

**THE IMPLEMENTATION OF TEACHING SPEAKING  
BY USING INTENSIVE ENGLISH PROGRAM  
AT MTs AL-QODIRI 1 JEMBER**

**THESIS**

Presented to State Institute of Islamic Studies Jember  
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)  
Education and Teacher Training  
Faculty English Education Department



UNIVERSITAS ISLAM NEGERI  
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FACULTY OF TEACHER TRAINING AND EDUCATION  
JUNI 2025**

## **APPROVAL SHEET**

### **THE IMPLEMENTATION OF TEACHING SPEAKING BY USING INTENSIVE ENGLISH PROGRAM AT MTS AL-QODIRI 1 JEMBER**

#### **THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember to  
fulfill the requirements to get Bachelor's degree (S. Pd)  
English Education Program  
Islamic Studies and Language Education Department Faculty  
of Tarbiyah and Teaching Training

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THESIS

It has been examined and approved by the board of examiners  
In a partial fulfillment of the requirements  
For bachelor degree and teacher training  
English education program

Due : monday


Date : 30<sup>th</sup> june 2025

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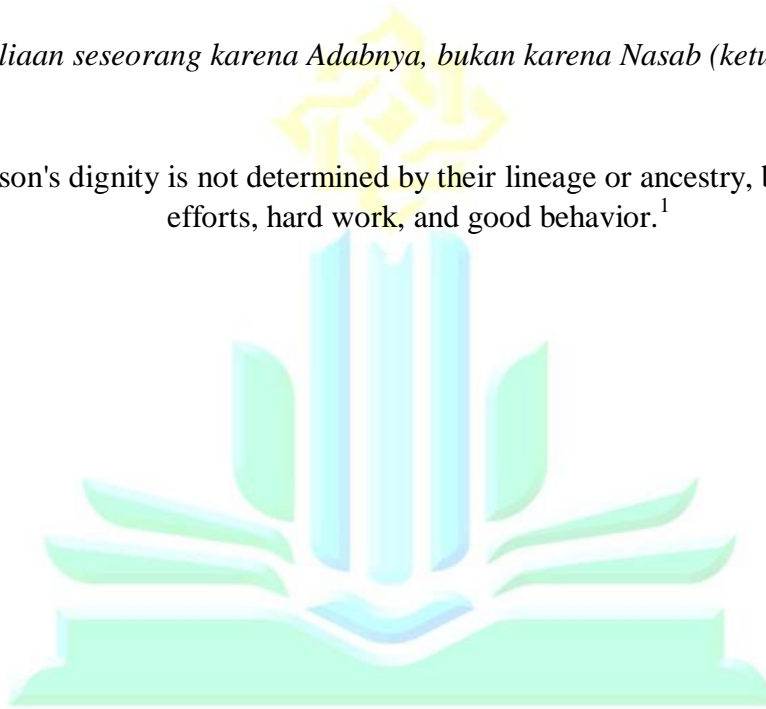
  
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## MOTTO

الشَّرَفُ لَا بِالنَّسَبِ بِالْأَدَبِ

*"Kemuliaan seseorang karena Adabnya, bukan karena Nasab (keturunan) nya"*

A person's dignity is not determined by their lineage or ancestry, but by their efforts, hard work, and good behavior.<sup>1</sup>



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<sup>1</sup> KH. Achmad Muzakki Syah, Pendiri Pesantren Al-Qodiri 1 Jember

## DEDICATION

This thesis is especially dedicated to:

1. My beloved parents Mr. Slamet and Mrs. Mariyatun for their never-ending love, pray and support to finish this thesis.
2. My lovely Husband Bagus Indramayu and also my future baby that iam carrying eight month right now for their loyalty to always accompanying until this thesis finish.
3. And I will never forget to my siblings Ifa susiani and Ani lestari that always support me to complete this final project. And to all of my whole family.
4. And to all of my friends Glory Generation , Ikatan Mahasiswa Al-qodiri
5. And to my beloved Syaikhona KH Ahmad Muzakki Syah which serves as an inspiration for knowledge and devotion in religion

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Banyuwangi , 29 Mei 2025

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## ABSTRACT

**Tristanti Selma widyani, 2025 :** *"The Implementation of Teaching Speaking by Using Intensive English Program at MTs Al-Qodiri 1 Jember"*:

**Keywords:** Teaching Speaking, Intensive English Program, Qualitative Study, Language Habit, MTs Unggulan Al-Qodiri

This research entitled "The Implementation of Teaching Speaking by Using Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember" explores the practical application and effectiveness of the Intensive English Program (IEP) in improving students' speaking skills in a non-formal educational context.

The background of the study lies in the ongoing challenges faced by students in mastering spoken English, especially due to limited exposure, lack of practice, low vocabulary, and confidence issues. Formal education often provides insufficient opportunity for students to use English communicatively. Therefore, the IEP serves as a supplementary program to develop students' fluency through consistent and immersive exposure to English in daily life.

This study used a qualitative descriptive research design. Data were gathered through observations, interviews, and document analysis. The research was conducted at MTs Unggulan Al-Qodiri 1 Jember and involved IEP tutors, students, and program organizers as subjects.

The findings reveal that the IEP is a highly structured program organized under the Kementerian Bahasa. It includes daily, weekly, and monthly speaking practices such as vocabulary memorization, English days, handy dictionary usage, peer monitoring ("language spies"), storytelling, speeches, and performance evaluations. Materials are adapted from English course modules in Pare, Kediri, and divided into three levels: beginner, intermediate, and advanced. Evaluation methods include oral testing and observational assessments of students' speaking activities.

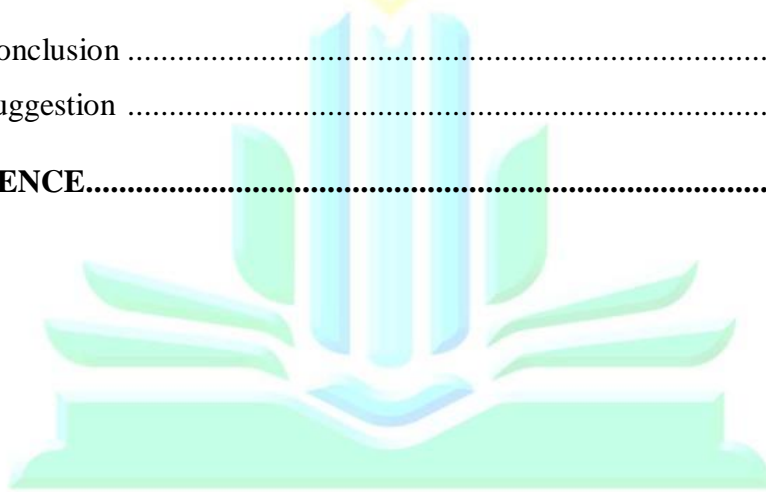
The program emphasizes habit formation by encouraging students to speak English consistently in both formal and informal settings. The role of tutors, the structured materials, and the supportive environment contribute significantly to student improvement.

In conclusion, the Intensive English Program effectively improves students' speaking competence and confidence. It serves as a strong example of how non-formal education can complement formal schooling to enhance communicative English proficiency.

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Research

Language is one of the most important components of education to enable the younger generation to participate in globalization. In Indonesia, English is not spoken as a mother tongue or a second language, but rather as a foreign language. There is a need for learning activities to master it. English language learning has been taught from elementary school, even in kindergartens, though it is very basic at this point. Research by Kastaredja shows that, from year to year, English learning in schools is still unsatisfactory. Currently, English language learning cannot develop an effective foreign language student.<sup>2</sup>

Teaching English in junior high school is targeted For students to reach the functional level, namely communicating effectively orally and in writing by focusing on developing students' communicative abilities, including listening, writing, reading, and speaking. Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking involves producing, receiving, and processing information interactively to construct meaning.<sup>3</sup>

The students should have the ability to speak English well because people identify their English mastery with their speaking performance in communicating with others. Language is not only taught and learned, but used

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<sup>2</sup> Suhanto Kastaredja, *Metode Pengembangan Bahan Ajar Bahasa Inggris Untuk Smp Di Indonesia*. ( Universitas PGRI Adi Buana Surabaya Program Studi Bahasa Inggris, 2009), 45.

<sup>3</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Methodology* (New York: Prentice Hall Regents, 1994).

as a habit, therefore learning speaking is difficult because it must be practiced as a habit to master it. The purpose of this skill is to master grammar, vocabulary, pronunciation, fluency, and comprehension. students should be aware of those components, so that their meanings will be effectively received by the listeners. Thus, In speaking class, students should be given the opportunity to express their ideas and to learn basic competence in the language.

Speaking is one of the skills in English . It plays an important role in our lives as one of the ways to communicate with other people. According to Chaney, speaking is the process of building and sharing meaning through the use of verbal or nonverbal symbols, in a variety of contexts.<sup>4</sup> In the content of ELT , the goal is to help students to communicate effectively using English . A good communicator must be mastering every skill, but speaking is the most important because that's the whole point of learning a language. As It is stated in Quran surah Toha verse 27 :

وَاحْلُلْ عُقْدَةً مِّنْ لِّسَانِي ۚ يَفْقَهُوا قَوْلِي ﴿٢٧﴾

*“And remove the inflexibility from my tongue, so that they may understand my words”*<sup>5</sup>

In this verse, it reveals Musa's request to his God to be given fluency in speaking so that he is able to communicate, so that the people around him

<sup>4</sup> A.L. Chaney and T.L. Burke, *Teaching Oral Communication in Grades K-8* (Boston:Allyn & Bacon),1998), 13.

<sup>5</sup> Departemen Agama RI, *Al-Qur'an dan Terjemahannya* (Jakarta: Lentera Abadi, 2002), Surah Toha: 27.

can understand his intentions and goals. Because Musa had a weakness, which was a feeling of stiffness in his speech. The interpreter explains that this makes it difficult for other people to comprehend what he is saying.

Then God stated in Surah al-Qashash verse 34:

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي ... ﴿٣٤﴾

*“And my brother Harun is more fluent than me, then send him with me as my assistant to justify my communication”<sup>6</sup>*

The next verse explains that Musa needs help from others to communicate. Because of his weakness, Musa asked his brother (Harun) to help him speak. Thus the verse indirectly explains that the role of speaking clearly is very necessary in communicating something to others. In other words, this verse implies that language, specifically the ability to speak, plays a very large role in communication.<sup>7</sup>

This verse clearly explains that communicating clearly and fluently is needed to understand each other. Similar to speaking English, students are required to learn and be taught in order to master speaking skills. However, Teaching speaking is not an easy job for several reasons. First, it is related to students who are unable to master vocabulary. Second, they prefer to use their native language during the teaching process over English. Third, they rarely use English to communicate. Fourth, most students do not feel

<sup>6</sup> Ibid., Surah Al-Qashash: 34.

<sup>7</sup> Syamsul Yakin, “Kemampuan Komunikasi Nabi Musa,” UIN Jakarta, May 20, 2023, <https://www.uinjkt.ac.id/kemampuan-komunikasi-nabi-musa/>.

confident when speaking in front of the class and students are also uninterested in the method being taught to them. Therefore, the teacher must be creative in managing the class so that the students are actively involved in the interaction for them to speak effectively.

Various teaching methods and techniques can certainly increase students' interest in learning. This makes it a challenge for English teachers to find innovations that enable students to actively participate in their learning. Teachers have many ways to improve students' speaking skills. There are many method that can be used to master speaking skills. One of them is the communicative approach. In this method, students play an active role in learning English and they are actively involved in communicating by english. In this cast experiment real communication situations, such as exchanging information, negotiating meaning or other activities that are real. likewise Teachers must also be able to create an English-speaking environment that is used as a habit, So that students can learn English not only in the classroom but also outside the classroom. Practicing English in this way can help them to speak English in their daily routines.

The most effective way to teach English is to be intensive, fun, and continuous. Learning English can be carried out in formal institutions as well as in non-formal institutions. Learning English in formal institutions is not considered to give satisfactory results. Most students only get material based on the existing curriculum. This is because mastery of skills is only achieved through homework, so students feel less able to develop English skills deeper.

To overcome this problem, non-formal education is present as an alternative solution to overcome it. According to Law No. 20 of 2003 concerning the National Education System Article 13 paragraph 1, "Educational pathways are composed of formal, non-formal, and informal education pathways that complement and enrich each other." So, we can improve the quality of human resources by using both formal and non-formal methods<sup>8</sup>. in Law No. 20 of 2003 explains that The law no. 20 of 2003 explains that non-formal education has been recognized and valued, as it is stated in article 26 point 6 that a result of non-formal education can be viewed as equivalent to a result of formal education when the results are assessed by an institution appointed by the government or regional government. Based on national education standards . In this article, it is emphasized that non-formal education supports lifelong learning by serving as a substitute, addition, or complement to formal education.

A non-formal education includes life skills education, early childhood education, youth education, literacy education, skills education and job training, equality education, and other education aimed at developing students' abilities. In this non-formal education, students are taught functional knowledge and skills while developing professional attitudes and personalities as well.

Activities taken by non formal education are continuous (intensive) and sustainable, by creating a supportive atmosphere and encouraging the

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<sup>8</sup> Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Pasal 13 ayat (1) dan Pasal 26 ayat (6).

active use of English, such as the IEP (Intensive English Program) which is intended for students to improve listening and speaking skills. , reading and writing. Participants will also learn to give simple presentations. Through honing skills in the three language components (vocabulary, grammar, and pronunciation), participants will gain confidence in using English in everyday life. IEP itself is a program that is not easy to implement because it involves a long process in terms of planning, implementing , and evaluating .

Such as school that implements the IEP program is MTs Unggulan Al-Qodiri 1 Jember, in particular, the Kementrian Bahasa Program, which consists of a 24-hour bilingual Arabic and English program and activities to make students proficient in the two languages, especially English. And It is effective for learning because in two months, the students are able to be categorized as achieving the speaking ability of English. It is interesting to know how the implementation of the Kementrian Bahasa program is running well and being able to get the target.

For these reasons, the researcher is interested to conduct the research about *"The Implementation Of Teaching Speaking By Using Intensive English Program At Mts Al Qodiri 1 Jember"* to describe how the Program is effective for teaching speaking.

## **B. Research Focus**

Based on the research context above, the researcher will focus this research on:

1. How is the goal of teaching speaking using Intensive English Program at

MTs unggulan al-qodiri 1 jember ?

2. How is the material for teaching speaking using Intensive English Program at MTs unggulan al-qodiri 1 jember ?
3. How is the method of teaching speaking using Intensive English Program at MTs unggulan al-qodiri 1 jember ?
4. How is the evaluation of teaching speaking using Intensive English Program at MTs unggulan al-qodiri 1 jember ?

### **C. Objective Research**

1. To know the goal of teaching speaking using Intensive English Program at MTs unggulan al-qodiri 1 jember
2. To know the material for teaching speaking using Intensive English Program at MTs unggulan al-qodiri 1 jember
3. To know is the method of teaching speaking using Intensive English Program at MTs unggulan al-qodiri 1 jember
4. To know is the evaluation of teaching speaking using Intensive English Program at MTs unggulan al-qodiri 1 jember

### **D. Research Benefit**

This research is expected to provide several benefits for the institution of Mathla'ul Amien, including its students, teachers, and future researchers:

1. For the Intensive English Program at MTs unggulan al-qodiri 1 jember

This study may contribute to the development of a more effective and well-structured English club for future periods, enabling better learning outcomes.

## 2. For Members

The findings of this research can help English club members engage in more innovative and effective learning activities, thereby enhancing their speaking skills in English.

## 3. For Teachers

This research can assist teachers in the teaching and learning process within formal school settings. It may serve as a useful reference for English teachers seeking alternative methods to improve students' speaking proficiency.

## 4. For Other Researchers

The study can act as a reference for future researchers aiming to develop or improve other learning models to support student achievement in English language education.

## E. Significance of Research

Research This research is expected to be able to contribute both theoretically and practically to the development of educational institutions in Indonesia. The benefits and uses of this research:

### 1. Theoretically

This study can contribute thoughts and knowledge about teaching speaking for juniorn high scholl and other researcher can explore more programs to support the thinking of junior high school . the process of implementing Intensive English Program in The Teaching Speaking at MTs al-Qodiri 1 Jember to language development institutions to improve

speaking skills and can be applied in other educational institutions more broadly.

## 2. **Practically**

Intensive English Program The result of this research is beneficial for the organizers of the Kementrian Bahasa program that can be a reference to make an evaluation and the other program. This is also important for the other researchers to conduct other research about the process of teaching speaking.

## **F. Definition of Key Term**

The definitions below are given to make the same understanding between the researcher and the readers in order to avoid the misunderstanding and misperception. These are:

### 1. **Intensive English Program**

IEP is a program that teaches students English and the skills and knowledge they require for improved listening, speaking, reading, and writing abilities. IEP is a component of the school that supports students learning English as an additional language. In this program, students are taught to use English in everyday communication as well as . Students are given learning programs according to their level of English proficiency.

### 2. **Teaching speaking**

Teaching speaking is teaching about speaking learning which a process to help students getting knowledge from environment system and useful to inform, persuade the aim, express the idea, communicate and as interaction with a human being in daily activities.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Previous research serves as a reference point for researchers to identify comparisons and gain insights for future studies. In this section, the researcher outlines various findings from earlier studies relevant to the current research, summarizing both published and unpublished works (such as mini-theses, theses, and dissertations). This process helps to determine the originality of the proposed study and assess its contribution to the existing body of knowledge.<sup>9</sup>

A Journal entitled *“Evaluation of the Intensive English Language Teaching Program for the 5th Grade according to Teachers’ Views\*”* was written by Seval Eminoğlu Küçüktepe and Esra Kerimoğlu<sup>10</sup>, they explain in their journal that The instructional activities, methods, and techniques, as well as the tools, materials, and assessment methods used by teachers, generally align with those recommended in the curriculum. However, several teachers report encountering significant challenges. These include the overly intensive nature of the curriculum content, its difficulty level exceeding students' capabilities, and a heavy emphasis on grammar. Additional concerns involve the excessive number of learning objectives and a shortage

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<sup>9</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2024), 73..

<sup>10</sup> Seval Eminoğlu Küçüktepe and Esra Kerimoğlu, “Evaluation of the Intensive English Language Teaching Program for the 5th Grade According to Teachers’ Views,” *International Journal of Progressive Education* Vol. 17, No. 5 (2021).

of adequate teaching materials.

The discussion in this journal is similar to this research, as both discuss focus topic about speaking , activities, methods, and techniques in their teaching. The difference lies in the discussion of the variables.

A thesis entitled ***“The Implementation Of The English Intensive Program At Darussalam Islamic Boarding School Dukuwaluh Purwokerto, Banyumas Regency”***<sup>11</sup> was written by Tia safitri, She explained in her thesis that the implementation of the program is very effective in supporting the English-speaking aspects of the boarding school and school environment. With the interconnection of activities in the boarding school and at school.

The similarity between these two studies is in the teaching methods and techniques, while the difference lies in the focus of the problem, this study discusses the four aspects of language while the one to be studied only focuses on teaching speaking skills.

A thesis entitled” ***The Effect Of English Course Towards Students’ Speaking Ability***”<sup>12</sup> written by Dian azmi , she explained in her research that the effects of the English program on students are very effective, as it provides activities that improve the speaking ability of quality teachers and adequate facilities. The similarities between these two studies lie in the focus of the discussion on speaking, the methods used, and the teaching

<sup>11</sup> Tia Safitri, “The Implementation of the English Intensive Program at Darussalam Islamic Boarding School Dukuwaluh Purwokerto, Banyumas Regency” (Thesis, Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, 2023)..

<sup>12</sup> Dian Azmi, “The Effect of English Course Towards Students’ Speaking Ability” (Thesis, Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh, 2020)..

techniques, while the differences lie in the variables and the subjects of the research.

A Thesis entitled *“The Implementation Of English Camp In Teaching And Learning Of Speaking Ability At English Area Of Latee Annuqayah Islamic Boarding School”*<sup>13</sup> written by a fawazien ready , he explain that the implementation of English Camp is an effective approach for teaching and improving speaking skills. This effectiveness stems from the fact that speaking is a habitual activity, and the immersive nature of English Camp promotes consistent practice. Students are required to use English not only in the classroom but throughout all aspects of their daily lives during the camp, reinforcing speaking as a continuous and integrated habit.

The similarities between the two studies are found in their shared focus on speaking as the central topic, the use of qualitative research methodology, and their emphasis on how English Camp helps create an English-speaking environment that supports students’ learning processes.

The difference in this study lies in its use of English Camp as a method to improve students' speaking skills, focusing on the informal aspect of the teaching process, whereas this research focuses on informal teaching as a support for formal education.

A Thesis entitled *“The Implementation of Language Program to Improve Speaking Skill in English for eleventh grade Students at Al-*

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<sup>13</sup> A. Fawazien Ready, “The Implementation of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School” (Thesis, Institut Agama Islam Negeri (IAIN) Jember, 2021).

*Ihsan Boarding School*”<sup>14</sup> written by M Rafqi Al Fayyad, he explain that the implementation of the language program is generally effective. Several factors contribute to the successful implementation of the program, including consistent planning and execution, the availability of adequate facilities, active teacher involvement, comprehensive teaching materials, the use of learning media, and the application of appropriate instructional strategies.

The similarities between the two studies are found in their shared focus on speaking as the central topic, the use of qualitative research methodology, and their emphasis on how Language Program helps create an English-speaking skill that supports students’ learning processes.

The differences are that research examines the factors influencing the implementation of the language program, while this research discusses the methods and materials as well as the participation of teachers and students in the implementation of the program.

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<sup>14</sup> M. Rafqi Al Fayyad, “The Implementation of Language Program to Improve Speaking Skill in English for Eleventh Grade Students at Al-Ihsan Boarding School” (Skripsi, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2023).

**Table 2.1**  
**Similarities and Differences**  
**Previous Research and This Research**

| No. | Title of Research  | Similarities   | Differences   |
|-----|--|--|---|
| 1   | Seval Eminoğlu Küçüktepe and Esra Kerimoğlu "Evaluation of the Intensive English Language Teaching Program for the 5th Grade according to Teachers' Views**" | a. Both studies employ the same methodology, namely qualitative research.<br>b. Both studies focus on a similar topic, specifically the use of an English-speaking environment to promote daily communication in English.<br>c. Both studies emphasize the role of informal learning processes in enhancing students' speaking skills. | a. The research has the different variable that is "evaluation" while this research has the variable on implementation teaching speaking process of the students<br>b. This research only discusses the evaluation of speaking programs in English language learning, while it focuses on all the agendas of students and teachers in their daily activities. |
| 2   | Tia safitri "The Implementation Of The English Intensive Program At Darussalam Islamic Boarding School Dukuhwaluh Purwokerto, Banyumas Regency"              | a. Both studies employ the same methodology, namely qualitative research.<br>b. Both studies emphasize the role of informal learning processes in enhancing students' speaking skills.   | a. This research focuses on the four aspects of language skills, while this study only focuses on the teaching speaking process.  |
| 3   | Dian azmi "The Effect Of English Course Towards Students' Speaking Ability"  | a. Both studies employ the same methodology, namely qualitative research.<br>b. Both studies emphasize the role of informal learning processes in enhancing students' speaking skills.   | a. The research focuses on the effects of the program on students, while the research focuses on the implementation of methods and materials in teaching speaking.  |

|   |  |  |   |
|---|--|--|---|
| 4 | A Fawazien Ready<br>“The Implementation<br>Of English Camp In<br>Teaching And Learning<br>Of Speaking Ability At<br>English Area Of Latee<br>Annuqayah Islamic<br>Boarding School” | <ul style="list-style-type: none"> <li>a. Both studies employ the same methodology, namely qualitative research.</li> <li>b. Both studies focus on a similar topic, specifically the use of an English-speaking environment to promote daily communication in English.</li> <li>c. Both studies emphasize the role of informal learning processes in enhancing students’ speaking skills.</li> </ul> | <ul style="list-style-type: none"> <li>a. The research focuses on the teaching and learning process methods, while this research focuses on the IEP method for teaching speaking as a support for formal schools.</li> </ul>  |
| 5 | M Rafqi Al Fayyad<br>“The Implementation of<br>Language Program to<br>Improve Speaking Skill<br>in English for eleventh<br>grade Students at Al-<br>Ihsan Boarding School”         | <ul style="list-style-type: none"> <li>a. Both studies employ the same methodology, namely qualitative research.</li> <li>b. Both studies focus on a similar topic, specifically the use of an English-speaking environment to promote daily communication in English.</li> <li>c. Both studies emphasize the role of informal learning processes in enhancing students’ speaking skills.</li> </ul> | <ul style="list-style-type: none"> <li>a. The research uses English language program as the method on the students’ speaking improvement, while this research uses teaching speaking area as the method.</li> <li>b. The research also focuses on only the students’ process, while this research is also to the teachers.</li> </ul> |

Based on previous study findings, various English language programs have been implemented to support students' speaking skills, ranging from formal classroom instruction to informal learning activities such as English camps, intensive courses, and language immersion environments. These studies have shown that such programs can have a positive impact on students' overall language development. However, most of the research tends to focus on evaluating program effectiveness in general, without examining the specific implementation of speaking instruction in detail. There remains a lack of in-depth exploration regarding how teaching methods and materials are applied in the context of speaking skills development, particularly in programs that attempt to bridge formal and informal learning.

Moreover, earlier research often isolates one learning setting either formal or informal rather than investigating how both can interact to create a more comprehensive and supportive environment for language acquisition. In addition, much of the existing literature places emphasis on students' perspectives while overlooking the roles, strategies, and challenges faced by teachers during the instructional process. This results in an incomplete understanding of the factors that influence the success of speaking instruction. Therefore, this study seeks to fill these gaps by exploring the implementation of teaching methods and materials

specifically aimed at enhancing speaking skills within an intensive English program. It also examines how informal learning environments support formal instruction, with active involvement from both students and teachers. By addressing these issues, the present research is expected to contribute valuable insights toward the development of more integrated, effective, and contextually relevant approaches to teaching speaking.

## **B. Theoretical Description**

### **1. Teaching Speaking Skill**

#### **a. Definition of Teaching**

According to Douglas Brown, teaching is the process of showing or helping someone to learn by guiding and facilitating their learning. It enables learners to acquire the skills to do something, provides instruction, guides the study of a subject, and imparts knowledge that leads to understanding. Teaching involves accompanying and supporting learners throughout their learning process<sup>15</sup>.

Furthermore, teaching conditions refer to activities and environments that assist students in gaining knowledge from their surroundings. This environmental system includes instructional objectives, teaching materials, policies, facilities, teachers, and students, all of which contribute to an effective learning experience.

And explained by Nunan in Kayi, teaching speaking means the

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<sup>15</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Pearson Education, 2007), hlm. 8.

teacher teaches the listener how to<sup>16</sup>:

- 1) Produce English speech sounds accurately and clearly.
- 2) Use appropriate words and grammatical sentence structures.
- 3) Apply correct stress, intonation patterns, and rhythm of the second language
- 4) Organize thoughts in a coherent, meaningful, and logical sequence.
- 5) Use language to express personal values, opinions, and judgments.
- 6) Communicate quickly and confidently with minimal unnatural pauses.

#### **b. Aspect of Teaching**

In every activity, goals hold strategic value and help define the direction of an individual or organization. With clear goals, a person can plan effectively and determine which activities to prioritize. Similarly, goals guide institutions in setting their course and making informed decisions to achieve desired outcomes<sup>17</sup>.

##### **1) Goal of teaching**

The goal of teaching speaking is to achieve communicative efficiency. Learners should be able to express themselves clearly and be understood by making the best use of their current

<sup>16</sup> Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The Internet TESL Journal* Vol. XII, No. 11 (November 2006): 1–2, <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>.

<sup>17</sup> Haidir, *Strategi Pembelajaran* (Medan: Ikatan Penerbit Indonesia (IKAPI), 2014), 52.

language proficiency. In summary, the purpose of teaching speaking is to develop students' ability to speak English confidently and effectively, ensuring they know what they want to say. To do this, students need to be familiar with three key areas of knowledge related to speaking<sup>18</sup>.

- a) Mechanics (pronunciation, grammar, and vocabulary): This involves using the right words in the correct order with proper pronunciation to ensure clear and accurate communication.
- b) Functions (transaction and interaction): This refers to understanding when clear and precise communication of information is essential (transactional dialogue) and when maintaining social relationships takes priority over exact understanding (interactional dialogue).
- c) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses, and participant roles): This involves recognizing how to adjust speech according to who is speaking to whom, the context of the conversation, the topic being discussed, and the purpose of the interaction.

## 2) ***Material of teaching***

The materials used for teaching speaking through an English Club program should be relevant to the current educational

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<sup>18</sup> Klayo Hasibuan, *Teaching English as a Foreign Language* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 102.

context and aligned with students' needs and proficiency levels. To design effective speaking materials, it is essential to understand the students' language abilities in order to select content that is both suitable and engaging. The following aspects should be considered when developing speaking materials to enhance learners' communicative competence<sup>19</sup>:

- a) Prepare students for the real world by giving them examples of how they could use the language in a store, an office, or on an airplane.
- b) Students should experience everyday situations, vocational or professional contexts, and academic settings in order to practice communication.
- c) learn effective speaking skills such as presentation, description and storytelling
- d) Learners should also be equipped with the necessary grammatical content relevant to the speaking tasks they will perform. This includes understanding sentence structure, verb tenses, question formation, and other grammatical elements that support clear and accurate communication.
- e) Learners should be exposed to the variety or varieties of the target language that they are expected to understand and use.

This may include regional dialects, formal and informal

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<sup>19</sup> Jack C. Richards, *Communicative Language Teaching Today* (New York: Cambridge University Press, 2006), 9.

registers, or specific varieties such as British English, American English, or English for academic or professional purposes.

### 3) *Method of teaching*

Education world has many learning methods, without a learning method, learning is ineffective. Therefore, we need effective teaching methods to ensure a successful learning process. It is important for teachers to have their own method of teaching material to students, but these methods cannot be received by all students. In order to teach effectively, teachers must master the methods they use. Some commonly used teaching methods include:

- a) Lecture Method – A traditional approach where the teacher presents information directly to the students.
- b) Question and Answer Method – Encourages active participation by engaging students in responding to and asking questions.
- c) Discussion Method – Involves interactive exchanges between students and/or the teacher to explore ideas and deepen understanding.
- d) Recitation or Assignment Method – Also known as the administration task method, it involves giving students assignments or tasks to reinforce learning.

- e) Demonstration Method – The teacher shows how something works or how to perform a task, helping students understand through visual and practical examples.
- f) Drill Method (Training) – Repetitive practice aimed at reinforcing specific language patterns or skills.
- g) Describing Picture Method – Students describe images, which enhances vocabulary use and oral expression.
- h) Group Work Method – Encourages collaboration among students to complete tasks or solve problems together.
- i) Problem-Solving Method – Involves students in identifying, analyzing, and resolving problems to foster critical thinking.
- j) Field Trip or Travel Work Method – Learning takes place outside the classroom through real-world experiences<sup>20</sup>.

These methods can be adapted to fit different learning goals and student needs, making teaching more effective and engaging.

#### **4) Evaluation of Teaching**

Evaluation is a process in which assessments or value decisions are made based on various observations as well as the background and training possessed by the evaluator. Essentially, evaluation does not only focus on the final outcomes of learning

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<sup>20</sup> Munawwaroh, “The Influence of Teaching Methods and Learning Environment to the Student’s Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School,” *“International Journal of Environmental & Science Education”*, Vol. 12, No. 4 (2017): 667.

but also encompasses the processes undergone by educators and learners throughout the learning activities. Thus, evaluation plays a crucial role in assessing the effectiveness of teaching methods as well as the level of student engagement and understanding<sup>21</sup>.

Each type of evaluation has advantages and disadvantages that need to be considered according to the learning context and the goals to be achieved. In teaching evaluation, there are 5 types of evaluation<sup>22</sup> :

- a) A *pre-test* is given at the start of a lesson to check what students already know, and a *post-test* is done at the end to see what they have learned. Both tests help measure the effectiveness of teaching and track progress.
- b) *Diagnostic evaluation* happens after a lesson to find out where students struggle and why, helping teachers know what to focus on next.
- c) *Selective evaluation* identifies students who fit certain criteria for programs, ensuring that the right candidates are chosen.
- d) *Summative evaluation* occurs at the end of a learning period to assess student achievement and determine final grades.
- e) *Formative evaluation* uses various methods throughout a lesson to monitor progress and improve future instruction.

<sup>21</sup> Asrul, *Evaluasi Pembelajaran* (Bandung: Aulia Grafika Press, 2014), 2.

<sup>22</sup> Ratna Wulan, *Evaluasi Pembelajaran* (Bandung: Pustaka Setia, 2014), 46–47.

The form of formative assessment in this study uses two techniques, its test techniques and non-test observation techniques. This assessment aims to obtain information related to the learning process and student learning outcomes. Through test techniques, researchers can directly measure students' abilities, while through non-test observation techniques, researchers can observe students' attitudes, participation, and involvement in learning activities.

1) Test techniques

a) A *descriptive test* is a type of test that consists of questions with problems that students must answer based on their understanding. This test emphasizes critical and argumentative thinking skills as well as students' abilities to express ideas in writing<sup>23</sup>.

b) *Objective tests* are tests that have short questions and pre-provided answers. Students are required to choose the correct answer from several options. The common forms of this test include fill-in-the-blank tests, multiple choice tests, matching, and true/false<sup>24</sup>.

c) *Oral test* are a way to assess students' ability to communicate directly. This exam can be conducted individually or in groups, where students answer questions orally. The goal is to see how well students understand the material and can explain

<sup>23</sup> Sugeng Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

<sup>24</sup> Rusydi Ananda, Asrul, dan Rosita, *Evaluasi Pembelajaran* (Bandung: Citapustaka Media, 2015), 45.

their understanding<sup>25</sup>.

- d) Performance test is an evaluation method that observes and assesses students' abilities in performing specific tasks. Students are asked to practice skills relevant to real-world issues. Assessment is based on the process and results of students' performance, such as presentations, role-playing, experiments, or other practical projects.<sup>26</sup>

## 2) Non test technique

- a) *Observation* is a way to collect data by directly observing activities, behaviors, or specific phenomena and systematically recording them. This method helps researchers or educators obtain accurate information about the learning process and interactions in the classroom. Observation can be conducted with the participation of the observer or without participation.<sup>27</sup>

- b) *Interviews* are another technique to collect data through questions and answers, either directly or indirectly. The goal is to obtain in-depth information. Interviews can be structured, with fixed questions that have been prepared, or unstructured, where questions can change during the interview. This is used to explore the views and experiences

<sup>25</sup> Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press, 2015), 102.

<sup>26</sup> M. Shlan Sulaiman, *Evaluasi Pembelajaran* (Yogyakarta: Deepublish, 2016), 95.

<sup>27</sup> Rina Febrian, *Evaluasi Pembelajaran* (Jakarta: Bumi Aksara, 2019), 47.

of respondents qualitatively.<sup>28</sup>

This study uses both test and non-test techniques. The test technique is conducted in the form of an oral test, while the non-test technique involves observation, which includes observing students' speaking activities such as storytelling, delivering speeches, reciting poetry, singing, and other relevant performance tasks. Therefore, the evaluation of the speaking teaching process is carried out through a combination of performance-based assessments and systematic observation of students speaking language use in various contexts.

### c. The Principles of Teaching Speaking

For speaking instruction to be effective and enable students to speak English fluently, teachers must apply sound principles in designing speaking techniques<sup>29</sup>. These principles include:

- 1) *Use techniques that cover the spectrum of learner needs* – Address different levels of language proficiency and learning styles.
- 2) *Provide intrinsically motivating techniques* – Design tasks that are meaningful and relevant to students' lives.
- 3) *Encourage the use of authentic language in meaningful contexts* – Incorporate real-life situations and communicative activities.
- 4) *Provide opportunities for students to initiate oral communication*

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<sup>28</sup> Ibid.,50.

<sup>29</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th ed. (New York: Longman, 2000), 327–330.

– Create tasks where students must start, sustain, and close conversations.

5) *Encourage the development of speaking strategies* – Help students learn strategies such as asking for clarification, using fillers, and rephrasing.

6) *Integrate speaking with listening and reading* – Design lessons that combine skills to reflect real communication.

#### **d. The teaching speaking strategy**

An essential component of the learning process is the teaching strategy. A well-designed strategy plays a crucial role in achieving learning objectives. Teaching strategies include specific activities and approaches that guide students in understanding and engaging with the material. According to Armstrong (2013), a teaching strategy refers to the deliberate actions a teacher takes to help students grasp the lesson content more effectively and enhance their overall learning experience<sup>30</sup>.

Therefore, both students and teachers have their respective roles in the classroom, as follows :

1) *a teacher has several roles as follow:*

- As a controller, the teacher ensures knowledge is shared and that the class follows the planned procedures while allowing

<sup>30</sup> Armstrong, "The 10 Most Important Teaching Strategies," Innovate My School, 2013, accessed November 1, 2022, <https://www.innovatemyschool.com/ideas/item/446-the-10-most-powerfulteaching-strategies.html>.

students some freedom of expression.

- As a director, the teacher keeps activities running smoothly and efficiently. In the role of manager,
- the teacher encourages creativity in students but ensures they stay on the right track.
- As a facilitator, the teacher boosts students' motivation and simplifies lessons for better understanding.
- the teacher serves as a resource, offering knowledge, advice, and support to students seeking help<sup>31</sup>.

2) According to David Nunan, there are several roles that students can have in a language class. These include : being a passive recipient of information, an interactor who engages with others, and a performer with limited control over learning content. Learners are also involved in personal growth and social activities, where their social roles connect to psychological learning. Additionally, students should take responsibility for their learning, developing autonomy and skills for effective learning<sup>32</sup>.

<sup>31</sup> Moh. Zainol Kamal, "Teacher's Role and the Principles of Teaching Speaking Skill," *Tafhim al-Ilmi: Jurnal Kajian Keislaman*, Vol. 10, No. 2 (2019): 140–156, <https://doi.org/10.37459/tafhim.v10i2.3430>.

<sup>32</sup> David Nunan, *Tasks for the Communicative Classroom* (Cambridge: Cambridge University Press, 1989), 7.

## e. Speaking

### 1) Definition of speaking

Speaking is about communicating and sharing ideas between people using language. It involves expressing thoughts and feelings and is a key part of daily life<sup>33</sup>. Consider how many words are spoken in everyday interactions, showing how important speaking is. It is a main skill, supported by other language skills. The researcher has outlined eight items that describe Speaking Ability.

### 2) Basic Types of Speaking

The basic types of speaking refer to categorized modes of spoken language performance that vary in purpose, complexity, and interaction. These types help educators assess and design speaking activities suited to learners' proficiency levels and communicative needs. According to H. Douglas Brown, these types include<sup>34</sup>:

- a) *Imitative* Learners simply repeat what they hear. This type focuses on pronunciation and form without requiring comprehension or original thought. *Example: Repeating after a teacher or audio recording.*
- b) *Intensive* This involves the production of short stretches of oral language to demonstrate grammatical, phrasal, or lexical

<sup>33</sup> Horby, *Advance Learners' Dictionary*, (New York: Oxford Dictionary Press, 1994), 398.

<sup>34</sup> H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2004)

knowledge. *Example: Reading aloud, sentence completion, or drills.*

- c) *Responsive* Short replies to teacher or student questions or comments. *Example: Greetings, small talk, or answering questions like "How are you?"*
- d) *Transactional (dialogue)* Exchanges of information with the goal of conveying a message or completing a task. *Example: Asking for directions, buying something in a store.*
- e) *Interpersonal (dialogue)* Conversations that are more focused on maintaining social relationships than just exchanging information. *Example: Casual conversation with friends, chatting during breaks.*
- f) *Extensive (monologue)* Involves longer stretches of speech, such as speeches, presentations, or storytelling. These may be planned or impromptu. *Example: Giving a presentation or telling a personal story.*

### 3) *Elements of speaking*

The elements of speaking refer to the essential components that contribute to effective spoken communication in a second or foreign language. These elements help learners develop the ability to speak clearly, accurately, and fluently.

According to several language experts, including Brown (2004)<sup>35</sup>, the key elements of speaking are:

- a) *Pronunciation* the way in which sounds, stress, and intonation patterns are produced and understood. Clear pronunciation is vital for intelligibility in communication.
- b) *Grammar* the rules that govern how words are combined to form correct and meaningful sentences. Good grammar usage ensures clarity and accuracy in speech.
- c) *Vocabulary* the range of words a speaker uses. Having a rich vocabulary helps convey meaning effectively and accurately.
- d) *Fluency* the ability to speak smoothly and naturally without excessive hesitation or unnatural pauses. Fluency reflects confidence and ease in speaking.
- e) *Comprehension* the ability to understand spoken language and respond appropriately. Comprehension is essential for meaningful interaction and communication.

These five elements work together to develop a speaker's communicative competence, allowing them to convey ideas effectively and interact successfully in real-life situations. Let me know if you need an academic version or Indonesian translation.

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<sup>35</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), 172–174.

#### 4) *Speaking Assessment*

According to Brown (2004) and other language assessment experts, speaking is usually assessed based on the following five core components<sup>36</sup>:

- a) *Pronunciation* The clarity and accuracy of sounds, intonation, and stress patterns.
- b) *Grammar* Correct use of sentence structures and tenses while speaking.
- c) *Vocabulary* Range and appropriateness of words and expressions used.
- d) *Fluency* The ability to speak smoothly and naturally without excessive pauses.
- e) *Comprehension* The ability to understand and respond appropriately in a conversation.

## 2. Intensive English Program

### a. Definition IEP

An Intensive English Program (IEP) is a structured language learning course designed to rapidly improve a student's English proficiency, especially in speaking, listening, reading, and writing. These programs are often full-time, focusing on daily immersion in English through classroom instruction and practical use of the language.

#### 1) key Features of an Intensive English Program:

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<sup>36</sup> Ibid., 173–174.

- a) *High Frequency & Duration:* Classes are held daily, usually for several hours a day and Programs may run for 4–12 weeks or longer, depending on the goal.
- b) *Language Immersion:* All instruction is conducted in English, Students are encouraged or required to speak English both in and out of class.
- c) *Focus on Communicative Skills:* Emphasis on speaking and listening, though reading and writing are also included , Activities include discussions, presentations, debates, and role plays.
- d) *Structured Curriculum:* Curriculum is level-based and follows a progressive path from beginner to advanced.
- e) *Small Group or Individual Attention:* Classes often have smaller student-teacher ratios, allowing for more personalized instruction.
- f) *Cultural Integration:* Programs may include cultural experiences, field trips, and interaction with native speakers.

## 2) Purpose of an Intensive English Program:

- a) To prepare students for academic study in English-speaking institutions.
- b) To enhance communication skills for professional or everyday use.
- c) To build confidence and fluency in using English in real-world

settings.

- d) To support language learners in developing all aspects of English quickly and effectively.



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J E M B E R

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Approach and Type

This research adopts a qualitative approach, which is often referred to as naturalistic research because it is carried out in natural settings (Ary, 2010).<sup>37</sup> Qualitative research is designed to understand and interpret human behavior and social phenomena as experienced by participants in their natural context. It is also aligned with ethnographic characteristics due to its emphasis on capturing cultural practices and meanings within a specific group. As Salim (2012) explains, this method enables researchers to describe social realities deeply and thoroughly in order to understand their characteristics, traits, and models. The data collected are primarily descriptive in nature, emphasizing words, behaviors, and expressions rather than numbers.<sup>38</sup>

The type of this research is a qualitative descriptive case study. A case study focuses on a bounded system here, the Intensive English Program in teaching speaking at MTs Unggulan Al-Qodiri 1 Jember. This method allows the researcher to explore contextual conditions in depth that are believed to be closely related to the phenomenon under study. The researcher serves as the key instrument in collecting and analyzing data through observations, interviews, and document analysis (Miles & Huberman, 2014).<sup>39</sup>

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<sup>37</sup> Ary, Donald, et al. *Introduction to Research in Education*. Belmont: Wadsworth, 2010.

<sup>38</sup> Salim. *Metodologi Penelitian Kualitatif*. Bandung: Citapustaka Media, 2012..

<sup>39</sup> Miles, Matthew B., and A. Michael Huberman. *Qualitative Data Analysis*. 3rd ed. Thousand Oaks: SAGE, 2014.

## B. Research Location

This research was conducted at MTs Unggulan Al-Qodiri 1 Jember, a private Islamic junior high school under the auspices of Pondok Pesantren Al-Qodiri, located at Jl. Manggar, Gebang Poreng, Patrang District, Jember Regency, East Java. The school is accredited with an A grade and is known for its disciplined environment and strong emphasis on intensive language learning, both within the formal curriculum and through boarding school activities.

The selection of this location was based on both academic and practical considerations. Academically, MTs Unggulan Al-Qodiri 1 implements an Intensive English Program designed to improve students' speaking skills through daily activities such as vocabulary memorization, dialogue practice, spontaneous conversations, and weekly evaluations. The program is not limited to classroom settings—it is also embedded in daily boarding routines through an English-speaking policy monitored by tutors and a “language spy” system.

Practically, the school provided the researcher with full support and access. Formal permission was granted by the headmaster and program coordinator, enabling the researcher to conduct observations, interviews, and documentation. The school’s openness facilitated smooth interaction with key informants and access to relevant program data.

In addition, the school is equipped with multimedia classrooms, a language laboratory, and a boarding environment that reinforces English use.

Compared to other schools in the region, MTs Unggulan Al-Qodiri 1 stands out for integrating English fluency as part of its institutional culture rather than as an extracurricular activity. This makes the school a relevant and strategic site for conducting a case study on speaking skill development.

### **C. Research Subjects**

This research employed purposive sampling to determine the subjects and data sources. The sources of data were categorized into primary and secondary sources to ensure the richness and credibility of information collected.

#### **1. Primary Data**

Primary data were obtained through direct engagement with individuals involved in the implementation of the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember. These individuals included students, tutors, and program supervisors who were interviewed and observed during the research. The data gathered from these participants provided firsthand insights into the teaching methods, student experiences, instructional materials, and administrative perspectives relevant to the program.

#### **2. Secondary Data**

Secondary data were collected from institutional documents that reflect the structure, planning, and assessment of the Intensive English Program. These documents included school profiles, schedules of English activities, speaking modules, evaluation rubrics, organizational charts, rules and sanctions regarding language use, and records of student

performance. The secondary data supported the primary findings and allowed for triangulation to enhance data validity.

This dual categorization enabled the researcher to collect comprehensive and contextual information that aligned with the research objectives and ensured a deeper understanding of the program's implementation. based on their direct involvement and roles in the program, allowing the researcher to obtain insights into its planning, implementation, and evaluation.

#### **D. Data Collection Techniques**

This research employed three primary techniques to collect data: observation, interview, and document review. These techniques were chosen to align with the qualitative approach of the study and to obtain comprehensive, contextual, and credible information related to the implementation of the Intensive English Program in teaching speaking skills at MTs Unggulan Al-Qodiri 1 Jember.

##### **1. Observation**

Observation is a fundamental data collection technique in qualitative research, distinguished by its ability to capture real-time behavior and interactions within a natural setting. Unlike interviews and questionnaires that rely on verbal responses, observation enables the researcher to witness events as they occur. Sugiyono (2003) explains that observation involves direct interaction with the research environment, where the researcher focuses on elements such as people, activities, space,

tools, and social interaction.<sup>40</sup> Creswell (2012) emphasizes that observations may be structured or unstructured, and may vary based on the role of the researcher either as a participant or non-participant.<sup>41</sup>

In this study, the researcher used non-participant observation, which allowed for an objective view of the classroom and dormitory activities without influencing the setting. The observations were conducted during English speaking classes and language practice sessions from May 21 to 24, 2025. Using a structured observation sheet, the researcher recorded various aspects including:

- Teaching techniques used by tutors
- Student participation in speaking tasks
- Common language errors and how they were addressed
- The classroom environment and peer interaction

Field notes were taken systematically to capture both verbal and non-verbal phenomena that emerged during the lessons and informal language interactions.

## 2. Interview

Interviewing is one of the most widely used methods in qualitative research for understanding individuals' thoughts, experiences, and interpretations. According to Creswell (2012), interviews in qualitative research are generally open-ended and flexible, allowing participants to express their views freely. Interviews can be structured, semi-structured,

<sup>40</sup> Sugiyono. *Metode Penelitian Administratif*. Bandung: Alfabeta, 2003.

<sup>41</sup> Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. Boston: Pearson, 2012.

or unstructured, depending on the degree of control maintained by the researcher.

In this research, the guided free interview technique was employed. This method allowed the researcher to prepare guiding questions in advance, while also enabling informants to elaborate beyond the framework, resulting in richer and more spontaneous responses. The interviews were conducted with selected informants, including students, tutors, and a program supervisor. The discussions focused on the following aspects, based on the implementation of teaching speaking by using the Intensive English Program (IEP):

- a. The goal of teaching speaking
- b. Speaking materials taught and practiced
- c. Teaching methods used
- d. Evaluation criteria applied to assess speaking skills

The interview setting was informal and designed to make participants feel comfortable and open. All responses were documented and later transcribed for thematic analysis.

### 3. Documentation

Document analysis served as a complementary technique for collecting secondary data. According to Arikunto (2006), documents are valuable sources for understanding institutional practices, historical trends, and program policies. The use of documentation helps confirm the data

obtained from observations and interviews, and allows the researcher to understand what was formally planned by the institution.<sup>42</sup>

In this study, the researcher reviewed various documents provided by the school, including:

- a. The school and IEP profile, vision, and mission statements
- b. The organizational structure of IEP
- c. Assessment rubrics and scoring records
- d. The agenda or schedule of IEP
- e. The rules of IEP
- f. Photos and printed materials from speaking-related activities

These documents provided not only factual information but also deeper insight into how the program was structured, evaluated, and integrated into daily routines.

#### **E. Data Validity**

To ensure the credibility and accuracy of the findings, this study employed data triangulation as a key strategy for validating the data. Triangulation enhances the trustworthiness of qualitative research by confirming that the information collected is consistent and reliable.

The researcher applied two types of triangulation, source triangulation and method triangulation. Source triangulation involves cross-checking data from multiple informants, such as students, tutors, and the program supervisor, to verify the accuracy and consistency of the information. Method triangulation,

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<sup>42</sup> Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. Boston: Pearson, 2012.

on the other hand, involves using multiple data collection techniques interviews, observations, and documentation to examine the same phenomenon from different angles.

For example, to assess students' activeness in speaking English, the researcher observed classroom activities, interviewed teachers and students, and reviewed relevant documents such as assignments or performance records. When the findings from these various techniques aligned, the data could be considered valid and trustworthy.

This multi-perspective approach not only minimizes bias but also provides a more comprehensive and in-depth understanding of the research subject. By relying on multiple sources and methods, the study's conclusions become more robust and dependable.

## **F. Research Procedure**

This research was conducted through three systematic stages, following the procedures of qualitative field research. Each stage was designed to ensure methodological rigor and ethical integrity in exploring the implementation of the Intensive English Program (IEP) at MTs Unggulan Al-Qodiri 1 Jember.

### **1. Pre-Field Stage**

In this initial phase, the researcher carried out several preparatory steps to ensure the research was well-planned and ethically sound.

These activities included:

- a. Designing the research proposal

- b. Selecting the research site and obtaining formal approval from the institution
- c. Conducting a preliminary assessment of the research setting
- d. Preparing data collection instruments, such as observation sheets and interview guidelines
- e. Ensuring compliance with ethical principles, including informed consent, participant confidentiality, and voluntary participation

## 2. Fieldwork Stage

During the fieldwork, the researcher entered the research site and began systematic data collection. The activities undertaken in this phase included:

- a. Conducting direct classroom observations and recording field notes
- b. Carrying out in-depth interviews with selected informants (students, tutors, and supervisor)
- c. Collecting and organizing relevant documents related to the program (modules, schedules, evaluation forms, etc.)

## 3. Post-Field Stage

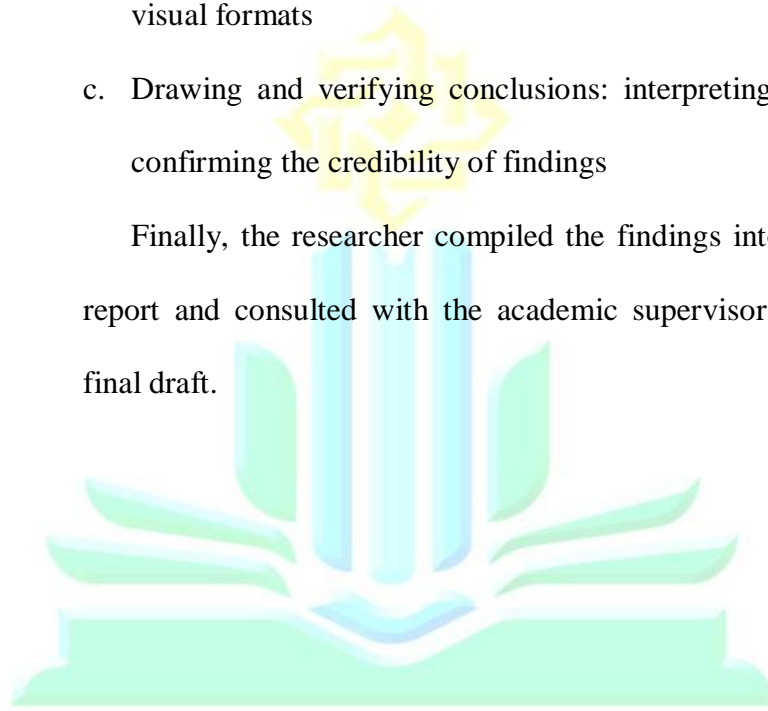
After completing fieldwork, the researcher proceeded to data processing and analysis, following Miles and Huberman's interactive model (2014), which consists of:<sup>43</sup>

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<sup>43</sup> Miles, Matthew B., and A. Michael Huberman. *Qualitative Data Analysis*. 3rd ed. Thousand

- a. Data condensation: selecting, focusing, and simplifying the raw data
- b. Data display: organizing the data in descriptive, narrative, or visual formats
- c. Drawing and verifying conclusions: interpreting patterns and confirming the credibility of findings

Finally, the researcher compiled the findings into a structured report and consulted with the academic supervisor to refine the final draft.



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## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Description of research object

##### 1. School profile of Mts Unggulan Alqodiri 1 Jember

Nama Madrasah : MTs. Unggulan Al-Qodiri 1 Jember

Sertifikat Akreditasi No. : 1334/BAN-

SM/SK/2020 Terakreditasi A

NPSN : 20581537

NUS : 555 SK.

Pendirian MTs. Swasta : 3927 tahun 2016

No. Piagam Operasional MTs. : MTs.S/09.0093/2016

Status Madrasah : Swasta

Alamat Madrasah : Jl. Manggar No. 98, Gebang

Poreng, Gebang Kec. Patrang,

Kabupaten Jember, Jawa timur

##### 2. Overview background of Intensive English Program at MTS Unggulan Alqodiri 1 jember.

###### a. Overview of Mts Unggulan Al-qodiri 1 jember

Before evolving into **MTs. Unggulan Al-Qodiri 1 Jember**, this madrasah was originally known as **MTs. Al-Qodiri 1 Jember**. It was established in 1989 by the direct order of the Founder and Caretaker of the Al-Qodiri 1 Jember Islamic Boarding School, **KH. Achmad Muzakki Syah**. MTs. Al-Qodiri 1 Jember was the first formal

educational institution founded within the Al-Qodiri 1 Jember Islamic Boarding School.

In its early years, from 1989 to 2001, MTs. Al-Qodiri 1 Jember was led directly by Gus H. Suyuti Ma'sum as the principal. Since 2001, the leadership of the madrasah has been continued by Nyai Hj. Elmi Mufidah, S.Pd.I.

A brief history of the name change from MTs. Al-Qodiri 1 Jember to MTs. Unggulan Al-Qodiri 1 Jember began in 2008. At that time, as the head of the madrasah, Nyai Hajjah Elmi Mufidah, S.Pd.I, instructed the management board to design and implement the Flagship Class program—the first of its kind within the Al-Qodiri 1 Jember Islamic Boarding School. This initiative later became the forerunner of the establishment of MTs. Unggulan Al-Qodiri 1 Jember.

Throughout its journey, Mts Unggulan Al-Qodiri 1 Jember has undergone a change in management. Since the appointment of a new leadership team in 2008, the madrasah has been committed to enhancing the quality of its graduates. This commitment has naturally led to improvements in both the quality of learning and the development of supporting facilities and infrastructure.

MTs Unggulan Al-Qodiri 1 Jember is a leading madrasah based on the Islamic Boarding School model, supported by a structured, sustainable, and regularly evaluated educational system. The

institution is dedicated to producing graduates who are competent in both general education and religious studies. As a concrete step toward this vision, the TIM 7 development team was formed. The team is led directly by the Head of the Madrasah, Nyai Hj. Ilmi Mufidah Muzakki, S.Pd.I, and consists of the following members: *Drs. Suhartadi (deceased)*, *Achmad Baihaqi, S.Pd.I.*, *Nikmat Rofandi, S.Pd.I.*, *Abd. Rahim, S.Ag.*, *Ahmad Ma'ruf Asyhari, S.Pd.I.*, *Eko Mulyadi, S.Pd.I.*, *M.Pd.* This team has played a crucial role in designing and implementing the high-quality educational system that continues to shape the madrasah today.

In an effort to build a new management order, MTs Unggulan Al-Qodiri 1 Jember conducted comparative studies to a number of schools, boarding schools, and other educational institutions. Some of them are Pondok Modern Gontor Ponorogo, Pondok Pesantren Darullughah Wadda'wah (Dalwa) Pasuruan, and SMP Falah Sidoarjo. In addition, the madrasah also sent prospective yellow book reading teachers to Mambaul Falah Bondowoso Islamic Boarding School for teacher tahfidzul alquran to Yasinat Islamic Boarding School. And to improve English language skills, MTs also send teachers to the English language training center in Pare, Kediri, they are Mr. Fuad and Miss Faiz.

As a result of system development and competency improvement, 5 main competency guarantees were formulated for students, that are :

tartilul qur'an, able to read the yellowislamic classic book, able to speak arabic and english (bilingual) 24 hours, tahfidzul qur'an 30 juz (special program).

**b. *A short history of the intensive english program***

The inception of the Intensive English Program is closely linked to the history of the establishment of Madrasah Tsanawiyah Unggulan within the Al-Qodiri 1 Jember Islamic Boarding School. In its early days, the madrasah had not yet adopted the title “Unggulan”. Like most madrasahs in general, the curriculum primarily emphasized religious studies.

In 2012, the madrasah began its efforts to improve the quality of education within the institution. Through a series of deliberations involving school leadership—including the Head of Madrasah, Deputy Head of Curriculum, Deputy Head of Student Affairs, and other key stakeholders—an initiative was formed to transform the madrasah into a MTs Unggulan Al-qodiri 1 jember . This goal was pursued by developing a range of strategic programs designed to enhance educational quality in both academic and non-academic aspects.

The first step taken by the madrasah in establishing itself as a flagship institution was to open two inaugural classes, known as the ***Kelas Unggulan***. Designing the system and rules for these classes was no easy task. It required various adjustments, from aligning the

learning objectives to accommodating the students' conditions in accordance with the designed programs. This effort laid an important foundation for building a superior and sustainable education system.

Several programs that serve as key strengths of the kelas unggulan include intensive Arabic and English language instruction as well as classical Islamic book (kitab kuning) reading skills. These three programs have become the cornerstones and driving force behind the implementation of the kelas unggulan as a pathway toward establishing a Flagship Madrasah.

At that time, the implementation of Arabic and English was not yet well-structured it still relied solely on the existing class schedule. There was no comprehensive planning, and the use of Arabic and English was limited to speech and drama programs. Moreover, these languages had not yet become part of daily life, so extra effort was required to establish and instill these new habits among students.

In 2016, various systems were developed and well-designed, leading to a transformation of the school from the Kelas Unggulan to *Madrasah Unggulan*. This shift brought about several new programs, one of which was the Intensive English Program.

In the first period of its implementation, the Intensive English Program was under the leadership of Mr. Dayat as the head of the program. He was responsible for compiling and delivering English learning materials that refer to a guidebook originating from Pare,

Kediri - an area widely known as the center of English learning in Indonesia. The materials used include everyday vocabulary, expressive expressions, and various other supporting components designed to improve learners' communication competence.

One of the methods applied in this program is the obligation for each student to memorize five vocabulary words and five expressions in each learning session. The results of the memorization are then submitted to the tutor to be checked, both in terms of pronunciation and accuracy of understanding, as a form of routine evaluation aimed at strengthening the absorption and pronunciation of students.

The first period of implementation of this program lasted for three years, from 2012 to 2014. Throughout this period, the teaching process was continuously improved, both in terms of methodology, evaluation, and curriculum development, in order to ensure optimal learning quality for all participants.

Entering the second period of implementation, Mr. Dayat was helped by two additional instructors, Mr. Fuad and Mrz. Faizah, who had previously been sent by the school to study in Pare, Kediri, in order to deepen their understanding and mastery of the English language. The arrival of these new tutors marked a significant step in refining and expanding the program, both in terms of instructional materials and supporting activities.

During this period, the Intensive English Program experienced notable enhancements in both content and structure. One of the key developments was the introduction of a tiered level system to categorize students based on their English proficiency. The levels were defined as follows: Beginner, for students at the early stages of learning; Intermediate, for those with basic comprehension; and Advanced, for students who demonstrated a strong command of the language. This classification allowed for more focused and tailored instruction, ensuring that the learning process aligned with each participant's capabilities and needs.

At the beginner level, the program was designated for first-year students of Madrasah Tsanawiyah (MTs); the intermediate level was intended for second- and third-year MTs students; while the advanced level was reserved for first-year students of Madrasah Aliyah (MA). Students who had previously been part of the pilot program during the first period—those in the designated special class for the Intensive English Program continued their studies at Madrasah Aliyah Al-Qodiri. Naturally, the excellence program they had been part of also continued at the higher level.

Although the formal education levels were administratively separate, the activities of the Intensive English Program remained ongoing without interruption. This continuity reflected the integrated nature of the program, which, although implemented within the

pesantren (Islamic boarding school) setting, was packaged in a modern and structured format. This very structure and modernity formed the core vision behind the establishment of the Intensive English Excellence Program.

As previously explained, during the second period the Intensive English Program had undergone a significant development in terms of proficiency levels. However, it also faced certain challenges particularly in monitoring how students applied the materials they had learned in their daily activities. This issue raised concerns regarding the effectiveness of knowledge retention and practical usage outside the classroom setting.

In response to this, the leadership team, along with tutors and other program stakeholders within MTs Unggulan Al-Qodiri, began seeking viable solutions to address the problem. Their efforts were directed at ensuring that the learning outcomes were not only understood in theory, but also consistently practiced in students' everyday interactions.

As previously outlined in the background discussion of MTs Unggulan Al-Qodiri 1 Jember, the collaboration between MTs Unggulan Al-Qodiri 1 Jember and several pesantren resulted in the adoption of a system modeled after Pondok Modern Darussalam Gontor – Ponorogo. From this collaboration emerged the idea of establishing a Student Organization for Pesantren and Madrasah,

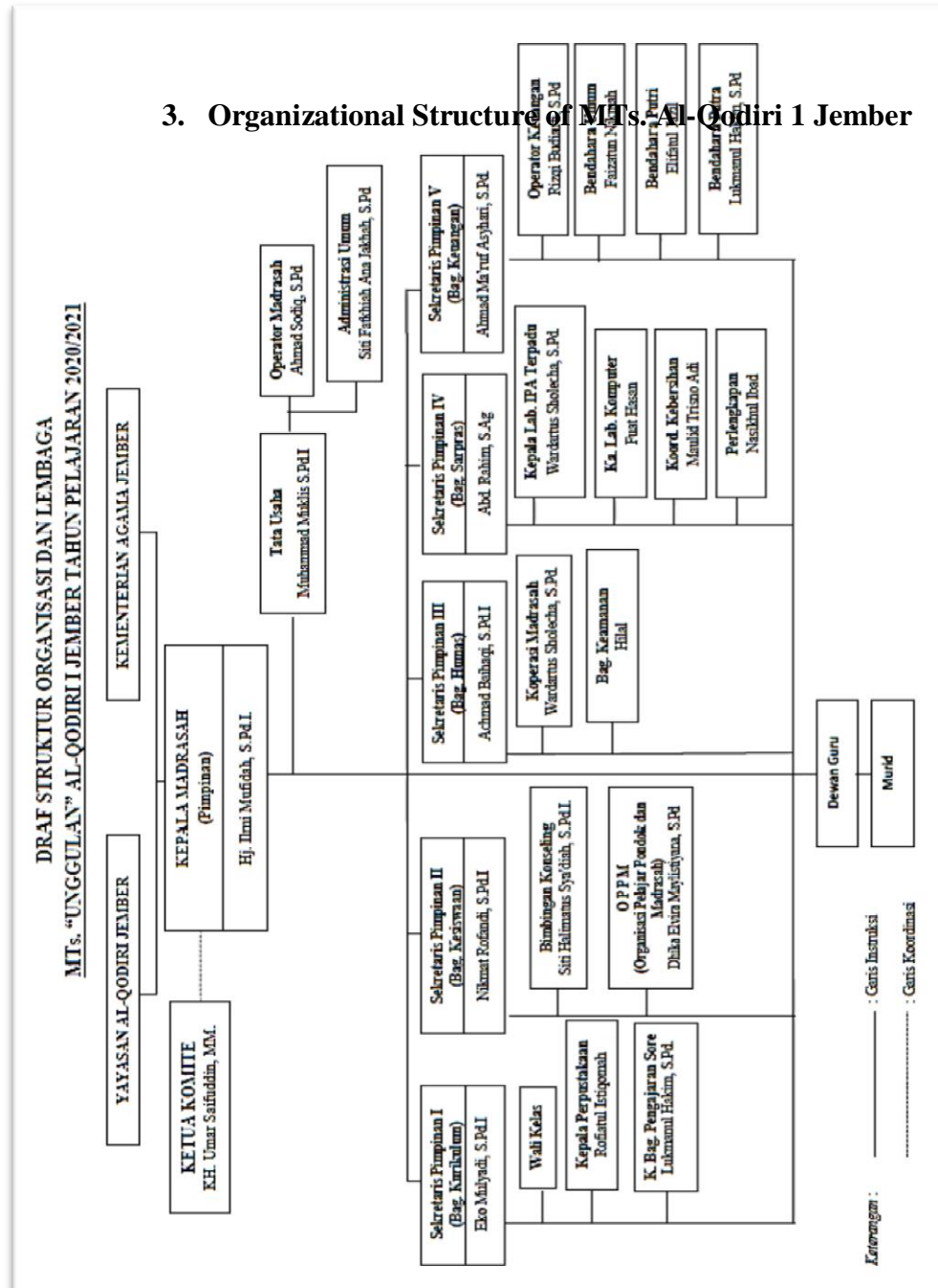
which integrates various programs of the pesantren and madrasah within a unified framework.

Within this organizational structure, there are several units known as Kementerian each tasked with different areas of responsibility. One of the key ministries is the Kementerian Bahasa, which focuses specifically on student language development programs, including both English and Arabic. This ministry plays a strategic role as the driving force behind supporting and overseeing the implementation of the previously designed Intensive Language Program.

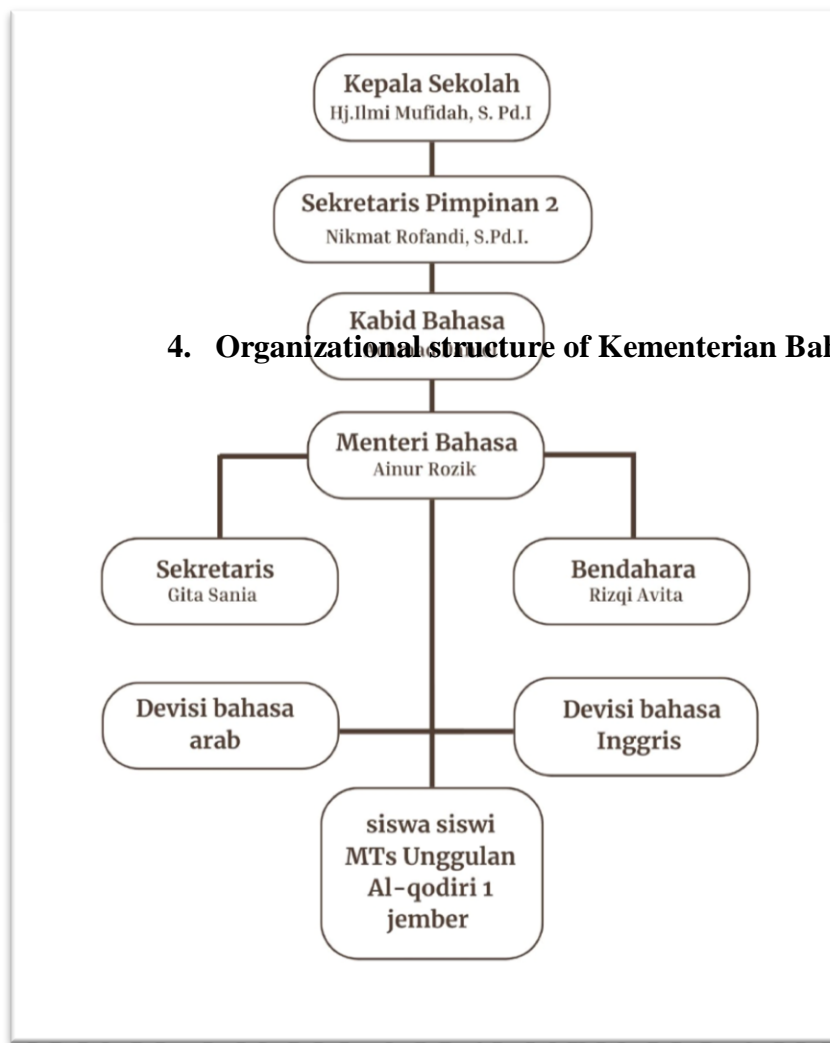


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### 3. Organizational Structure of MTs. Al-Qodiri 1 Jember



#### 4.1 Structure Picture of MTs. Unggulan Al-Qodiri 1 Jember<sup>44</sup>



<sup>44</sup> MTs Unggulan Al-Qodiri 1 Jember, “Struktur MTs Unggulan Al-Qodiri 1 Jember,” 21 Mei 2024.

## 4.2 Structure Picture of Kementerian bahasa<sup>45</sup>

### B. Research findings and data analysis

To analyze the data, the researcher needs to be provided with the data that will serve as the main source of research. According to the discussion previously, researchers collected data via interviews, observations, and document reviews, using the three mentioned techniques. As a result of the techniques, the researcher developed the following research findings :

#### 1. The goal Of Teaching Speaking By Using Intensive English

##### Program At Mts Al Qodiri 1 Jember.

After completing data collection through interviews, classroom observations, and document analysis, the researcher analyzed the findings using a qualitative descriptive method. The

purpose of this analysis was to provide a complete and coherent picture of how speaking instruction was carried out in the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember

Based on classroom observations on Wednesday, May 21, 2025 in the first class , it was found that speaking lessons did not begin immediately with the main material. Instead, the tutor started by explaining the purpose of the lesson, so students could clearly understand what they were expected to achieve. One of the tutors explained that the goal of the speaking program was not only to

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<sup>45</sup> MTs Unggulan Al-Qodiri 1 Jember, “Struktur Kementerian Bahasa,” 21 Mei 2025.

build students' vocabulary and grammar knowledge but also to increase their self-confidence and encourage them to express their ideas more creatively and fluently in English.<sup>46</sup>

This aligns with the interview conducted with Mr. Nikmat Rofandi, the Supervisor of the Intensive English Program, who stated:

“The main goal of this program is to help students become confident and competent speakers of English. We want our students to be able to use English in real-life situations, not just in exams.”<sup>47</sup>

This goal was reflected in the tutors' teaching approach. In one observed session, the tutor motivated students by emphasizing the importance of learning English in today's global era, helping them see that English is not only useful academically but also essential in everyday life and future opportunities.

To help students reach the stated goals, tutors guided them through common speaking challenges, such as pronunciation, grammar, and limited vocabulary. To overcome these, tutors provided clear examples of correct pronunciation, reviewed simple sentence structures, and introduced relevant vocabulary. This

<sup>46</sup> Observation in Class VIII during speaking session, MTs Unggulan Al-Qodiri 1 Jember, 21 May 2025.

<sup>47</sup> Interview with Mr. Nikmat Rofandi, Supervisor of the Intensive English Program, MTs Unggulan Al-Qodiri 1 Jember, 22 May 2025.

approach was supported by an interview with Mr. Daniel, one of the English tutors, who said:

“The materials we use are simple and relevant to students’ daily lives. We provide continuous speaking practice so they can directly use what they’ve learned in real conversations at school.”<sup>48</sup>

In practice, tutors were not only explaining materials but also actively supporting students during speaking activities. The researcher observed that during class, tutors would walk around, listen to students’ conversations, and offer corrections or short notes when mistakes occurred, especially in pronunciation or sentence construction.<sup>49</sup>

The use of interactive activities, such as role-playing, storytelling, group tasks, and language games, also played a significant role in the program. In the interview, Mr. Nikmat added:

“We organize daily speaking tasks and hold weekly English-speaking, where students are required to use only English. The goal is to make speaking English a habit, not just a lesson.”<sup>50</sup>

However, several challenges were also identified. Some students were initially shy or afraid of making mistakes when speaking. Nevertheless, tutors continued to motivate them and

<sup>48</sup> Interview with Mr. Daniel, Tutor of the Intensive English Program, MTs Unggulan Al-Qodiri 1 Jember, 22 May 2025.

<sup>49</sup> Observation in Class VIII speaking activity, MTs Unggulan Al-Qodiri 1 Jember, 21 May 2025.

<sup>50</sup> Interview with Mr. Nikmat Rofandi, 22 May 2025.

created a safe and supportive environment, where students could learn and grow at their own pace. As Mr. Nikmat explained:

“At first, students are afraid of making mistakes or have limited vocabulary. But with constant support and encouragement, they slowly become more confident and start to enjoy speaking.”<sup>51</sup>

From the interviews and observations, it can be concluded that the Intensive English Program is not only focused on teaching speaking as a subject but also on developing daily speaking habits. Through consistent practice, interactive methods, and a positive learning environment, students are encouraged to speak actively and confidently. This program supports the school's broader mission of preparing students to become fluent, confident, and globally aware communicators who are ready to face academic, professional, and real-world challenges in the future.

## **2. The material of teaching speaking by using intensive English program at MTs unggulan Al Qodiri 1 jembar**

The speaking materials in the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember were carefully prepared and structured by Mr. Fuad and Mrs. Faizah, who acted as tutors and facilitators during the program. These materials were designed based on students' language levels, ensuring that the content matched their needs and abilities. At the beginning stages, the

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<sup>51</sup> Interview with Mr. Nikmat Rofandi, 22 May 2025.

focus was on basic vocabulary related to daily activities, as well as common expressions used in everyday conversations, such as greetings, introductions, asking for and giving permission, and expressing actions.<sup>52</sup>

These materials were not only introduced but also assigned for memorization. Students were required to memorize a set of vocabulary items and then submit them to their respective class tutors during every meeting. Typically, each student was given five new vocabulary words, and as part of their task, they were asked to create simple sentences using each of those words. This activity was aimed at helping students not only remember the vocabulary but also understand how to use it in context.<sup>53</sup>

Before distributing the vocabulary list, the researcher observed that the tutors would often begin the session by demonstrating the correct pronunciation of selected words. They would model how to pronounce each word clearly and also give examples of how the expressions could be used in conversation. This strategy helped students understand not just the meaning of the words, but also how to pronounce and apply them correctly in actual speaking situations.<sup>54</sup>

To support students' learning, the vocabulary and expression materials were compiled and printed into a guidebook

<sup>52</sup> Interview with Mr. Fuad, Speaking Tutor, MTs Unggulan Al-Qodiri 1 Jember, 22 May 2025.

<sup>53</sup> Observation in vocabulary teaching, MTs Unggulan Al-Qodiri 1 Jember, 21 May 2025.

<sup>54</sup> Observation in vocabulary teaching, MTs Unggulan Al-Qodiri 1 Jember, 21 May 2025

or module. This module served as the main learning resource for students and was required to be memorized and practiced consistently throughout the program. The design of the materials along with pronunciation guidance and contextual usage was intended to make it easier for students to grasp the material, both in terms of speaking accuracy and fluency.<sup>55</sup>

Overall, this structured and repetitive approach allowed students to gradually improve their speaking ability by building a solid foundation in vocabulary and everyday expressions, reinforced through regular practice, tutor guidance, and module-based learning.

This explanation regarding the design and use of speaking materials was further supported by an interview with Mr. Daniel, one of the tutors involved in the Intensive English Program. In the interview, he explained that the vocabulary-based and expression-based materials were carefully structured to help students gradually and practically master English. He emphasized:

“We don’t start with difficult topics. We begin with simple and familiar things like greetings, introductions, and asking for permission. This way, students can immediately apply what

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<sup>55</sup> Observation dan Document review: mts Unggulan Al-Qodiri 1 Jember, *Speaking Materials Module*, 2025.

they've learned, both in class and in their daily interactions around the school.”<sup>56</sup>

Mr. Daniel also noted that activities such as memorizing vocabulary and constructing sentences using those words are part of a broader strategy to help students start thinking in English. He pointed out that the regular vocabulary check-ins serve not just to test memory, but to build familiarity and confidence in using English in different situations. In addition, tutors actively model the correct pronunciation of words, ensuring that students not only know the meaning but also understand how to say and use them properly.

Furthermore, Mr. Daniel explained that the modules used in the program are not limited to word lists. They also include sample dialogues, useful expressions, and simple practice exercises that help students understand how the language is used in context. According to him, these modules are essential because they provide both tutors and students with a clear structure for teaching and independent learning.<sup>57</sup>

With this approach, Mr. Daniel believes that students are not simply memorizing English but are gradually internalizing how to use the language in real-life situations. This aligns with the main

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<sup>56</sup> Interview with Mrs. Faizah, Tutor and Module Developer, MTs Unggulan Al-Qodiri 1 Jember, 22 May 2025.

<sup>57</sup> Observation and document review : *Speaking Rubric*, mts Unggulan Al-Qodiri 1 Jember, 2025.

goal of the program—to make English not just a subject, but a habit that students practice naturally and confidently.

During the observation process, the researcher had the opportunity to directly attend and observe a speaking class session that focused on the topic of “Asking and Giving Permission.” This topic was part of the structured materials used in the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember. The class was conducted interactively, with the tutor encouraging students to practice using polite expressions in real-life contexts.

At the beginning of the lesson, the tutor introduced the topic by writing several key phrases on the whiteboard, such as “*May I...?*”, “*Can I...?*”, “*Yes, you may,*” and “*Sorry, you can’t.*” She then modeled how to use these expressions through short role-play examples.

- *Tutor*: “Listen carefully, class. If I say, ‘May I borrow your book?’, how would you answer?”
- *Student 1*: “Yes, you may.”
- *Tutor*: “Great! Let’s try another one. What if your friend says, ‘Can I go to the toilet?’ What do you say?”
- *Student 2*: “Sure, go ahead.”<sup>58</sup>

After a few guided examples, the tutor divided students into pairs and distributed a worksheet containing several everyday

<sup>58</sup> Observation in Class VIII during speaking class, MTs Unggulan Al-Qodiri 1 Jember, 21 May 2025.

situations. Each pair was asked to create a short dialogue based on the scenarios provided—for example, asking permission to use a mobile phone, to open the window, or to leave the room.

The researcher observed that students were actively involved in the activity, and although some were hesitant at first, the tutor provided encouragement and helped them construct proper sentences. She moved around the classroom, listened to each pair's dialogue, and gently corrected mistakes in pronunciation and sentence structure.

- *Student 3*: “Can I to open the door?”
- *Tutor*: “Good try! Just remove the ‘to’. It should be: ‘Can I open the door?’ Let’s say it again together.”<sup>59</sup>

This real-time correction helped students recognize their errors without feeling embarrassed. Toward the end of the session, some pairs volunteered to perform their dialogues in front of the class. The tutor gave supportive feedback and emphasized the importance of using polite expressions when speaking English.

Through this classroom participation, the researcher noted that the use of practical expressions, collaborative practice, and supportive feedback effectively helped students understand and apply the material. The topic of *asking and giving permission* was not only delivered through explanation but also internalized by

students through active practice, making the learning experience more meaningful and engaging.

In addition to classroom observation, the researcher also conducted an interview with Miss Avita, one of the speaking tutors in the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember. During the interview, she explained that the topic of *Asking and Giving Permission* was deliberately designed as part of the foundational speaking materials to help students build confidence using polite expressions in real-life situations. She stated:

*“This topic is very important because students often find themselves in situations where they need to ask for permission, both inside and outside the classroom. That’s why we create realistic practice tasks. We prepare worksheets that include scenarios, and the students are asked to create and perform short dialogues.”*<sup>60</sup>

Miss Avita also emphasized that before students begin creating their own dialogues, tutors typically provide examples—either through model dialogues or by role-playing in front of the class. This is done to ensure that students can imitate correct sentence structures and pronunciation. She further explained that the materials for this topic are compiled in a printed module, which

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<sup>60</sup> Interview with miss avita, 22 May 2025

includes common expressions, sample conversations, and practice spaces for students to write and perform their own dialogues.

To strengthen this explanation, the researcher reviewed one of the instructional modules used in the program. On a page titled *“Asking and Giving Permission,”* the module contains a list of useful expressions such as *“Can I open the window?”* and *“May I leave the room?”*, along with appropriate responses like *“Sure, go ahead”* or *“Sorry, not now.”* The module also features structured exercises such as fill-in-the-blank dialogues and pair-work tasks. These documents show that the material is not only delivered orally, but also supported by well-organized and structured written resources.<sup>61</sup>

To gain further insight, the researcher also interviewed a student from the program, sister dinda (Grade VIII), who shared her experience with the topic. She mentioned that although she was nervous at first when asked to speak in front of the class, the repeated practice and guidance from her tutor helped her gain more confidence.

*“At first, I was afraid of making mistakes. But after lots of practice, and because Miss Avita always helped me when I got something wrong, now I’m more confident. I like practicing*

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<sup>61</sup> MTs Unggulan Al-Qodiri 1 Jember, *Speaking Materials Module*, internal document, 2025.

*permission expressions like asking to leave the room or borrow a book, because we actually use them a lot at school.*”<sup>62</sup>

This interview reveals that classroom activities have had a positive impact on students' confidence and speaking skills. With consistent tutor guidance, pair work, and support from written modules, students are better able to understand the material and apply it meaningfully in real-life situations.

Based on the results of interviews and classroom observations, the researcher concluded that the basic speaking materials in the Intensive English Program consist of several key components. These include parts of speech, daily vocabulary, various expression-based materials, and integrated grammar points that are inserted into each meeting. This structured approach indicates that the teaching process in the classroom is not carried out randomly or without direction.

Tutors are equipped with clear teaching guidelines and learning targets for their students. These guidelines help ensure that each session contributes meaningfully to students' language development. Furthermore, the existence of predetermined targets allows for systematic evaluation at the end of each learning cycle. Through these evaluations, tutors can identify specific challenges

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<sup>62</sup> Interview with Dinda, Student of Class VIII, 22 May 2025.

faced by students, determine the underlying causes, and implement appropriate strategies to overcome them.

This approach is designed to ensure that the learning objectives for each academic year or language level are achieved effectively. It also reflects the program's commitment to continuous improvement and accountability, which ultimately supports the broader goal of developing students' communicative competence in English.

### **3. The method of teaching speaking by using intensive English program at MTs unggulan Al Qodiri 1 jember**

Based on field observations conducted over several days at MTs Unggulan Al-Qodiri 1 Jember, the researcher found that the speaking instruction method applied in the Intensive English

Program aligns with the Communicative Approach. This approach emphasizes not only the mastery of grammatical structures but also the ability of students to use English effectively in real-life communication. This was evident in various classroom activities that encouraged students to actively practice speaking, such as dialogues, discussions, role plays, and situational speaking exercises.<sup>63</sup>

This observation was further supported by an interview with one of the speaking teachers, Miss Avita. She explained that

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<sup>63</sup> Observation of daily memorizing and drilling sessions, 21–25 May 2025.

the teaching method used in the program is indeed designed to encourage students to be more active and confident in using English. In the interview, she stated:

*“The method we apply focuses heavily on direct practice. We want the students to not only understand the theory but also be brave enough to speak. That’s why almost every work program we design is practice-based. For example, after they memorize vocabulary each night, they immediately follow it with drilling and speaking activities. This is done so they can naturally use the expressions they’ve learned.”<sup>64</sup>*

This statement confirms that the activities within the Intensive English Program are structured to support the principles of the Communicative Approach. Each activity—whether daily routines such as vocabulary memorization and drilling, weekly evaluations, or monthly speaking competitions—are all designed to enhance students’ speaking skills in various contexts. This ensures that students not only understand the language but are also able to apply it communicatively and meaningfully.

Based on observations conducted from May 21 to 25, 2025, the program is implemented in a structured manner through three main components: daily, weekly, and monthly activities. Each is designed to improve students’ speaking fluency through consistent

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<sup>64</sup> Interview with Miss Avita, 22 May 2025.

practice and real-life application. This approach ensures that the learning process is not only theoretical but also practical and contextual.

Here's an explanation of the work program :<sup>65</sup>

**a. As part of the daily program, the following activities are :**

**1) Daily Memorizing**

vocabulary memorization at 7:45 p.m., where each student is required to memorize five English words and recite them to their room tutor within 15 minutes. This activity is part of the evening routine in the dormitory.

As explained by Miss Avita:

*“Every night at 7:45, students must memorize five new English words. Then they report them to their room tutor. It’s a short but effective habit to build vocabulary gradually.”*

This consistent practice helps students expand their vocabulary in a manageable way and reinforces daily language exposure outside the classroom.

**2) Drilling**

After the daily vocabulary memorization, students continue with a short drilling session, where they

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<sup>65</sup> Document Review: *Weekly Performance Reports*, MTs Unggulan Al-Qodiri 1 Jember, 2025.

practice using the newly memorized words in simple sentences or short dialogues. This activity is guided by the room tutor to ensure correct pronunciation and usage. As Miss Avita explained:

*“After they memorize the five words, we ask them to make short sentences or use them in a dialogue. This drilling helps them apply the words right away so they don’t forget.”*

This follow-up practice reinforces vocabulary retention and encourages students to actively use new words in context.

### 3) Common mistakes

After the drilling activity, students often make common mistakes, particularly in pronunciation, grammar, and word usage. These errors are expected, especially among beginner and intermediate learners. However, the purpose of the drilling session is not only to reinforce memorized vocabulary but also to identify and correct such mistakes early. Miss Avita explained the goal of this activity as follows:

*“The purpose of drilling is not just repetition. It’s to help students realize where they are still making mistakes like mispronouncing words or using them in*

*the wrong sentence structure. This way, tutors can correct them directly, and students learn from the correction.”*

#### 4) Punishment

After the evening activities, students who break the Englishspeaking rule receive language punishment, which is given based on the level of their violation. For minor and medium violations, students are required to do 20 scout jumps and write 30 English vocabulary words, which they must then memorize. For major violations and top score, such as speaking entirely in Indonesian, students receive a heavier punishment: 20 scout jumps, writing and memorizing 30 vocabulary words, and being assigned as a "language violator" for three consecutive days wearing a special language violation vest (rompi pelanggar bahasa). As Miss Avita explained:

*“We give different punishments depending on how serious the violation is. The goal is not to embarrass the students, but to train discipline and remind them to keep using English consistently.”*

This system of punishment is designed not as a form of humiliation, but as a method to build responsibility

and support the students' habit of speaking English daily.

#### 5) Handy Dictionary

All students are required to carry a dictionary throughout the day from the morning *shubuh* program until bedtime, except when entering the bathroom, toilet, or mosque. They are also expected to bring the dictionary according to the language schedule and to use it actively when they encounter unfamiliar words during conversations. As explained by Miss Avita:

*"We ask students to always carry their dictionaries as part of their daily routine. If they don't know a word, they must open the dictionary before speaking. It builds the habit of learning independently and helps expand their vocabulary in a real context."*

This practice fosters self-reliance in vocabulary learning and encourages students to engage with English actively throughout their daily activities.

#### 6) Listening sound

One of the daily routines in the Intensive English Program is the listening sound activity, conducted every morning and afternoon. The Language Development Division (Kemenbahasa) is responsible for selecting

and recording English vocabulary or short expressions, which are then played through the school or dormitory sound system at designated times. Students are expected to listen attentively while continuing their usual activities. According to Miss Avita:

*“The listening sound activity helps students absorb English naturally. Even if they are not focusing directly, their ears are trained to recognize correct pronunciation and intonation, which later supports their speaking fluency.”*

This activity provides daily exposure to authentic pronunciation, helping students internalize the rhythm and structure of English. Over time, it contributes significantly to their speaking confidence and accuracy.

**b. As part of the weekly program is as follows:**

**1) Weekly memorizing**

Every Saturday night, students participate in a routine called weekly memorizing, where they gather in front of their dorm rooms with their waliyul ghurfah (room tutor). During this session, students are required to recite the vocabulary they have memorized throughout the week, following the evaluation schedule. The room tutor collects all memorization books and submits them

to the Director of Language Administration for official stamping. Students who do not participate are recorded by the room leader and reported, through a structured system, to the disciplinary division. As Miss Avita stated:

*“Weekly memorizing is not just about repetition. It’s a way to evaluate their progress and ensure accountability. Students who don’t join will be noted and followed up by the language administration.”*

This process ensures that vocabulary memorization is taken seriously and monitored regularly as part of the students’ language development.

## 2) Implementation of the weekly program, usually referred to as (ppm and pkm).

Every Sunday, MTs Unggulan Al-Qodiri 1 Jember holds a weekly program as part of the Intensive English Program. Two weeks prior, the Director of Language Development announces the upcoming theme and the language to be used. Delegates from each class or dormitory room are selected to participate and begin preparations through guided practice sessions. They are supported by the room leaders and room tutor throughout the process. During the event, students

deliver their performances, and school leaders actively participate as well. As Miss Avita stated:

*“The weekly program gives students a platform to practice speaking in front of others. It builds their confidence, especially because they perform in English based on real themes.”*

This program allows students to apply their speaking skills in public, enhancing their fluency, stage presence, and motivation to use English actively.

**The following weekly activities :**

**a) *Speech Contest***

The Speech Contest is a public speaking competition conducted in either Arabic or

English. Each participant is given a minimum of five minutes to deliver their speech, and they are required to wear modest and appropriate attire as per the rules. Any participant who fails to

appear within five minutes of being called will be disqualified. The key aspects evaluated in this competition include grammatical accuracy, intonation, fluency, and manners (adab). This contest is designed to enhance students' formal

speaking abilities while promoting confidence, discipline, and proper language usage.

**b) *Role Play or Drama***

The Role Play/Drama competition is a drama performance represented by each dormitory room, using either Arabic or English.

Participants are required to perform a story based on a given theme, with a maximum duration of 15 minutes. They must wear appropriate and modest costumes, and failure to appear within 5 minutes of being called will result in disqualification. The performance is assessed based on grammatical accuracy, gesture and expression (lahjah), fluency, and content. This competition encourages creativity, teamwork, and the practical use of language in expressive contexts.

**c) *Debate***

The Debate competition is a formal argument-based event held in Arabic or English, with participants selected one week in advance. Each dormitory sends three representatives, and a total of four groups are chosen to compete.

Every group is given two minutes to present their arguments. Participants must wear proper attire and will be disqualified if they fail to appear within five minutes of being called. They are also prohibited from using offensive language, pointing directly at opponents, or discussing the Qur'an or fixed religious rulings. Judging criteria include grammar accuracy, gesture and intonation (lahjah), fluency, and content. This competition aims to develop students' critical thinking, respectful communication, and structured speaking in a second language.

***d) Missing Lyrics***

The Missing Lyrics competition is a group-based activity where each dormitory team works together to correctly fill in missing lyrics from Arabic and English songs. Participants gather in front of their assigned area and are required to wear modest and proper attire. Only one answer sheet per group is submitted. The audio is played three times per song, starting with an Arabic song followed by an English one. During

the session, participants must remain silent and focused. Any group arriving later than five minutes after being called is disqualified. Judging criteria include accuracy of the written lyrics and the teamwork of each dormitory group. This competition enhances students' listening skills, vocabulary recognition, and promotes collaboration.

e) **Yelling** for female students

Yelling is a spirited team performance competition designed specifically for female students, where each group presents motivational chants or cheers in English or

Arabic. The performance emphasizes clarity, rhythm, enthusiasm, and teamwork. Participants must wear modest and coordinated outfits and follow the guidelines set by the organizing

committee. This activity not only strengthens students' pronunciation and confidence but also encourages group coordination and public speaking in an energetic and supportive atmosphere. Yelling serves as a creative outlet for language use through rhythm and repetition

### 3) create language spies

The spy program is a structured language discipline activity where two students from each class are selected in rotation by the Director of Language Administration to act as language monitors or “spies” (jasus). After being briefed and announced to their homeroom teachers, the selected spies begin their duties the following day. Their task is to record language violations, including detailed information such as their name, class, the violator’s identity, date, time, location, and the exact phrase used in violation. Reports are submitted each night after Isha prayer. These reports are documented by the administration and forwarded to the Disciplinary Division for further action. This program encourages peer responsibility and reinforces the importance of consistently using English or Arabic as scheduled.

#### c. As part of the monthly program is as follows:

The **main evaluation**, which involves all teaching staff and members of the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember, serves as a crucial moment to reflect on the program's overall implementation. This activity focuses on reviewing parts of the program that face obstacles or are not running effectively. The evaluation forum

provides space for all members—teachers and program facilitators alike to give feedback, propose improvements, and suggest new ideas, especially to enhance students' speaking abilities. In an interview,

Mr. Daniel, the English Program Coordinator, explained:

*"We conduct this evaluation to revisit each part of the program. If something isn't working well, we discuss the solution together. It helps maintain the quality of the program according to what's really happening on the ground."*<sup>66</sup>

Miss Avita, one of the speaking teachers, also shared her perspective: *"This forum is important because it gives us a chance to express our views, including suggestions for new activities that can boost students' confidence in speaking English."*<sup>67</sup>

Through this evaluation process, the program remains not only well-structured but also responsive to the actual needs and conditions of the students and the learning environment.

The researcher also took part in the main evaluation meeting alongside the teaching staff and members of the Intensive English Program. During the session, various reports were presented regarding language use, including common speaking challenges, recurring vocabulary errors, and student discipline issues related to the language program. The evaluation served as a platform for open discussion, where each report was responded to with constructive feedback and practical

<sup>66</sup> Interview with Mr. Daniel, English Program Coordinator, MTs Unggulan Al-Qodiri 1 Jember, 22 May 2025.

<sup>67</sup> Interview with Miss Avita, Speaking Tutor, MTs Unggulan Al-Qodiri 1 Jember, 22 May 2025.

solutions. Teachers and language coordinators suggested improvements in material delivery, daily implementation strategies, and student motivation techniques. The researcher observed that this evaluation process was highly collaborative and solution-focused, allowing each issue to be addressed carefully while reinforcing the shared commitment to enhancing students' English speaking abilities.<sup>68</sup>

#### 4. The evaluation of teaching speaking by using intensive English program at MTs unggulan Al Qodiri 1 jember

Based on the results of observations, interviews, and document reviews, it was found that the evaluation of speaking skills in the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember is carried out through two main approaches, namely: assumptive (objective-based) evaluation and performance-based formative evaluation. Each of these serves a different purpose and targets specific language competencies.<sup>69</sup>

##### a. Assumptive Evaluation (Objective-Based Evaluation)

This type of evaluation is conducted through written tests with the aim of measuring students' theoretical understanding of English. The aspects assessed include:

- 1) **Grammar** – Understanding of tenses, subject-verb agreement, and accuracy in sentence construction.
- 2) **Vocabulary** – Mastery of new vocabulary introduced in class, including meaning and contextual usage.

<sup>68</sup> Document Review: *Evaluation Report*, MTs Unggulan Al-Qodiri 1 Jember, May 2025.

<sup>69</sup> Observation during monthly evaluation meeting, MTs Unggulan Al-Qodiri 1 Jember, 22 May 2025.

- 3) **Sentence Structure** – Ability to build coherent and grammatically correct sentences using the learned expressions.

Assumptive evaluation provides insights into students' cognitive knowledge of the language, which serves as a foundation for their speaking competence.

b. **Performance-Based Formative Evaluation**

Unlike the assumptive method, this formative evaluation emphasizes practical and contextual use of the language. Based on document analysis—such as speaking rubrics, tutor handbooks, and student modules—the following performance aspects are consistently assessed:

- 1) **Fluency** – How naturally and smoothly students deliver speech, avoiding unnecessary pauses or repetitions.
- 2) **Pronunciation** – The clarity and correctness of students' articulation, including stress, rhythm, and intonation.
- 3) **Content Relevance** – The degree to which the spoken content is logical, coherent, and aligned with the topic.
- 4) **Vocabulary Usage** – How accurately and appropriately students use vocabulary in context.
- 5) **Interactive Skills** – The ability to initiate and maintain conversations, ask/answer questions, and engage in dialogue.

- 6) Confidence – Students’ self-assurance during speaking, reflected in body language, gestures, and eye contact.
- 7) Grammar Accuracy – Correct application of grammar, such as tense usage, articles, and subject-verb agreement.

Formative evaluations are conducted regularly through various practical activities such as speeches, storytelling, role plays, and short dialogues. These are integrated into weekly performance platforms like PKM (Weekly Creativity Stage) and PPM (Student Performance Stage), which function both as learning reinforcement and as evaluation tools.<sup>70</sup>

Supporting documents reviewed by the researcher affirm that both individual and group assessments are conducted. Tutors do not solely judge final performances but also take into account students’ progress, consistency, and participation throughout the program.

From the interviews, Miss Avita, one of the speaking tutors, stated: *"We believe speaking skills cannot be fairly measured only through written tests. Speaking is about confidence, fluency, and the ability to express ideas naturally."*<sup>71</sup>

This was further supported by the Program Coordinator, Mr. Daniel, who explained: *"Evaluation is not just a way to assess students’ skills—it also helps us reflect on our teaching methods and make necessary improvements."*<sup>72</sup>

<sup>70</sup> Observation during PKM speaking event, 21 May 2025; Document Review: *Weekly Speaking Schedule*, MTs Unggulan Al-Qodiri 1 Jember.

<sup>71</sup> Interview with Miss Avita, 22 May 2025.

<sup>72</sup> Interview with Mr. Daniel, 22 May 2025.

Based on that the researcher conclude The evaluation system applied in this program reflects a balanced combination between theory and practice. While assumptive evaluation gauges cognitive understanding, the performance-based formative evaluation prioritizes communicative ability, fluency, and real-world language use. This student-centered and dynamic approach fosters a more authentic and meaningful learning experience, equipping students to become confident English speakers both inside and outside the classroom.<sup>73</sup>

### C. Discussion

#### 1. The goal Of Teaching Speaking By Using Intensive English Program At Mts Al Qodiri 1 Jember.

Based on the results of observation, interviews, and document review, it was found that the main goal of teaching speaking through the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember is to encourage students to speak English actively, confidently, and in real-life contexts. The objective goes beyond academic achievement it also focuses on preparing students to use English naturally in daily communication. This was consistently emphasized by both program coordinators and tutors during interviews. The goal is realized through daily speaking practices, thematic weekly sessions, and structured monthly evaluations in the form of speeches, role plays, and dialogues.

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<sup>73</sup> Observation in the field, 21-25 May 2025

This finding aligns with a study conducted by Nursyam (2021), which explored the implementation of the Intensive English Program at MAN 2 Kediri. He concluded that the success of such programs depends on the consistency of language practice, strong tutor support, and an environment that promotes the use of English regularly.<sup>74</sup> Similarly, Sari and Gunawan (2020) found that students who participated in intensive programs showed significant improvement in fluency and self-confidence when speaking.<sup>75</sup> Therefore, the present findings support the idea that a systematically structured and continuously implemented Intensive English Program is effective in enhancing students' speaking abilities.

Moreover, the documents analyzed by the researcher revealed that the program is guided by clear and progressive objectives, starting from vocabulary development and pronunciation training to the ability to express ideas confidently in front of an audience. The program focuses not only on the technical aspects of speaking, such as sentence construction and pronunciation, but also on students' courage, fluency, and clarity in delivering their thoughts. These findings affirm that the speaking instruction goals of the Intensive English Program at

<sup>74</sup> M. Nursyam, "The Implementation of Intensive English Program to Improve Speaking Skill," *Journal of English Language Teaching and Learning* 2, no. 1 (2021): 45–56.

<sup>75</sup> D. A. Sari and M. Gunawan, "Developing Students' Speaking Ability through Intensive English Program," *ELT Journal* 14, no. 2 (2020): 73–82.

MTs Unggulan Al-Qodiri 1 Jember are aligned with integrated language skill development, with a strong emphasis on building students' confidence and speaking habits.

## **2. The material of teaching speaking by using intensive English program at MTs unggulan Al Qodiri 1 jember**

Based on the findings of this study, the speaking materials in the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember were systematically designed to support students' communicative competence. The materials included thematic vocabulary, daily expressions, and functional phrases relevant to students' everyday lives. Tutors employed a step-by-step teaching approach, focusing on pronunciation modeling, vocabulary memorization, simple sentence construction, and role-play activities. These practices were not only observed during classroom sessions but also confirmed through interviews with tutors and document reviews such as instructional modules and speaking assessment rubrics.

This structured approach aligns with the findings of Fatimah and Sulaiman, who emphasized that contextual and repetitive practice in pesantren-based English programs significantly improves students' speaking performance.<sup>76</sup> The integration of real-life expressions into lessons and the active

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<sup>76</sup> N. Fatimah and R. Sulaiman, "Designing Contextual Speaking Materials for Islamic Boarding Schools," *Journal of English Language Education* 6, no. 1 (2021): 55–64.

involvement of students in dialogue construction reflect a learning environment that fosters both fluency and confidence.

Furthermore, the emphasis on modeling and interaction is consistent with Brown's theory, which highlights the importance of comprehensible input, feedback, and meaningful use of language in second language acquisition.<sup>77</sup> By encouraging students to engage in authentic communication tasks such as asking for permission or performing short dialogues, the program promotes language internalization beyond rote memorization.

The researcher also observed that speaking materials were not delivered in isolation but reinforced through daily, weekly, and monthly programs that provided continuous opportunities for practice. For instance, topics like *"Asking and Giving Permission"* were not only taught in class but also practiced through pair work, guided speaking, and stage performances (PKM and PPM). These activities served as both evaluation and reinforcement tools.

In conclusion, this study supports previous research and theoretical perspectives, demonstrating that a structured, practice-oriented approach in English speaking instruction leads to significant improvements in student performance. The use of targeted materials, tutor modeling, and consistent practice helps

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<sup>77</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed. (New York: Pearson Education, 2007), 58.

students internalize language patterns and use English effectively in daily interactions.

### **3. The method of teaching speaking by using intensive English program at MTs unggulan Al Qodiri 1 jember**

The findings of this study show that the method of teaching speaking applied in the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember is highly structured and well-integrated into the students' daily lives. The program emphasizes continuous practice through scheduled activities, such as daily vocabulary memorization, sentence building, drilling, pronunciation correction, and listening sessions. These components are further supported by the requirement to carry a handy dictionary, the enforcement of speaking rules through discipline-based systems, and the involvement of tutors in daily and weekly evaluations.

These methods are not implemented arbitrarily. From the interviews with tutors such as Miss Avita and Mr. Daniel, it is evident that all teaching activities are conducted according to clear guidelines and language targets set by the Language Development Division. For example, vocabulary memorization is followed by immediate usage through sentence construction, while weekly speaking events provide opportunities for performance and evaluation. Monthly meetings are also held to review and refine

the implementation of the program based on field reports and student performance. The researcher's direct observation during the daily and weekly sessions confirms that speaking practice is habitual and supported by strong institutional routines.

This structured method is in line with the findings of Fatimah and Sulaiman, who emphasize that speaking programs in Islamic boarding schools become effective when they combine contextual materials with repeated oral practice and active student involvement in real communication tasks.<sup>78</sup> Likewise, Sari found that students' speaking confidence and fluency significantly improve when they are immersed in daily language environments with regular practice opportunities and peer monitoring.<sup>79</sup>

Thus, this study supports previous research by confirming that the successful teaching of speaking requires not only material delivery but also the creation of an environment that fosters constant exposure, active usage, and behavioral reinforcement. The Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember achieves this by embedding language learning into students' routines through structured methods, consistent feedback, and programmatic evaluation.

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<sup>78</sup> N. Fatimah and R. Sulaiman, "Designing Contextual Speaking Materials for Islamic Boarding Schools," *Journal of English Language Education* 6, no. 1 (2021): 55–64.

<sup>79</sup> M. D. Sari, "Students' Speaking Improvement through Daily English Practice in Islamic Boarding School," *Journal of Language Teaching and Research* 11, no. 4 (2020): 618–625.

#### 4. The evaluation of teaching speaking by using intensive English program at MTs unggulan Al Qodiri 1 jember

The findings from observation, interviews, and document review reveal that the evaluation system in the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember uses two main approaches: assumptive (written) evaluation and performance-based formative evaluation. The former focuses on students' understanding of grammar, vocabulary, and sentence structure, while the latter assesses real-time speaking abilities through activities such as speeches, storytelling, and role plays.

This approach is consistent with Fatimah and Sulaiman (2021), who found that contextual speaking practices in pesantren significantly enhance students' fluency and confidence.<sup>80</sup> Moreover, it aligns with Brown's theory that speaking competence should be evaluated through meaningful interaction, not just written tests.<sup>81</sup>

The program's use of speaking rubrics measuring fluency, pronunciation, vocabulary, interaction, and confidence supports

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<sup>80</sup> N. Fatimah and R. Sulaiman, "Designing Contextual Speaking Materials for Islamic Boarding Schools," *Journal of English Language Education* 6, no. 1 (2021): 55–64.

<sup>81</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), 172–173.

formative assessment theory, which emphasizes both student progress and instructional improvement (Sadler, 1989).<sup>82</sup>

Tutors also reported that evaluation helps refine teaching strategies and better support students' learning needs. In conclusion, the evaluation system combines theoretical and practical dimensions, promoting both linguistic accuracy and communicative competence. This dual approach effectively prepares students for real-world English use.



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<sup>82</sup> D. R. Sadler, "Formative Assessment and the Design of Instructional Systems," *Instructional Science* 18, no. 2 (1989): 119–144.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the discussions, observations, and analyses that have been thoroughly presented in Chapter IV, several important conclusions can be drawn. These conclusions reflect the core findings of the research and serve to summarize the extent to which the research objectives have been achieved. They are derived from a comprehensive examination of the data collected during the study and are intended to provide a clear understanding of the implementation of teaching speaking by using intensive English program at MTs ungulan al-qodiri 1 jember.

1. The goal Of Teaching Speaking By Using Intensive English Program At Mts Al Qodiri 1 Jember.

The Intensive English Program at MTs Al Qodiri 1 Jember aims to build students' confidence and communicative skills by encouraging daily use of English. Through activities like conversations and presentations, students improve fluency and clear expression.

The program focuses on practical use of English, helping students apply what they learn in real life. This approach motivates them to use English actively both inside and outside the classroom.

In short, the goal is to prepare students to confidently communicate in English for academic and global purposes.

2. The material of teaching speaking by using intensive English program at MTs unggulan Al Qodiri 1 jember

The speaking materials in the Intensive English Program at MTs Unggulan Al Qodiri 1 Jember are designed to gradually develop students' speaking skills through practical and structured activities. These include pronunciation, vocabulary, sentence structure, and real-life tasks like self-introductions, daily conversations, speeches, and storytelling.

Materials are tailored to students' proficiency and communication needs, encouraging confident use of English in various situations. Tutors also adjust topics to keep learning relevant and engaging.

This communicative approach builds a strong foundation, helping students use English effectively in everyday conversations, fulfilling the program's goal of practical language mastery.

3. The method of teaching speaking by using intensive English program at MTs unggulan Al Qodiri 1 jember

The program is divided into daily, weekly, and monthly activities aimed at gradually improving students' speaking skills.

- a. Daily Program: Students memorize vocabulary, practice correct pronunciation, participate in "Language Day" where they speak English for 24 hours, and face disciplinary actions if language rules are broken.
- b. Weekly Program: Vocabulary memorization is evaluated, students listen to English audio, engage in activities like speeches and debates

(PPM/PKM), and selected “language spies” monitor classmates’ English use.

- c. Monthly Program: A joint evaluation with teachers and program members assesses progress and addresses any challenges.

This structured and varied program effectively encourages consistent English speaking practice among students.

- 4. The evaluation of teaching speaking by using intensive English program at MTs unggulan Al Qodiri 1 jember

The evaluation in the Intensive English Program at MTs Unggulan Al-Qodiri 1 Jember focuses on practical speaking assessments through activities like speeches and drama in weekly events. The assessment covers fluency, pronunciation, and clarity, guided by a standard rubric. Besides final results, students’ learning processes and participation are also considered. This evaluation system helps measure student progress and teaching effectiveness, encouraging active and authentic use of English.

## **B. suggestion**

- 1. For the Intensive English Program

the researcher recommends improving the system of curriculum, and syllabi particularly for speaking classes. A well-structured framework is essential to support the development of effective teaching and to achieve the institution’s language learning goals.

## 2. For future researcher

For future researchers, it is recommended to conduct a more in-depth study of the Intensive English Program and to apply a more systematic and structured research methodology. Since this study focused on teaching speaking skills within the program, future research is expected to broaden its scope in order to provide a more comprehensive understanding of the effectiveness, challenges, and development opportunities of the Intensive English Program as a whole within the educational setting.



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## APPENDIX 1

## MATRIX OF RESEARCH

| TITLE  | VARIABLE                  | SUB VARIABLE                                      | INDICATOR   | SOURCE OF DATA   | RESEARCH METHOD  | RESEARCH FOCUS   |
|--|---------------------------|---|---|--|--|--|
| The Implementation Of Teaching Speaking By Using Intensive English Program At Mts Al Qodiri 1 Jember | Teaching Speaking         |   | 1. Basic tapes of speaking<br>2. The elements of speaking<br>3. Problems in speaking<br>4. Assessment of speaking | <i>a. Interview</i><br>1. The organization of intensive English program<br>2. The tutors<br>3. The member<br><i>b. Documentation</i><br>1. The Goal of intensive English program<br>2. Materials and media<br>3. The schedule of intensive English program<br>4. The evaluation of intensive English program | <i>A. Approach and kinds of research</i><br>1. Qualitative<br>2. Descriptive<br><i>B. Data Collection Method</i><br>1. Observation<br>2. Interview<br>3. Documentation<br><i>C. Data analysis technique</i><br>Qualitative<br>Descriptive<br><i>D. Validation of Data</i><br>Triangulation Technique | 1. The goal of teaching speaking using Intensive English Program at mts unggulan al-qodiri 1 jember ?<br>2. The material for teaching speaking using Intensive English Program at mts unggulan al-qodiri 1 jember ?    |
|  | Intensive English Program | 1. Planning<br>2. Implementation<br>3. Evaluation | 1. Goal of program<br>2. Material of program<br>3. Method of program<br>4. Evaluation of program                  |  |  | 3. The method of teaching speaking using Intensive English Program at mts unggulan al-qodiri 1 jember ?<br>4. The evaluation of teaching speaking using Intensive English Program at mts unggulan al-qodiri 1 jember ? |

## APPENDIX 2

## MATERIAL MODUL BOOK



English Book For Basic Learner

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## CHAPTER 11

## Asking For Permission and Giving Permission

Kadang kita harus izin saat akan melakukan sesuatu, baik kepada teman, orangtua, maupun kepada guru. Oleh karena itu, pada bab ini, kita akan belajar meminta izin dan juga memberikan izin. Berikut ekspresi yang dapat digunakan untuk meminta izin dan memberikan izin.

## Asking For Permission

May I/we + Verb 1 .... ?

Can I/we + Verb 1 .... ?

Excuse me, I/we will .....

Could you lend me .....

## Example :

- May I borrow your dictionary?
- Can we do the homework at your home?
- Excuse me, sir. We will return this dictionary to the library
- Could you lend me your English book?

## Giving Permission

S + May + Verb 1 .....

S + Can + Verb 1 .....

## Example :

- You may visit me.
- You may borrow my dictionary.
- You can use my pencil.
- You can do the homework at my home.

## CHAPTER 15

## Part Of Speech

Memahami *part of speech* adalah kunci utama untuk memahami struktur dan tata bahasa dalam bahasa Inggris. *Part of speech* adalah bagian grammar bahasa Inggris berupa klasifikasi kata-kata yang dibagi menjadi beberapa kategori berdasarkan peran serta fungsi dalam struktur sebuah kalimat.

Apa saja 8 parts of speech? Actually, sebagian besar orang mengetahui bahwa hanya ada 8 jenis part of speech dalam bahasa Inggris, yaitu pronoun, adjective, noun, conjunction, adverb, verb, interjection, preposition. Atau bisa kita sebut **PANGAVIP**

Tapi, kalau kamu bertanya, apakah **determiner** termasuk part of speech? Jawabannya adalah iya. **Determiner** ini biasanya bersanding dengan **article**.

Yuk, kenalan dengan materi ini secara mendalam!

## 1. Pronoun (Kata Ganti)

Pronoun merupakan kata yang digunakan untuk menggantikan kata noun. Penggunaan pronoun harus disesuaikan dengan posisinya dalam kalimat; apakah pronoun tersebut sebagai subjek, objek, atau sebagai kata empunya. Oleh karena itu pronoun dibagi menjadi lima, yaitu *subject pronoun*, *object pronoun*, *possessive adjective*, *possessive pronoun*, dan *reflexive pronoun*.

## CHAPTER 16

## Tenses

Tenses adalah perubahan bentuk kata kerja berdasarkan waktu terjadinya suatu perbuatan/kejadian dan sifat atau tingkat kesempurnaan saat kejadian tersebut terjadi (sedang dilakukan, akan dilakukan, baru saja dimulai, atau telah selesai).

Terdapat 16 tenses dalam pembelajaran Bahasa Inggris. Berikut adalah pembagian tenses dengan waktu dan sifat kejadian.

| Sifat Waktu | Simple             | Continuous             | Perfect             | Perfect Continuous             |
|-------------|--------------------|------------------------|---------------------|--------------------------------|
| Present     | Simple Present     | Present Continuous     | Present Perfect     | Present Perfect Continuous     |
| Past        | Simple Past        | Past Continuous        | Past Perfect        | Past Perfect Continuous        |
| Future      | Simple Future      | Future Continuous      | Future Perfect      | Future Perfect Continuous      |
| Past Future | Simple Past Future | Past Future Continuous | Past Future Perfect | Past Future Perfect Continuous |

## Keterangan :

- Present (waktu Sekarang)
- Past (waktu lampau)
- Future (waktu yang akan datang)
- Past Future (waktu yang akan datang dengan sudut pandang masa lalu/seharusnya terjadi)
- Simple (tidak sedang dilakukan)
- Continuous (sedang dilakukan)
- Perfect (telah dilakukan/telah selesai)
- Perfect continuous (dimulai pada saat tertentu dan masih berlangsung pada saat itu)

1. PANCAVIP (Parts of Speech – Kelas Kata dalam Bahasa Inggris)  
 PANCAVIP adalah singkatan dari 8 kelas kata dalam Bahasa Inggris.  
 Digunakan untuk memahami dan menyusun struktur kalimat yang benar.

| Singkatan | Kelas Kata   | Fungsi          | Contoh                 |
|-----------|--------------|-----------------|------------------------|
| <b>P</b>  | Pronoun      | Kata ganti      | <i>I, you, they</i>    |
| <b>A</b>  | Adjective    | Kata sifat      | <i>smart, happy</i>    |
| <b>N</b>  | Noun         | Kata benda      | <i>student, table</i>  |
| <b>C</b>  | Conjunction  | Kata penghubung | <i>and, but, or</i>    |
| <b>A</b>  | Adverb       | Kata keterangan | <i>quickly, always</i> |
| <b>V</b>  | Verb         | Kata kerja      | <i>run, study</i>      |
| <b>I</b>  | Interjection | Kata seru       | <i>Wow!, Oh no!</i>    |
| <b>P</b>  | Preposition  | Kata depan      | <i>in, on, at</i>      |

**Contoh Kalimat:**

(Pronoun) **run** (Verb) **quickly** (Adverb) **in** (Preposition) **the park** (Noun).

**2. Lima Tenses Dasar**

**a. Simple Present Tense**

▪ **Rumus:**

- (+) S + V1 (s/es) + O
- (-) S + do/does + not + V1
- (?) Do/does + S + V1 + ?

• **Contoh:**

- (+) She reads a book every day.
- (-) They don't play football.
- (?) Does he go to school?

**b. Present Continuous Tense**

▪ **Rumus:**

- (+) S + am/is/are + V-ing
- (-) S + am/is/are + not + V-ing

- (?) Am/Is/Are + S + V-ing + ?

▪ **Contoh:**

- (+) I am studying now.
- (-) She is not watching TV.
- (?) Are they playing outside?

**c. Simple Past Tense**

▪ **Rumus:**

- (+) S + V2 + O
- (-) S + did not + V1
- (?) Did + S + V1 + ?

▪ **Contoh:**

- (+) He visited the museum yesterday.
- (-) I didn't see her.
- (?) Did you finish your homework?

**d. Present Perfect Tense**

▪ **Rumus:**

- (+) S + has/have + V3
- (-) S + has/have + not + V3
- (?) Has/Have + S + V3 + ?

▪ **Contoh:**

- (+) I have eaten lunch.
- (-) She hasn't arrived yet.
- (?) Have you done your task?

**e. Simple Future Tense**

▪ **Rumus:**

- (+) S + will + V1
- (-) S + will not (won't) + V1
- (?) Will + S + V1 + ?

▪ **Contoh:**

- (+) We will go to the zoo tomorrow.
- (-) He won't come today.
- (?) Will they join the competition?

### 3. Asking and Giving Permission

#### a. Asking for Permission (Meminta Izin)

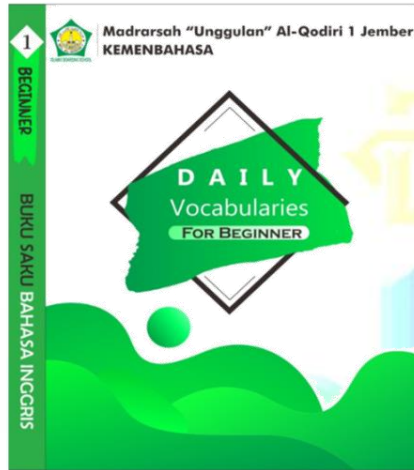
| Pola Kalimat               | Contoh                            |
|----------------------------|-----------------------------------|
| May I + V1 ...?            | May I borrow your pen?            |
| Can I + V1 ...?            | Can I go outside?                 |
| Could I + V1 ...?          | Could I use your book?            |
| Do you mind if I + V1 ...? | Do you mind if I open the window? |

#### b. Giving Permission (Memberi Izin)

| Pola Kalimat    | Contoh                     |
|-----------------|----------------------------|
| Yes, you may.   | You may use my dictionary. |
| Sure, go ahead. | Sure, you can sit here.    |
| Of course.      | Of course, take it.        |
| No problem.     | No problem, you can join.  |

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J E M B E R

## VOCABULARIES BOOK



Tanggal :

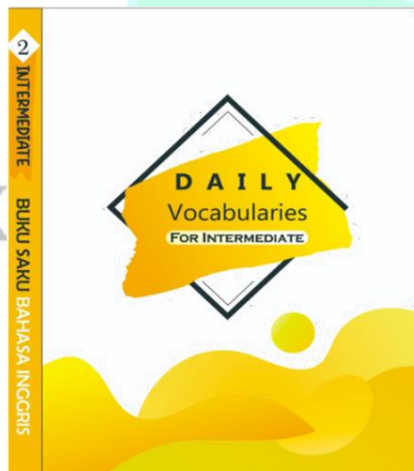
- |            |             |
|------------|-------------|
| 1. Pick up | : Menjemput |
| 2. Agree   | : Setuju    |
| 3. Always  | : Selalu    |
| 4. Seldom  | : Jarang    |
| 5. Bad     | : Jelek     |

**You always spoil my holiday**  
Kamu selalu mengganggu  
liburanku

TTD Pendar

8

**8 | Daily vocabularies for beginners**



Tanggal :

- |                 |               |
|-----------------|---------------|
| 1. Admit        | : Mengakui    |
| 2. Blame        | : Menyalahkan |
| 3. Town         | : Kota        |
| 4. Village      | : Desa        |
| 5. Turn around! | : Berbalik    |

**She lives in a beautiful town.**

Dia tinggal di kota yang indah.

TTD Pendar

**8 | Daily vocabularies for intermediate**

**APPENDIX 3**

**SCHEDULE**  
**OF INTENSIVE ENGLISH PROGRAM**

**Daily Program**

|  | <b>Activity</b>               | <b>Time schedule</b>  |                            |
|--|-------------------------------|---|----------------------------|
|  | Memorizing vocabulary         | Every day in the evening (8:00 PM – 8:30 PM)  | <b>All tutors of class</b> |
|  | Correcting words and drilling | Every day in the evening (8:00 PM – 8:30 PM)  | <b>All tutors of class</b> |
|  | Punishment or discipline      | Every day in the evening (21:30 - 22:00)  | <b>All tutors of class</b> |
|  | Bring a dictionary            | Every day while being in the school environment and following the language rotation schedule. | <b>All tutors</b>          |
|  | Having a Class                | 14:15 – 16:30<br>(adjusting the time and day for each class)                                  | <b>All tutors of class</b> |

|  |                  |  |                   |
|--|------------------|--|-------------------|
|  | Speaking English | Every day from morning to night, following the schedule of language switching.                                   | <b>All tutor</b>  |
|  | Listening sound  | Every day in the afternoon after afternoon activities for 5-10 minutes following the language exchange schedule. | <b>All tutors</b> |

### Weekly program

|  | <b>Activity</b>                          | <b>Time schedule</b>  |  |
|--|--|---|--|
|  | The weekly evaluation vocab memorization | Every Sunday follows the language change schedule.                              | <b>All tutors of class</b>                       |
|  | Create weekly language spies             | Selected from each class on Sunday according to the language rotation schedule. | <b>Organisation of intensive English program</b> |

|  |  |  |                   |
|--|--|--|-------------------|
|  | PKM or PPM<br>Story Telling<br>Speech Contest<br>Drama<br>Debating contest | Every Sunday<br>(2:15 PM - 4:45<br>PM) following the<br>language change<br>schedule. | <b>All tutors</b> |
|  |  |  |                   |

### Annual Program

|  | <b>Activity</b> | <b>Time Schedule</b>   |  |
|--|-----------------|--|--|
|  | Pekan Berbahasa | Held once a year at<br>the beginning of<br>the new school<br>year. |  |
|  | SEA competition | Held once a year at<br>the end of the even<br>semester             |  |

## APPENDIX 4

## SCHEDULE OF PROGRAM

JADWAL KEGIATAN PEMBELAJARAN KOMPETENSI UNGGULAN  
MTs. UNGGULAN AL-QODIRI I JEMBER  
SEMESTER GENAP TAHUN PELAJARAN 2024/2025

[illegible]

| KODE CURI |                         |
|-----------|-------------------------|
| 1         | Sing Satrio Dwa Srengah |
| 2         | Al Adhul                |
| 3         | Al Shady                |
| 4         | M. Rany Zamal Idrus     |
| 5         | Fahmi Zaki              |
| 6         | Yus Kasyidi             |
| 7         | Rafael Isyandhi         |
| 8         | Akmal Rahmat Srengah    |
| 9         | Maulid Tama Aji         |
| 10        | Alkhamid Nabil Syahid   |
| 11        | M. Nurdin Rbi           |
| 12        | Raki Ramadhani          |
| 13        | Alvin Tofar Rani        |
| 14        | Husni Madi              |
| 15        | Sabun Amr Yakin         |
| 16        | Asyid Rahim             |
| 17        | Moch. Shalehin Moch     |
| 18        | Rizki Rofiqi            |
| 19        | Arham Dandi Akhyari     |
| 20        | Awan Rabi Fatahyah      |
| 21        | Yogi Amal Fani          |
| 22        | M. Yusef Fatahi Fatahi  |
| 23        | Mahdi Karmawati         |
| 24        | Rahli Hilmus            |
| 25        | Almal Zamrudhi Adhul    |
| 26        | M. Rbi Rani Amadhi      |
| 27        | A. Fatah Enul           |
| 28        | Al Banihi               |
| 29        | Dwa Fransyah            |
| 30        | M. Isma Fidihi          |
| 31        | Sabidi Rabi             |
| 32        | Riki Fatah Idrus        |
| 33        | Fatah Dhamdhami         |
| 34        | Yus Nuzulmal            |
| 35        | Amir Nopra              |
| 36        | Kamardi Azahid          |
| 37        | Dwa Isma                |
| 38        | Pakey Anas Hidayat Dwa  |
| 39        | Gita Isma               |
| 40        | Rang Arta Hidayatma     |
| 41        | Zahid Khamdi            |
| 42        | Mahdi Nis Ajiyah        |
| 43        | Dwa Rapi                |
| 44        | Riki Fatah Ranihi       |
| 45        | Amir Rini Yulidi        |
| 46        | Dwi Panti               |
| 47        | Ela Wafayun             |
| 48        | Shadi                   |

| TH  | Tahfidz          | PEMBACAAN KHULASAH DAN QODAM |  | Jember, 24 April 2025 |
|-----|------------------|------------------------------|--|-----------------------|
| TNT | Tahsin wa Takmil | 07.00-07.20                  | Pembacaan Khulashoh dan Aqel           | Menyetujui,           |
| M   | Muslimin         | 13.30-13.45                  | Pembacaan Qoisatoh Authority 1 (Sang)  | Sekretaris Pimpinan 1 |
| TC  | Tahsinus         | 19.30-20.00                  | Pembacaan Qoisatoh Authority 2 (Malam) |                       |

Eko Muhyadi, S.Pd.I, M.Pd.

## APPENDIX 5

## THE INTENSIVE ENGLISH PROGRAM ACTIVATES



KEGIATAN PKM DAN PPM



HANDY DICTIONARY



EVALUASI RAPAT BULANAN



VOCABULARY MEMORIZING



## APPENDIX 6

## LEMBAR PENILAIAN UNTUK KEGIATAN INTENSIVE ENGLISH PROGRAM

## LEMBAR PENILAIAN BERCERITA BAHASA INGGRIS

## PUSAT PROGRAM MINGGUAN

| NO | NAMA | KELAS | SKOR                   |       |         |             |                | TOTAL |
|----|------|-------|------------------------|-------|---------|-------------|----------------|-------|
|    |      |       | INTERPRETASI<br>NASKAH | VOKAL | GESTURE | KREATIVITAS | UNITY/KESATUAN |       |
|    |      |       | 15                     | 25    | 25      | 15          | 10             |       |
| 1  |      |       |                        |       |         |             |                |       |
| 2  |      |       |                        |       |         |             |                |       |
| 3  |      |       |                        |       |         |             |                |       |
| 4  |      |       |                        |       |         |             |                |       |
| 5  |      |       |                        |       |         |             |                |       |
| 6  |      |       |                        |       |         |             |                |       |

## KETERANGAN

1. INTERPRETASINASKAH : Ketepatan bercerita sesuai naskah.
2. VOKAL : Artikulasi dan power pada saat melakukan story telling
3. GESTURE : Ketepatan bentuk/gerak tubuh terhadap suatu cerita.
4. KREATIVITAS : Kemampuan mengembangkan cerita
5. UNITY/KESATUAN : Keseluruhan penampilan dalam menyampaikan cerita. Dan mencakup penghayatan cerita.

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## LEMBAR PENILAIAN PIDATO BAHASA INGGRIS

## PUSAT PROGRAM MINGGUAN

| NO | NAME | CLASS | SCORE           |                |                     | TOTAL SCORE |
|----|------|-------|-----------------|----------------|---------------------|-------------|
|    |      |       | CONTENT<br>(40) | MENNOR<br>(40) | PERFORMANCE<br>(20) |             |
| 1  |      |       |                 |                |                     |             |
| 2  |      |       |                 |                |                     |             |
| 3  |      |       |                 |                |                     |             |
| 4  |      |       |                 |                |                     |             |
| 5  |      |       |                 |                |                     |             |
| 6  |      |       |                 |                |                     |             |

## KETERANGAN PENILAIAN :

- Content : Materi, Kesusaian Tema, Accuracy (Ketepatan Bahasa)
- Menmor : Intonasi, Artikulasi, Penguasaan Panggung, Interaksi, Ekspresi
- Performance : Kostum, Media, Adab

| Kriteria                                  | Skor 4 (Sangat Baik)                                | Skor 3 (Baik)   | Skor 2 (Cukup)  | Skor 1 (Perlu Perbaikan)                           |
|---|---|---|---|--|
| <b>Pengucapan (Pronunciation)</b>         | Jelas, alami, hampir tanpa kesalahan                | Umumnya jelas, beberapa kesalahan kecil               | Beberapa kata sulit dipahami karena pengucapan        | Sulit dipahami, banyak kesalahan pengucapan        |
| <b>Tata Bahasa (Grammar)</b>              | Hampir tanpa kesalahan, struktur kalimat bervariasi | Beberapa kesalahan, tetapi tidak mengganggu pemahaman | Beberapa kesalahan yang mengganggu pemahaman          | Banyak kesalahan, sulit dipahami                   |
| <b>Kosakata (Vocabulary)</b>              | Variatif dan tepat, sesuai konteks                  | Umumnya tepat, kosakata cukup bervariasi              | Terbatas, ada beberapa penggunaan yang kurang tepat   | Sangat terbatas, sering salah menggunakan kosakata |
| <b>Kejelasan dan Kelancaran (Fluency)</b> | Sangat lancar, berbicara dengan percaya diri        | Umumnya lancar, hanya sedikit jeda atau ragu-ragu     | Sering berhenti atau terlihat ragu                    | Tidak lancar, banyak jeda atau pengulangan kata    |
| <b>Konten (Isi dan Relevansi)</b>         | Isi sangat relevan, ide tersampaikan dengan baik    | Isi relevan, pesan umumnya jelas                      | Sebagian isi kurang relevan, pesan agak membingungkan | Isi tidak relevan atau tidak jelas                 |

**Catatan Penilaian:**

- Total Skor Maksimal: 20 poin
- Nilai akhir dapat dikonversikan ke skala 100 atau predikat (A, B, C, dst)
- Rubrik ini bisa digunakan untuk penilaian individu maupun berpasangan



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Nomor : B-12404/In.20/3.a/PP.009/05/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTsS Unggulan Alqodiri 1 Jember

Jln manggar no.139 A Gebang - Patrang - Jember

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

NIM : T20186055  
 Nama : TRISTANTI SELMA WIDYANI  
 Semester : Semester empat belas  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of teaching Speaking by using Intensive English Program at thrid grade of MTsS Unggulan Alqodiri 1 jember" selama 7 ( tujuh ) hari di lingkungan lembaga wewenang Bapak/Ibu Hj. Ilmi Mufidah, S.pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 Mei 2025

Dekan,

Yth. Dekan Bidang Akademik,



KHOTIBUL UMAM



**YAYASAN AL-QODIRI JEMBER  
MADRASAH TSANAWIYAH AL-QODIRI I**

Jalan Manggar Nomor. 139 A Gebang-Patrang-Jember 68117

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Nomor : 080/Mts.13.32.555/PP.00.5/05/2025

22 Mei 2025

Perihal : Surat Keterangan Selesai Penelitian

Yang bertanda tangan dibawah ini:

Nama : Hj. Ilmi Mufidah, S.Pd.

Jabatan : Kepala MTs Al Qodiri I Jember

Menerangkan bahwa,

Nama : TRISTANTI SELMA WIDYANI

NIM : T20186055

Program Studi : Tadris Bahasa Inggris

Perguruan Tinggi : UINKHAS Jember

Judul Penelitian : " The Implementation of Teaching Speaking by Using Intensive English Program of MTs Unggulan Al-Qodiri 1 Jember ".

benar-benar telah melakukan penelitian di lembaga kami sejak 21 – 27 April 2025.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

**KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

Kepala

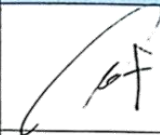

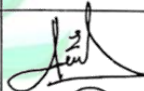



MTs. Al Qodiri I Jember



Hj. Ilmi Mufidah

### Jurnal Kegiatan Penelitian

Nama Trisanti Selma Widyani  
 NIM T20186055  
 Title The implementation of teaching speaking by using intensive English program at MT's Unggulan Al – Qodiri 1 Jember

| No | Tanggal          | Jenis Kegiatan   | Tdd   |
|----|------------------|--|---|
| 1. | 21 mei 2025      | Meminta izin penelitian dan Menyerahkan surat penelitian di sekolah    |    |
| 2. | 21 mei 2025      | Observasi lokasi penelitian dan meminta profil sekolah, Visi&Misi dll. |    |
| 3. | 21 – 24 mei 2025 | Melakukan observasi kegiatan pembelajaran siswa                        |   |
| 4. | 24 mei 2025      | Melakukan interview kepada siswa, guru dan kepala sekolah.             |  |
| 5. | 24 mei 2025      | Pengambilan dokumentasi seperti RPP, Media pembelajaran dll            |  |
| 6. | 26 mei 2025      | Pengambilan surat selesai penelitian                                   |  |

Jember, 2025

Kepala MTs Al-Qodiri 1 Jember



### DECLARATION OF AUTHORSHIP

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Stated that the thesis titled **“The Implementation of Teaching English By Using Intensive English Program At Mts Unggulan Al-Qodiri 1 Jember”** is truly my work from the result of conducted research at the Mts unggulan al-qodiri 1 jember. Except for some resources, which are accepted from references mentioned

Jember, July 2<sup>nd</sup> 2025

Author



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