thing. Student members was taught from basic based on the

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[109] *Dokumen,* lesson of introducing program BPBA Annuqayah Islamic Boarding School, Sumenep, 24 Juni 2019.

aim of BPBA and target. This lesson as the first step for student members in order to have basic in speaking. So, they would be easy to speak later. Reference book was used at BPBA is about pronunciation from part 1 until 6 and vocabulary.[110]

Teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Boarding School Sumenep in teaching speaking used book as media in explanation of speaking skill to student members. Then, tutor used communicative language teaching (CLT) method because student members needed stimulus or example in order that they had motivation to speak English. So that, they had desire in learning speaking English. Furthermore, tutor used communicative language teaching (CLT) in order that student members can be able to imitate, listen accurately, pay attention to tutor, and have desire to know the meaning. [111]

Based on observation was clarified with the result of interview, Ah. Ainul Basyar as the tutor at BPBA delivered:

> Before starting the program, student members recite praying and then read irregular verb together. It is done after subuh prayer. After this, they get speaking lesson. For the method, we (tutor) uses based on agreement together with other tutor or manager and also the chief, namely: communicative language teaching. We have target after one week at BPBA, student members have to speak English although they cannot speak fluently or still say "how to say……in English" but, this will be progressive step and tutor will always guide them to be better in English.[112]

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[110] Peneliti, *Observasi*, Sumenep, 24 Juni 2019.

[111] Peneliti, *Observasi,* Sumenep, 24 Juni 2019.

[112] Ah. Ainul Basyar, *Wawancara,* Sumenep, Tanggal 25 Juli 2019.

Teaching speaking skill at BPBA of Annuqayah Islamic Boarding School was done by al-fatihah to praise of Annuqayah and parent. Then, tutor gave attendance list to student members to know the student members` presence in speaking program. Attendance list also used as assessment for tutor and manager in guiding student members.[113] Then, tutor began to give lesson based on schedule. The tutor often asked student members to speak English face to face.

This statement can be proven with the result of documentation and observation as following:

Picture 4. 4

Speaking Program of BPBA

Annuqayah Islamic Boarding School Sumenep[114]

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[113] Peneliti, *Observasi,* Sumenep, 25 Juli 2019.

[114] *Dokumen,* Kegiatan Speaking Program BPBA Pondok Pesantren Annuqayah Sumenep, 25 Juli 2019.

c. Assessment of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep.

Assessment of teaching speaking at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep was done routinely every month by the chief, tutor and manager of BPBA. This thing was done by discussing about student members` attendance and the progress of them. It would be done continually for the shake of student members. On the other hand, the assessment talked about better teaching and more efficient learning for student members` capability.[115]

From the observation could be clarified with the result of interview with Moh. Mahmudi as the chief of BPBA stated:

> in this assessment, we always hold meeting in every month to know and measure how active student members in joining teaching speaking program. The tutor will tell problems or handicap when assessment. So that, the chief or managers will know what the problem is. Besides, we can see student members` development through each their skill, because this will give effect to their speaking skill. If they always attend and join this program, probably they will be better in speaking skill. There is no problem up to now from teaching speaking program, when I ask to tutor about student members` problem in teaching speaking program, but he answers there is no problem. But we always want to make teaching speaking program is better than before.[116]

From statement above it could be stated that implementation of assessment for tutor was really important to be done to know the problem

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[115] Peneliti, *Observasi,* Sumenep, 24 Juni 2019.

[116] Moh. Mahmudi, *Wawancara,* Sumenep Tanggal 24 Juni 2019

of teaching speaking program or teaching speaking program had achieved target or not.[117]

Also, assessment was done with student members when teaching speaking program. Tutor always asked them whether they understood or not about the lesson. This assessment was mentioned as assessment formative. The aim of assessment formative was to know how far the process of teaching speaking program was going on. This assessment was done in the end of teaching speaking program.[118]

From observation, it was clarified in the result of interview with Ah. Ainul Basyar as tutor teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding Sumenep:

> The end of speaking program, we always give questions for student members to know their comprehension while memory about the lesson has already delivered by tutor. Actually, this way is solution for student members, in order that they pay attention tutor`s explanation. Besides, this is be able to overcome student members who are sleeping by sitting down.[119]

Based on explanation above, this assessment was given as formative, namely student members get questions from tutor in the end of speaking program. Actually, this thing was done to anticipate student members in order not to sleep when the program was going on. Besides, tutor could be able to know student members` comprehension or memory about the lesson given.

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[117] Peneliti, *Observasi*, Sumenep, 24 Juni 2019.
[118] Peneliti, *Observasi,* Sumenep, 24 Juni 2019.
[119] Ah. Ainul Basyar, *Wawancara,* Sumenep Tanggal 25 Juli 2019.

Erfan as student member at Biro Pengembangan Bahasa Asing

(BPBA) Annuqayah Islamic Boarding School Sumenep stated that:

> Every meeting of speaking program, tutor always ask to us about the lesson has learnt. Sometimes, we feel sleepy and tired when joining speaking program. So that, sometimes we sleep while sitting down when the program is still going on. Not only myself do it, but also my friends because they may be are tired in joining program.[120]

According to discussion above, the chief and manager or tutor

did evaluation every month on Friday. This program was to know student

members` progress and obstacle faced by tutor in teaching speaking skill.

It was clarified by the result of picture.

Picture 4. 5

The Result of Assessment[121]

Based on the result of observation which done by the researcher

at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic

Boarding School did assessment every month. This assessment was

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[120] Erfan, *Wawancara,* Sumenep Tanggal 25 Juli 2019.

[121] *Dokumen,* The result of assessment BPBA Pondok Pesantren Annuqayah Sumenep, 25 Juli 2019.

joined by the chief and manager or tutor. The aim of it was to know and measure how active student members in joining teaching speaking program. So that, the chief or managers would know what the problem was. Besides, we can see student members` development through each their skill, because this would give effect to their speaking skill. If they always attended and joined this program, probably they would be better in speaking skill.

It could be concluded that assessment in teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School did evaluation every month to give better teaching, efficient learning and know student members` ability.

2. The implementation model of teaching speaking skill at Biro Pengembangan Bahasa Inggris (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years.

In the implementation model of teaching speaking of the program, tutor did not give much lesson, but he gave instruction for all of student members to face to face with their friend based on topic. This program was done more or less than 30 minutes.

Based on the statement above, it was clarified by the result of picture as following:

Picture 4. 6

Student members discussed based on certain topic[122]

When student members talked with his friend, tutor also came around to check student members` speaking and revised their speaking error. This activity was done every morning after reading irregular verb together. Student members did not only discuss with their friend but they were ordered to come forward to retell what had been discussed with their friend. This was the way to make them being brave to speak in front of public.

Erfan stated that:

Every morning of program, tutor gives us instruction to discuss and talk about topic which is chosen by tutor. Tutor will come us and repair our speaking. Step by step I can speak fluently, although I still need guidance from tutor. Besides, I fell confidence to speak English with my friend, but even, in front of public.[123]

Tutor did not only give this technique to increase student members` speaking ability, but student members did speaking activity in

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[122] *Dokumen,* The student members BPBA Pondok Pesantren Annuqayah Sumenep, 25 Juli 2019.
[123] Erfan, *Wawancara,* Sumenep Tanggal 25 Juli 2019.

Bukit Lancaran of INSTIKA campus. Actually, this program is like competition, student members performed storytelling in front of other student members and tutor or manager gave score of their performance. The last, there was present from student members who got the best score from all of tutor or manager.

The statement above was clarified through observation, Ah. Ainul Basyar as tutor at BPBA of Annuqayah Islamic Boarding School Sumenep stated:

> On other hand, tutor and manager have agenda as the aim to know and increase student members` skill. It was done out of BPBA exactly Bukit Lancaran INSTIKA. This program is like competition. There are three student members delegation from speaking class and grammar class to perform in front of their friend. This program as the place to know their skill or ability. Besides, they can be accustomed performing in front of public, so that they will not be nervous to perform in front of public. The last session, there is present for student members getting high value. This is making them spirit and enthusiastic in joining this program.[124]

This statement above can be seen or proven with the result of documentation and observation on 25 July 2019 as following:

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[124] Ah. Ainul Basyar, *Wawancara,* Sumenep Tanggal 25 Juli 2019.

Picture 4. 7

Speaking Program is outside of BPBA

Annuqayah Islamic Boarding School Sumenep[125]

From observation result, tutor or manager did this program outside of BPBA to know and increase their ability or skill especially in speaking. Then, the aim of it also wanted student members to be accustomed speaking in front of public, so that they would not be nervous or afraid in speaking English in public. Actually, so many student members were enthusiastic in joining this program. They wanted to perform and gave good performance in order to get present.

Also, this statement was delivered by one of student members of BPBA of Annuqayah boarding School Sumenep.

> Actually, I do not feel confidence when I want to performance in front of my friends. But, step by step I do not fell nervous anymore because I often perform in front of my friends. It is caused habit doing it. So now, I am always happy and spirit when performing in front of my friend. Besides, for this program, student members who get high value will be given present from manager or tutor given. It is like pride for myself.[126]

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[125] *Dokumen,* Kegiatan BPBA Pondok Pesantren Annuqayah, Sumenep, 25 Juli 2019.
[126] Ramdani, *Wawancara,* Sunenep Tanggal 25 Juli 2019.

This statement above can be seen in the result of documentation at 25 July 2019.

Picture 4. 8

Giving Present to Student Members of BPBA

Annuqayah Islamic Boarding School

Although, the present given was not so valuable, but this pride became new experience. On the other hand, the aim of this program as preparation for student joined competition. In order that student could be ready when joining local, regional or national competition. Furthermore, beside English lesson, education mental had been given explicitly to student members.

Table 4. 4

Summary of Research Finding

No	Research Focus	Research Finding
1	Teaching Speaking skill at Biro Pengembangan Bahasa Inggris (BPBA) Lubangsa area Annuqayah Islamic boarding school Sumenep in 2019-2020 Academic Years	Teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Lubangsa Area Annuqayah Islamic Boarding School Sumenep consist of planning, media, material and assessment.
2	The implementation model of teaching speaking skill at Biro Pengembangan Bahasa Inggris (BPBA) Lubangsa area Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years	The model of teaching speaking skill at Biro Pengembangan Bahasa Inggris (BPBA) implements discussion group or student members discuss based on topic and on Tuesday, student members perform storytelling or role play in front of their friend, tutor and all of manager. This is the way to make them being brave to perform in public.

C. Finding Discussion

Based on data has been explained and analysed, so it needs to discuss finding result in interpretation and discussion with theories while relevance with this research topic. From data which has gotten in the field through observing and interview while documentation, then it is provided in data presentation. The next, it is analysed again based on research focus in this research.

This finding is discussed by the researcher during in the field based on research focus has been formulated previously about teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School in 2019– 2020 Academic Year.

These result of finding as following:

1. Teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Lubangsa Area Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years consist of planning, implementation, evaluation.

a. The Planning of Teaching Speaking Skill of Student Members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019 - 2020 Academic Year.

Based on the find result, the researcher can be known that teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School to create student members based on vision and mission of BPBA. Besides, student members almost everyday learn about religiousness, so that they needed to be given knowledge about language, in order to be able to have good intellectual and

understand to foreign language. Religious students were not only given Islamic knowledge, but needing to be given general knowledge, namely English language to enrich religious students` insight about language.[127]

Then, this find is discussed with theory which is developed by Anderson and Bowman in Sutisna as following:

> Planning is the process to prepare the decision for job in the future.[128]
> Nanang Fattah`s theory in planning explains as following:
> planning is about action to determine first what will be done, how to do, what should be done, and who is done.[129]

Based on those theories that teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Boarding School Sumenep has the goal which has planned based on the theory is delivered Anderson and Bowman in Sutisna and Nanang Fattah that planning activity of teaching speaking skill to do preparation with determining kinds of program, strategy and the goal which are discussed with the chief, tutor and manager. So that, the program of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep, in order to be able to run well, maximally and based on expectation.

Then, this find is discussed with Sarwan`s theory as following:

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[127] Peneliti, *Observasi,* Sumenep, 30 Juni 2019

[128] Oteng Sutisna, *Administarasi Pendidikan: Dasar Teoritis Untuk Praktek Professional,* (Bandung: Angkasa, 1989), 192

[129] Prinhallindo, *Konsep Manajemen Strategis,* (Jakarta: PT Indeks, 2004), 152.

planning also processes to identify the goal of organization, makes strategy to achieve the goal and develops planning of organization job activity.[130]

Based on the theory is suitable with the planning of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep. Before starting the program, the chief, tutor and manager do preparation of job program with starting from method, lesson would be given, the election of right tutor, until implementation process will be done.

b. The media of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Boarding School Sumenep in 2019–2020 Academic Year.

The media for teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep uses speaking book which was given by manager of BPBA as media to learn English. There are kinds of speaking book, namely: Vocabulary, Essential Expression, etc.

Then, this find is discussed with Syaifullah Yudha`s theory as following:

Media of learning can be divided in five categories, as following: 1) Visual: Drawing, sketch, illustration, diagram, picture, film, film strip, slide, chart, graphs (pictorial, radian, square, line), bulletin, newspaper, magazine, paper, poster, book (text, reference, library), dictionary, comic, caricature, map (tourism, commercial or economic, politic), globe, advertisement, table, symbol. 2) Audio (music, word, voice, and the voice effect): recording, tape, radio, student`s report, story,

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[130] Sarwan, *Perencanaan Pembelajaran,* (Jember: STAIN Jember Press, 2010), 1

poem or drama, music tools, pre-recorded plays, report, discussion. 3) Audio-visual: sound moving picture, television, puppets (stick, glove, string), improvised and scripted dramatization, role playing, demonstration, LCD, computer. 4) Tactile: specimen, object, exhibit, artefact, model, sculptured, figure, live, and stuffed animals, experiment, tool, material. 5) Virtual: internet, website, e-mail, audio-video streaming, chatting, messaging, audio-video conferencing, e-newsgroup, cybernews.[131]

Based on the theory above is suitable with the media of teaching speaking at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School. Book is the media used by tutor at BPBA, then in theory is mentioned visual category.

c. The material of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Boarding School Sumenep in 2019–2020 Academic Year.

The material of teaching speaking skill had been discussed by all of manager and tutor before material was given to student members. So that, tutor could teach student members systematically and had the goal in increasing student members` English competence.

Teaching speaking skill at BPBA of Annuqayah Islamic Boarding School is done by al-fatihah to praise of Annuqayah and parent. Then, tutor gave attendance list to student members to know whoever attended and not in speaking program. Attendance list also was used as assessment for tutor and manager in guidance student members.[132] Then,

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[131] Syaifullah Yudha, *EASY ENGLISH*, (Yogyakarta: Pustaka Grhatama, 2012), 6

[132] Peneliti, *Observasi,* Sumenep, 25 Juli 2019.

tutor begun to give lesson based on schedule. The tutor often ordered student members to speak English face to face.

Then, this find is discussed with Douglas Brown`s theory as following:

> there are perspectives to the more practical consideration that follow: 1). Conversational discourse: When someone asks you "Do you speak English?", they usually mean: Can you carry on a conversation reasonably competently? The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. 2). Teaching pronunciation: Majority of adult learners will never acquire an accent-free command of a foreign language, should a language program that emphasizes whole language, meaningful contexts, and automaticity of production tiny phonological details of language. 3). Accuracy and fluency: Accuracy and fluency are both important goals. Fluency may in many communicative language courses be an initial goal in language teaching. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. 4). Affective factors: One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. 5). The interaction effects: The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sound, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication.[133]

In teaching speaking skill at BPBA, tutor always orders student members to speak English with other student member face to face or making conversation. It is suitable with the theory above in giving material or teaching speaking skill.

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[133] H. Douglas Brown, *Teaching by Principles An interactive Approach to Language Pedagogy Second Edition,* (California: Longman, 2000), 269.

d. Assessment of Teaching Speaking Skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019 – 2020 Academic Year

Assessment of teaching speaking at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep was done routinely every month by the chief and tutor or manager of BPBA. This thing was done with discussing about better teaching, efficient learning and student members` capability. It would be done continually for the shake of student members.[134]

Then this find is discussed with Suharsimi Arikunto`s theory as following:

> The aim of assessment on activity and learning process is to know effectiveness and efficiency of activity system or learning whether it is about the goal, lesson, method, media, environment or assessment system itself.[135]

Based on that theory assessment has the goal to know effectiveness and efficiency of system in teaching speaking skill whether it is about the goal, lesson, learning source, environment, or assessment system itself. Theory is developed by Suharsimi Arikunto can be understood that the find of research result is suitable with theory. This assessment has aim to correct the effectiveness of program and student members can understand the lesson maximally.

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[134] Peneliti, *Observasi,* Sumenep, 24 Juni 2019.

[135] Suharsini Arikunto, *DASAR-DASAR EVALUASI PENDIDIKAN*, (Jakarta: PT Bumi Aksara, 1997), 18.

Assessment was done every month to know student members`
development in teaching speaking skill at Biro Pengembangan Bahasa
Asing (BPBA) Annuqayah Islamic Boarding School Sumenep, through
this assessment, tutor could know better teaching, efficiency learning in
teaching speaking and others.

Based on this find then is discussed with Sarwan`s theory, he
states:

> assessment of formative, summative, diagnostic, selective, and
> placement assessment. By this explanation as following:
> formative evaluation often is meant as evaluation activity is
> done at the end of learning process. The prime aim is to know
> the result from activity process has run based on planning.
> Principally, it gives strong explanation about formative
> evaluation as activity to control how understand student
> members about the lesson is taught.[136]

Based on that theory, student member assessment is done with
using assessment formative. This assessment formative is done with test
during process activity is still going on, in order that student members
and tutor get information based on planning has agreed. This theory is
suitable with teaching speaking skill at Biro Pengembangan Bahasa
Asing (BPBA) Annuqayah Islamic Boarding School Sumenep using
assessment formative when teaching speaking skill at BPBA.

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[136] Sarwan, *Belajar dan Pembelajaran,* (Jember: STAIN Jember Press), 150.

2. The implementation model of teaching speaking skill at Biro Pengembangan Bahasa Inggris (BPBA) Lubangsa area Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years.

The implementation model of teaching speaking in the program, tall of student members discussed or shared opinion with their friend based on topic, it was mentioned opinion-sharing information. Afterwards, student members explained what they discussed or shared.

This find is discussed with Muslim A Rozaq theory as following:

CA has aim to become communicative competence as the aim of language teaching and develops technique and procedure teaching of language skill based on aspect of language and communication. Communicative competence includes competence of grammatical, sociolinguistic, and strategy. Many other activity types have been used in CLT, including the following: Task-Completion activities: puzzles, games, map-reading. Information-gathering activities: students-conducted surveys, interviews, and searches. Opinion-sharing activities: students compare values, opinion, or beliefs. Information-transfer activities: learners to take information that is presented in one form, and represent it in a different form. Reasoning-gap activities: deriving some new information through the process of inference, practical reasoning, etc. Role plays: students are assigned roles and improvise a scene or exchange based on given information or clues.[137]

Also, it is discussed with Deborah Blazz`s theory as following:

Speaking according to Blazz usually takes one of the following forms: Conversation/discussion, Circumlocution (description), Memorized speech, Oral report, Interviews.[138]

This activity was done every morning after reading irregular verb together. Student members did not only discuss with their friend but they

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[137] Muslim A Rozaq, "Model-Model Pembelajaran Bahasa Inggris", www.academia.edu.pdf. (31 Oktober 2019). 1-7.

[138] Deborah Blazz, *Foreign Language Teacher`s Guide to Active Learning*, (New York: Eye on Education, 1999), 28.

were ordered to come forward to retell what had been discussed with their friend. This was the way to make them being brave to speak in front of public. At BPBA, tutor used communicative language teaching (CLT) method in order that student members were accustomed with English.

In this find can be discussed with Jeremy Harmer`s theory who delivers as following:

> A major stand of CLT centres around the essential belief that if learners are involved in meaning-focused communicative task, then language learning will take care of itself, and that plentiful exposure to language in use and plenty of opportunities to use it vitally important for students` development of knowledge and skill.[139]

Student members at BPBA are accustomed to speak English, in order that they can be able to speak fluently and well. This habit is the way in developing student members` skill. Tutor or manager realises that environment is vitally important to increase student members` skill especially speaking skill. Besides, English speaking habit will become motivation for all of student members, so that they will learn hard.

Meanwhile, Secondly, on Tuesday, student members came to Bukit Lancaran of INSTIKA campus. Then, student members did role play such as performing roles and improvise a scene or exchange based on given information or clues in front of other student members and tutor or manager gave value from their performance.

---

[139] Jeremy Harmer, *The Practice of English Langauge Teaching,* 69.

Based on statement above, it is discussed with Marianne Celce-Murcia`s theory as following:

> Many other activity types have been used in CLT, including the following: Task-Completion activities: puzzles, games, map-reading. Information-gathering activities: students-conducted surveys, interviews, and searches. Opinion-sharing activities: students compare values, opinion, or beliefs. Information-transfer activities: learners to take information that is presented in one form, and represent it in a different form. Reasoning-gap activities: deriving some new information through the process of inference, practical reasoning, etc. Role plays: students are assigned roles and improvise a scene or exchange based on given information or clues.[140]

Student members is educated to speak English and perform in front of public, in order to be accustomed, speak English in front of people. So that they would not be nervous or afraid speaking English in public.

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[140] Muslim A Rozaq, "Model-Model Pembelajaran Bahasa Inggris", 1-7.

CHAPTER V

CONCLUSION AND SUGGESSTION

A. **Conclusion**

From explanation about Teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep can be concluded as following:

1. Teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep consisted of pedagogic aspect, namely: planning, media, material, and assessment. In planning talked about tutor election to teach student members and lesson would be given. In media was about book and other tools were used in teaching speaking skill. Then, material was about lesson which would be given to student members based on schedule had been agreed by the chief, tutor and manager. The next, assessment was done every month and done in the end of program.

2. The model of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) used communicative language teaching. Firstly, all of student members discussed or shared opinion with their friend based on topic, it was mentioned opinion-sharing information. Afterwards, student members explained what they discussed or shared. Secondly, on Tuesday, student members came to Bukit Lancaran of INSTIKA campus. Then, student members did role play such as performing roles and improvise a scene or

95

exchange based on given information or clues in front of other student members and tutor or manager gave value from their performance.

B. Suggestion

After viewing the conclusion of this research, there are some suggestions to be payed attention, namely:

1. BPBA English

a. Create curriculum of BPBA in order to be able to achieve the aim based on vision and mission.

b. Create lesson plan, in order that tutor can teach systematically.

2. Tutor and Manager of BPBA

a. Add the lesson of teaching speaking for making student member getting many insights in speaking.

b. Tutor and manager have to enrich methods to give better teaching and efficient learning to student members.

c. Increase the role of tutor and manager of BPBA Annuqayah Islamic Boarding School Sumenep to support teaching speaking skill.

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AUTENTICITY DECLARATION

The undersigned below:

Name : Zainullah

Student Number : T20156032

Study Program : English Education Department

Faculty : Tarbiyah

Institute : State Institute of Islamic Studies (IAIN) Jember

Honestly declared that this thesis which entitled "Teaching Speaking Skill of Student Members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years" has been written, does not contain the work or part of the work of other people , except those citied in the quotations and the references, as a scientific paper should.

Jember, November 13th 2019

The Writer

ZAINULLAH
NIM.T20156032

MATRIX OF RESEARCH

Tittle	Variable	Sub Variable	Indicator	Source of Data	Research Method	General Question

TEACHING SPEAKING SKILL OF STUDENT MEMBERS AT BIRO PENGEMBANGAN BAHASA ASING (BPBA), ANNUQAYAH ISLAMIC BOARDING SCHOOL, SUMENEP IN 2019-2020 ACADEMIC YEARS	1. Teaching Speaking Skill	1.1 Pedagogic Aspect
		
		1.2 Model of Teaching Speaking Skill
			1.1.1 Planning
			1.1.2 Media
			1.1.3 Material
			1.1.4 Assessment
			
			1.2.1 Communicative Language Teaching
				1. Informant
				a. The chief of BPBA English
				b. Tutor of BPBA English
				c. Members of BPBA English
					1. Approach and kinds of research:
					  a. Qualitative
					  b. Descriptive
					2. Data collection method:
					  a. Observation
					  b. Interview
					  c. Documentation
					3. Data analysis technique: Descriptive qualitative
					4. Validation of data: Triangulation of source and technique
						1. How to teach Speaking skill at Biro Pengembangan Bahasa Inggris (BPBA), Annuqayah Islamic boarding school, Sumenep in 2019-2020 Academic Years?
						2. How to implement the model of teaching speaking skill at Biro Pengembangan Bahasa Inggris (BPBA), Annuqayah Islamic boarding school, Sumenep in 2019-2020 Academic Years?

RESEARCH COMPASS

A. Observation Compass

1. Situation and condition of BPBA Annuqayah Islamic Boarding School Sumenep

2. Teaching speaking skill of student members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep

B. Interview Compass

1. How to teach Speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years?

2. How to implement the model of teaching speaking skill at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep in 2019-2020 Academic Years?

C. Documentation Compass

1. Profil of BPBA Annuqayah Islamic Boarding School Sumenep

2. Organisation structure of BPBA Annuqayah Islamic Boarding School Sumenep.

3. List address of manager, tutor and student members at BPBA Annuqayah Islamic Boarding School Sumenep

4. Data of Tool and Infrastructure at BPBA Annuqayah Islamic Boarding School Sumenep

5. Activity of teaching Speaking of student members at Biro Pengembangan Bahasa Asing (BPBA) Annuqayah Islamic Boarding School Sumenep

Nomor	:	B.2767/In.20/3.a/PP.00.9/05/2019	16 Mei 2019
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Izin Penelitian**	

Yth. Kepala Biro Pengembangan Bahasa Inggris (BPBA) Annuqayah
Jl. Makam Pahlawan, Guluk-Guluk, Sumenep

Assalamualaikum Wr Wb.

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

Nama	:	Zainullah
NIM	:	T20156032
Semester	:	VIII (Delapan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai Teaching Speaking Skill of Student members at Biro Pengembangan Bahasa Asing (BPBA), Annuqayah Islamic Boarding School, Sumenep, in the Academic Years 2019-2020 selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.
Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Kepala Biro Pengembangan Bahasa Asing (BPBA) Annuqayah
2. Pengurus Biro Pengembangan Bahasa Asing (BPBA) Annuqayah
3. Peserta Didik Biro Pengembangan Bahasa Asing (BPBA) Annuqayah

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

> Mashudi

S U R A T   K E T E R A N G A N
NOMOR : 09 /E.01/BPBA.Smp/VIII/2019

Yang bertanda tangan dibawah ini :

Nama	:	Moh. Mahmudi
I.D. Number	:	8382
Jabatan	:	Chief of BPBA English

Menerangkan mahasiswa dibawah ini :

Nama	:	Zainullah
NIM	:	T20156032
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Prodi	:	Tadris Bahasa Inggris

Bahwa mahasiswa tersebut telah melakukan penelitian di Biro Pengembangan Bahasa Asing (BPBA) English Pondok Pesantren Annuqayah Sumenep. Demikian surat keterangan ini untuk dipergunakan sebagaimana mestinya.

Sumenep, 17 Agustus 2019
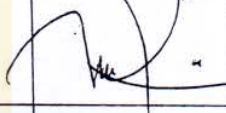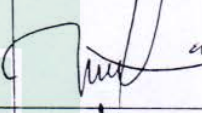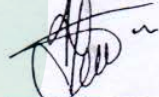Mengetahui,
Chief of BPBA English
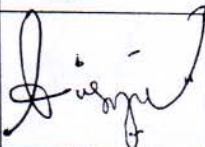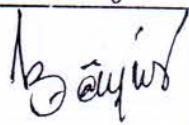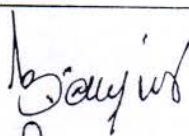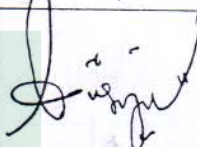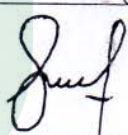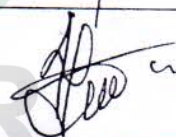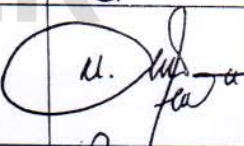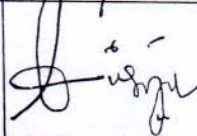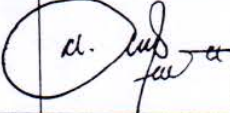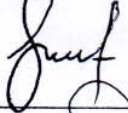
Moh. Mahmudi
I.D. Number: 8382

JURNAL KEGIATAN PENELITIAN

BPBA ENGLISH PONDOK PESANTREN ANNUQAYAH SUMENEP

TAHUN PELAJARAN 2019-2020

No	Hari/Tanggal	Kegiatan	Tanda tangan
1	Jum`at, 14 Juni 2019	Menyerahkan surat penelitian	
2	Senin, 24 Juni 2019	1. Observasi dan meminta file dokumentasi BPBA English	
		2. Wawancara dengan chief BPBA English Bapak Moh. Mahmudi	
		3. Wawancara dengan tutor BPBA English Bapak Syaiful Bahri	
3	Minggu, 30 Juni 2019	1. Wawancara dengan tutor BPBA English Bapak Syaiful bahri	
		2. Wawancara dengan Chief BPBA English Bapak Moh. Mahmudi	
		3. Wawancara dengan member BPBA English	
4	Selasa, 2 Juli 2019	1. Observasi kegiatan teaching speaking skill di BPBA English	
		2. Wawancara dengan tutor BPBA English Bapak Ach. Ainul Yaqin	
		3. Wawancara dengan Chief BPBA English Bapak Moh. Mahmudi	

5	Senin, 8 Juli 2019	1. Observasi kegiatan teaching speaking skill di bukit lancaran	
6	Sabtu, 20 Juli 2019	1. Obervasi kegiatan teaching speaking skill di BPBA English	
		2. Wawancara dengan tutor BPBA English Bapak Ach. Ainul Yaqin	
7	Kamis, 25 Juli 2019	1. Observasi kegiatan teaching speaking skill di BPBA English	
		2. Wawancara dengan member di BPBA English	
		3. Wawancara dengan tutor BPBA English Bapak Ah. Ainul Basyar	
8	Selasa, 30 Juli 2019	1. Observasi kegiatan teaching speaking skill di BPBA English	
		2. Wawancara dengan tutor BPBA English Bapak Ah. Ainul Basyar	
9	Sabtu, 17 Agustus 2	1. Meminta surat selesai penelitian	

Mengetahui,
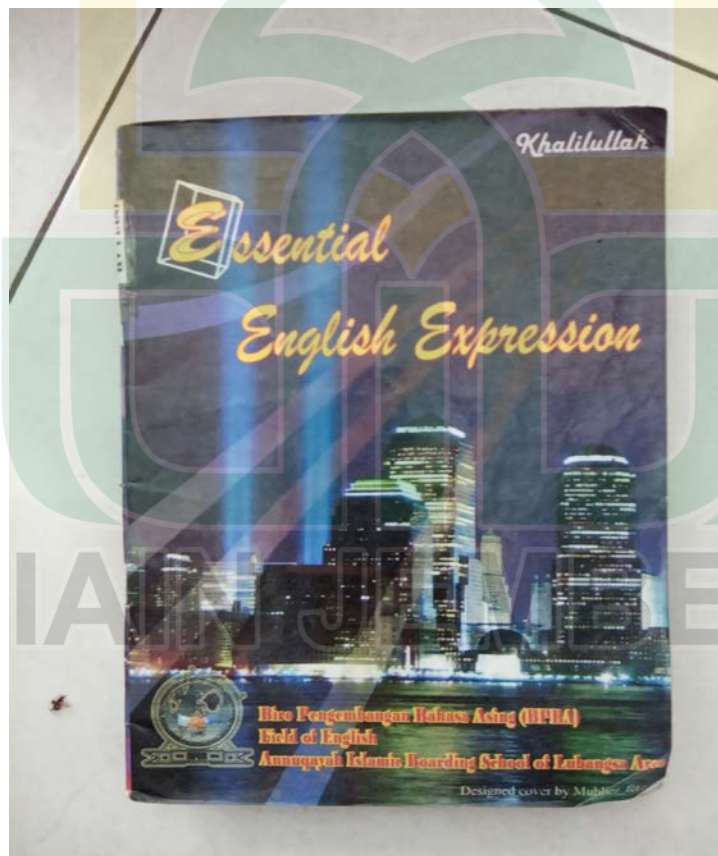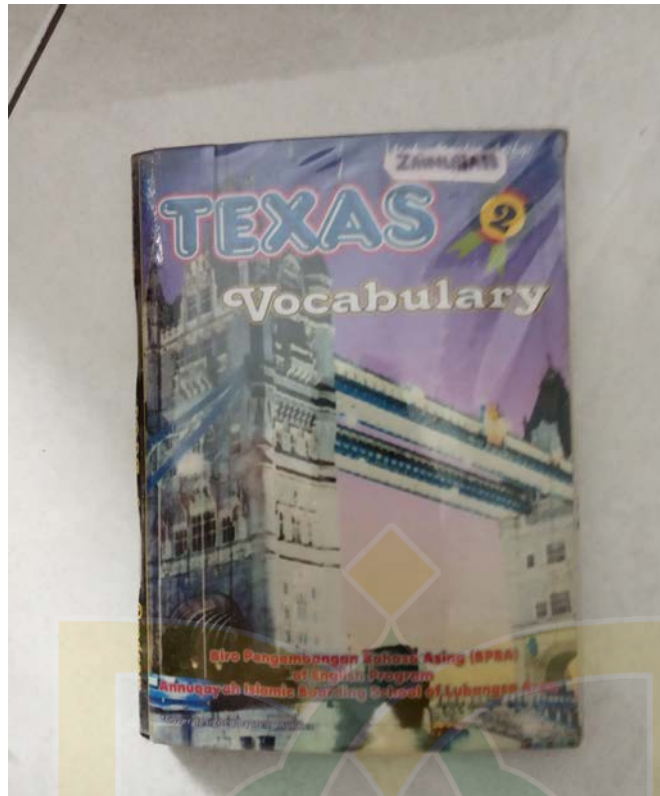Chief of BPBA English

Moh. Mahmudi

RESEARCH ACTIVITY DOCUMENTATION

Student members made conversation or discussion each other

One of student member performed in front of members, managers and tutors

Reference book of BPBA

Interviewed with Moh. Mahmudi as the chief of BPBA

Interviewed with Ach. Ainul Yaqin as the tutor of BPBA

Interviewed with Syaiful Bahri as the tutor of BPBA

Interviewed with Ah. Ainul Basyar as the tutor of BPBA

Interviewed with Erfan as the member of BPBA

Interviewed with Ramdani as the member of BPBA

CURRICULUM VITAE

Name	: Zainullah
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2. 2008 – 2009 SDN Cangkreng I Lenteng Sumenep

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4. 2014 – 2015 MA 1 Annuqayah Sumenep

5. 2019 – 2020 IAIN Jember

Organisation Experience : 1. 2012 – 2015 Anggota Persatuan Santri Lenteng (PERSAL)

2. 2013 – 2015 Member Biro Pengembangan Bahasa Asing (BPBA) English

3. 2015 – 2017 Anggota Institutes of Culture and Islamic Studies (ICIS)

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