THE IMPLEMENTATION OF ENGLISH CAMP
IN TEACHING AND LEARNING OF SPEAKING ABILITY
AT ENGLISH AREA OF LATEE ANNUQAYAH ISLAMIC
BOARDING SCHOOL

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

IAIN JEMBER

By:
A Fawazien Ready
SRN T20166029

STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
JANUARI 2021

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Approval by Advisor:

Ninuk Indrayani M.Pd
NIP. 197802102009122002

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THESIS

It has been examined and approved by the board examiners in partial fulfillments of the requirement for the bachelor degree of education (S.Pd)

Faculty of Teacher Training and Education

English Education Department

Day : Thursday

Date : 07th of January 2021

The Board of Examiners

Chair   Secretary

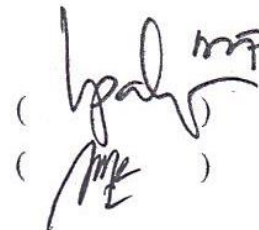**Dr. Zainal Abidin, S.Pd.L., M.Si.**   **Praptika Septi Femilia, M.Pd.**

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MOTTO

... إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمْ ....

…..Surely Allah will not change the fate of a people except the people themselves who change what is in themselves…. (Q.S Ar-Ra'd: 11)[1]

Learning is a process of lives, indeed, You Live You learn

"Zero to be Hero"

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[1] Departemen Agama RI, Al-Quran dan Terjemahannya, (Surabaya: Fajar Mulya, 2015) 250.

DEDICATION

I dedicate this thesis to:

1. My little lovely family, My Father Junaidi, My Mother Suhriyah, and My Little Sister Khidnatun Zakiyyah Ready, who become my first inspiration and ambition to finish this study as soon as possible

2. My grandfather and My grandmother of My mother and also my grandmother of My father who have never forgotten to pray for all my ways during the process

3. My teachers of Kindergarten of TK Nurul Islam, Elementary School of MI Nurul Islam, Junior High School of MTs Nurul Islam, Senior High School of MA 1 Annuqayah, Islamic Boarding School of Annuqayah and Annuqayah Latee, and the teachers of English Area of Latee who teach me everything that I was a zero till now I grow up to be *hero*.

4. My best inspirations and supporters who are always there as I am in bad condition being in a far place of my house, my family in Bondowoso, Ayik Nima, Om Yuyud, Mbah Rudi, and Kai Oong, and the unforgettable ones, Ana Fitriana, Zubaidi, M Suhil, Moh Ruslan Abadi, M. Imam S Arifin, M.Q Aynan, Moh Sibaweh, Nasiruddin, and M. Hilmi Abdul Aziz, who all of them have the important role in my entire life as I am able to be as like today, thanks is my weakest word that I only can express.

5. My lovely inspiration who has been giving me a motivation to live better that the words she say is just like magic, the only one that nothing compare and just as like a light that brighten me when I am in dark, just because of the existence of her, everything is better even I have no any relation or even a special chats with her, but it is more than enough to say "Thank You" as she has ever been in the cycle of my life.

6. Last but not least, for all big family of My Class (Extra-Ordinary Class), My Organizations (EAL-English Area of Latee, ESA-English Student

Association, IAA-Ikatan Alumni Annuqayah, Jong Madura, PMII-Pergerakan Mahasiswa Indonesia, ICIS-Institute of Culture and Islamic Study, IKAMABSII Jatim-Ikatan Mahasiswa Bahasa Inggris Indonesia), and My kontrakan Team (Rahman, Nabil, Setia, Nawafil, Herman)

By all those, I have been built as who I am today; Thanks without any limit for all those, May Allah give all of you more than what I have got to be

ABSTRACT

A Fawazien Ready,. 2020. *The Implementation of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School*. Thesis. English education Department. Tarbiyah and Teacher Training Faculty. State Institute of Islamic Studies of Jember. Advisor: Ninuk Indrayani M.Pd.

Keywords: english camp, communicative approach, speaking ability, english area of latee

Learning a language means learning every parts of life such as communication tool, relationship with others, the form of language, en expression, grammatical role, habitation, intonation, and many others. EAL (English Area of Latee) as an English Communicative Community has implemented the great model of language learning called as English Camp as the atmosphere and the communicative approach as the basic theory of that model. This implementation shows how language learning becomes the habitual and live together with the students who use English as their communication tool. Thus, the problems in this research are; What are the teaching plan, material, procedure, media, and assignment used by English Camp in the teaching and learning of speaking ability? The objective of this research is to describe the teaching plan, material, procedure, media, and assignment used by English Camp in the teaching and learning of speaking ability?

The research methodologies of this research are: 1) The research design of this study is descriptive research by qualitative approach. 2) The subjects of this research are administrators, tutors and the students of English Area of Latee. 3) The research instruments of this research are observation, interview and documentation. 4) The validities of data are triangulation of techniques and sources.

The findings of the research are; 1) the teaching plans of EAL are work program and program planning, 2) The Material of English Camp is variety that should be authentic on the learning of using English as the communication tool, 3) The Procedure of English camp can be grouped as Daily, Weekly, Monthly and The Annual Activity, 4) the media of English Camp in learning and teaching speaking is absolutely incredible in the form of Audio, Visual, and audio-visual, 5) The Assignments of English Camp are also the annual assignment such as Middle test (Written Exam), Final Test which includes three types of test, they are; the requirements (before exam), written test (the theory assignment) and the spoken test (explanation phase).

All those findings and result of the research can be concluded that English Camp as the learning atmosphere for teaching and learning speaking ability is effective to do, because Speaking is about the habitual action and it has relation with the type of English Camp that should be not only done in the class, but also in all parts of students' life during the camp.

ACKNOWLEDGEMENT

The day and night are always beautiful as the mercies and blessing of Allah the Almighty one God has been being given and felt by the all entire human being in universe. No other proper words to express it except "*Alhamdulillah*" for all things we feel health and spirit till today.

The *Shalawat* and *Saalam* may always be given to the best creatures ever, the most amazing human, and the wonderful figure of human being, Prophet Muhammad S.A.W, the existence of him can cause the world of stupidity to be smartness, the dark to be light, and *Jahiliyyah* Era to be the Islamic Era.

All praises to Allah the almighty for all his mercies and guidance so as to the author can complete such thesis entitled "The Implementation of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School" to achieve the undergraduate degree of English Education Department, Faculty of Education and Teacher Training, State Institute of Islamic Studies of Jember.

The author is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

1. Prof. Babun Suharto, S.E, M.M as the Rector of State Institute of Islamic Studies OF Jember who has facilitated me during this undergraduate study

2. Dr. Hj. Mukni'ah as the Dean of Tarbiyah and Teacher Training Faculty who has permit me to have this research

3. Mr. As'ari, M.Pd.I as the Head of English education department who has permit me to have this research

4. Ninuk Indrayani M.Pd as my advisor who has helped me a lot in conducting this research

5. H. Abdul Muis, S.Ag, M.Si as the Chief of library of IAIN Jember who has facilitated me on supplying the references to conduct the research

6. Ainur Ridho as the Board Leader of Annuqayah Latee and Imron Habibi as the director of English Area of Latee who help, support, fulfill, and facilitate all my need in the research field

7. And all of people who participates on this process.

However, the writer understands that this thesis is far from perfect, but hopefully it will be useful for readers and future researchers
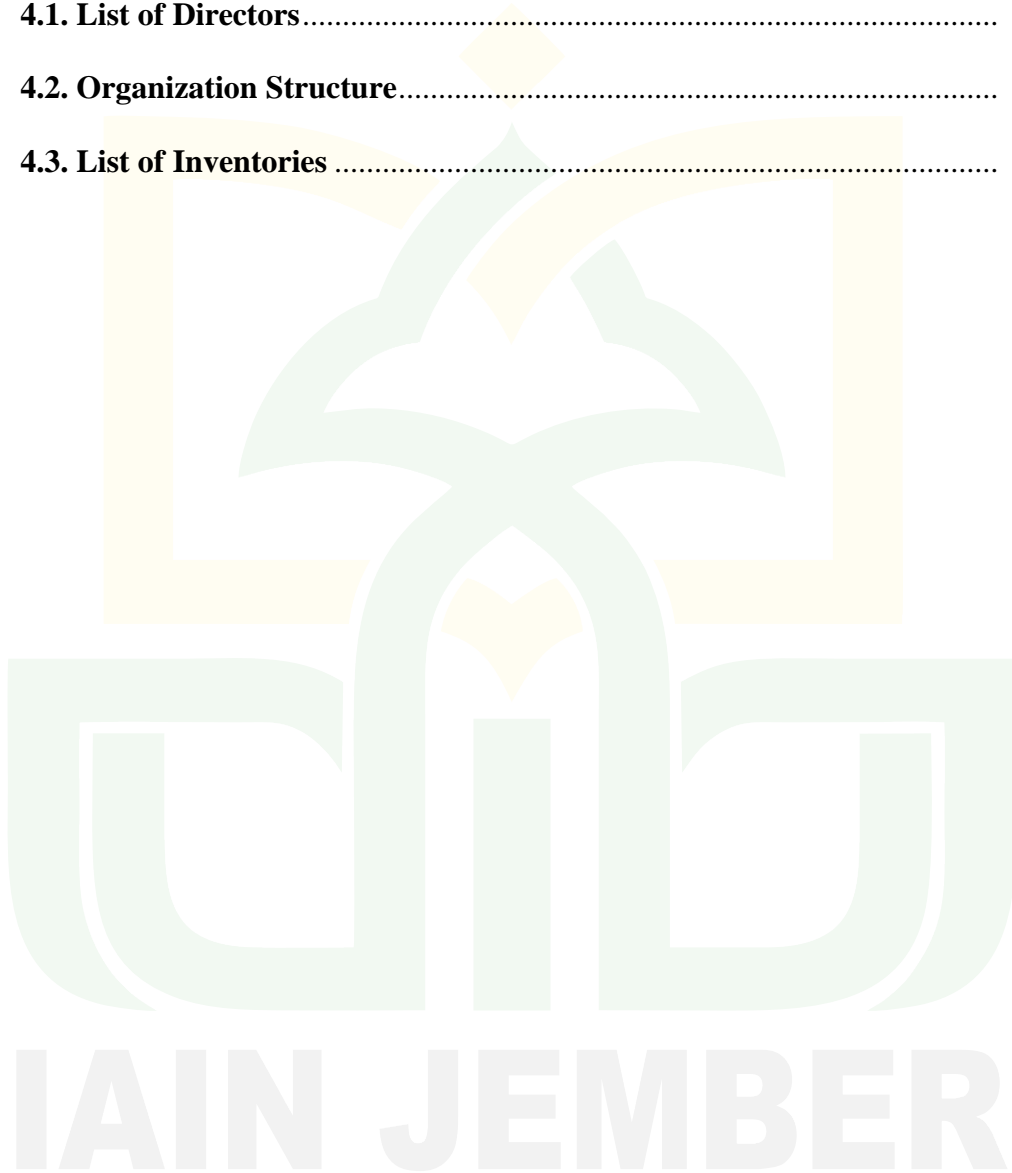
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CHAPTER I

INTRODUCTION

A. Background of The Research

Language naturally becomes the most important part of human life in having relation one another. In fact, human becomes the social creators which are not able to be a part to other ones. Language is one of the most uniquely human capacities that our species possesses, and one that is involved in all others, including consciousness, sociality and culture. We employ the symbolic system of language to make meaning and communicate with other fellow humans[1]. Humans all over the world expect a lot of things in doing all their lives in all parts of their daily routine. However, language becomes the only one aspect that differs human from other creators such as animals, plants, and so on.

Language is the ability to acquire and use complex system of communication, particularly the human ability to do so, and a language is any specific example of such a system. Language is not only means of communication but also builds economic relationship, friendships, and culture ties[2]. People all around the world, in fact, use language as their first tool to fulfill their obligation and desire. They buy or sell the daily need through language use combined with the culture of their environment. They do the biological need such as expressing their love or the desire of sex to their couple

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[1] Lordes Ortega, *Understanding Second Language Acquisition*, (New York : Routledge, 2013) 1.
[2] Jyonica Suri, *Role of Language in Human Life* :International Journal of English, Language, Literature and Humanities, Vol III, Issue VII, New Delhi: 2015, 181

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by also the use of communication known language. Moreover, language becomes the first primer need that all people need to continue their lives and the future.

Based on the Qur'an Surah Al-Baqarah (2:31):

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ﴿٣١﴾

"And He taught Adam the nature of all things; then He placed them before the angels, and said: tell me the nature of these if ye are right."[3]

In the context of Surah above, Allah taught Adam as His first human creator about all names of all things, and that are related to the importance of language for human being. Language foundation is a word that is arranged to be a sentence. That means Allah taught Adam the foundation of the language before creating the other creators known Eva. He would have a communication with Eva after that. Thus, language becomes the first priority of God's teaching to the humans.

Al-Quran is revealed to Muhammad in the Arabic Language and becomes a proof that Language use is real and there will be nothing a life with no existence of language to be a communication role. Quran consists of Arabic word to be a sentence then understood by people as the information of worshiping God and obeying all His orders. As language is not existence all around humans, there is nothing a tool of communication which humans

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[3] Abdullah Yusuf Ali, *The Holy Quran Original Arabic Text with English Translation & Selected Commentaries*, (Kuala Lumpur: Saba Islamic Media, 2004), 27

understand that the world has its own rule and the management of God to make a peace of living among humans in the world.

World is not created for one community of people, but there are millions of humans lives which are exist and live in all parts of world with different types of life styles, cultures, values, languages, rules, and many more different things one another. Language has no existence apart from the social reality of its users. Although language is a precondition for social life, it does not exist on its own and does not simply reflect some pre-existing reality[4]. That creates the multilingual lives in the social relations. There are thousands of languages used by humans all over the world. Each language has its own rule, characteristic, types, and styles. This diversity is the nature of humans being life and becomes the hard topic to be discussed in the issue of different life for a peace in world. But the fact, humans live in peace even they have different types of life way.

The issue in the language learners is that the more we master languages, the better we are going to open the world science. Thus, it could be so difficult to master more than 2 languages except the mother language. The solution of such problem is that people should have a language which becomes the unity of the language that the majority people all around the world learn or know the language. The easy answer of this question is English language. English becomes the universal language in which the most people all around the world intend to learn and master English as their Second language. They regard

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[4] Romaine 1991 in Hamzaa Alshenqeeti and Naif Alsaedi, *Is Multilingualism A Problem? The effect of multilingualism at the societal level*, an Article, Ta'ibah University, ARECLS, 2012, Vol 9, 63

English is the international language that can enhance their lives in all aspect such as education, science, economic, relations, tourism, and many more. As global language, it is obvious that English plays an important role in international interactions. International interactions include economic relationship among countries, business, trading, and others[5]. For, English is a language that becomes the most priority language to master in Second Language acquisition.

Unfortunately, English in Indonesia does not become the Second Language, but the foreign Language. Many people are not aware of mastering English to have the bright future. Indonesian English proficiency is still low and far of the target, it causes English in Indonesia is not as the second Language but foreign language. Based on the data arranged by EF Standard English test on 2017, Indonesia places on 39 of 80 countries all over the world, that range is lower than last year that is 32[6]. This proves that Indonesia still needs to improve the societies' quality in learning English, specially the awareness of mastering English.

The low position of Indonesia becomes the motivation to learn English, yet, many factors impact the societies why they feel difficult to learn or even master English. One of them is because of the education system of Indonesia which is confusing and changing year by year. Besides, the societies' motivation to learn English is far away of the data which can be called high

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[5] M Sammanth Reddy, *Importantce of English Languange in Today's World*, International Journal of Academic Research, UAR, Vol. 3, Issue-4 (2), 2016, 181
[6] Mochammad Dipa, "Indeks Kexcakapan Bahasa Inggris, Indonesia Peringkat ke-39 dari 80 Negara" Warta Kota, 22 Desember 2017, https://wartakota.tribunnews.com/2017/12/22/

interest. They also feel that English is a foreign language which is so different with Bahasa such as the pronunciation, dialect, accent, grammatical, and many more. Thus, people feel frustration of learning English; moreover, they avoid English in their daily learning or even in their daily activities. The fact shows how English is so important to master by the majority of people.

English has four basics in learning it; they are listening, speaking, reading, and writing. In cases where English is taught as a foreign language, there is no opportunity to use the skills in classroom[7]. By the reasons that English is wide and has these four aspects, it is difficult to learn in a context of classroom with a teacher. Moreover, the classroom has the limited about the time and concept of learning. The government, however, has their own system and change year by year. This situation makes the teachers' perception confused and difficult to interpret their method in the classroom. In other hand, students feel that English is really so strange in pronouncing the word, arranging the sentence, or even writing the text in English. They attend not to have many English words to memorize. This becomes the most important problem to solve in order to get a solution of it.

As the first topic discussed above, speaking becomes the most important topic and becomes the identity of a language use. As the tool of communication, language is first of all about speaking, speaking, and speaking. Yet, it is also hard problem to solve talking about speaking ability in Indonesia. They are week in the aspect of the awareness and also on how they can know to

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[7] Akram Inanloo Khajloo, *Problems in Teaching and Learning English for Students*, International journal of engineering Research and Development, Vol 7, Issue 3, 2013, 57

speak English. The common question arises from everybody about English ability among learners whether they can speak English or not. Speaking becomes the identity of mastering a language. In accordance with Nunan that states most people, mastering skill is the single most important aspect of learning a second or foreign language and success is measured in terms of ability to carry out the conversation (speaking) in a language[8].

Speaking is not an easy ability to master because mastering speaking means mastering many kinds of factors in a language, thus, speaking becomes the last achievement of all factors of a language including English. Speaking requires other skills to master such as grammatical, words, accent, and so on. Apart from these, Burnkarts explains that learners need three areas of knowledge within speaking; these are mechanics of language elements (pronunciation, grammar, and vocabulary), the function of the language, and the sociocultural norms (turn taking, rate of speech, and many more)[9]. For those reasons, speaking becomes the most priority topic to discuss in getting the problem solving of how students are able to master it easily.

The ways on how teachers improve students speaking skill are so variety. There are a lot of methods that are possible to use in mastering speaking skills, it can be communicative approach as one of them. The way of this method is to concern the role of students in learning English and they are active in communicating by English. However, teachers should have a media that can enhance the students in learning English. The teachers are also able to

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[8] Hendra Heriansyah, *Speaking Problems Faced by The English Department Students of Syiah Kuala University*, a journal, lingua didaktika, vol 6, 2012, 37
[9] Ibid, 37

make the English environment to make English as their habit. The students can learn English not only in the classroom but also out of the class. It can be one of the ways to practice their English remembering that speaking is about the habit or customs. These are the principles of communicative approach in teaching and learning speaking ability.

In other ways, students can choose other methods of learning English, knowing that formal school is not effective environment to study a language. They can choose the course in which the environments are set of full English that can improve their English faster than just studying in formal school which just conduct English learning in four hours a week. This is supported by the government in Undang-Undang Number 20 year 2003 about national education system (*UU SISDIKNAS*), LPNF is arranged by the societies that needs as the change, addition, or completeness of a formal school as a support of forever education[10]. Thus, students can choose non-formal education to enhance their speaking ability in the real context of life nature, such as English Camp that is set in a full context of English. That will ease students in acquiring the speaking ability.

Such method has been being done by English Area of Latee Annuqayah Islamic Boarding School which implements the communicative approach in teaching English Speaking ability. Moreover, it starts to have the English Camp as the non-class atmosphere in enhancing the habitual communication of the students. It is effective for learning because in two months, the students are

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[10] Undang-Undang Republik Indonesia nomer 20 tahun 2003 tetang pendidikan Nasional

able to be categorized as achieving the speaking ability of English. That is interested to know how the implementation of English camp in English Area of Latee Annuqayah Islamic Boarding School is running well as being able to get the target of the ability and it is done in the non-formal study that does not always need the class as the media of the learning. Speaking English is as the habitual need of every student.

For the reasons, the researcher is interested to conduct the research about "**The Implementation of English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School**" to know how English Camp Program is effective to teach and learn speaking ability.

B. Focus of Research

1. What is the teaching plan used by English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School?

2. What is the material used by English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School?

3. What is the procedure of English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School?

4. What is the media used by English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School?

5. What is the assessment used by English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School?

C. Objective of Research

1. To describe what the teaching plan is used by English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

2. To describe what the material is used by English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

3. To describe the procedure of English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

4. To describe what the media is used by English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

5. To describe what the assessment is used by English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

D. Significance of Research

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

1. Theoritically

This research provides beneficial and referential contributions in giving general knowledge of the way to teach and learn speaking skill through English Camp.

2. Practically

The result of this research is beneficial for the organizers of English Area of Latee that can be a reference to make an evaluation and the other program. This is also important for the other researcher to conduct other research about the teaching and learning process in speaking ability.

E. Definition of Key Terms

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. English Camp

English Camp is a learning atmosphere that makes an area as a full English interaction in which the learners joining on the area have an obligation to obey the rules. The rules of the English area are students are forbidden to speak except English language and the students have to join all the agendas of the English area. There will be tutors in which they will

be a guide of the area to learn English. The full activity is full of English learning such as grammatical class, reading class, listening class, writing class, and all other English parts.

2. **Speaking Ability**

Speaking ability is an ability, capability, or skill to inform, transfer, communicate or convey the ideas, thought, or a sentence by good grammatical, pronunciation, intonation, accent, and other component of speaking English in which the partner can understand what the speaker mean.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

This chapter is to ensure the original idea of this research by presenting the relevant previous research written by other researchers which explain the similarities and the differences, these are;

1. **A Thesis Written by Baihaqi "The Influence Of Speaking Club In Improving Students' Speaking Ability"**

The research found that the existence of Speaking Club program supports and helps the students to improve their speaking consist of using proper vocabularies, increasing their self-confidence, arranging their ideas and having the discussion actively during the program. The students also have their own place to practice their speaking with their fellow friends and they have improved their speaking step by step after joining such a program

The similarities of this research are; the researches have the same topic about how students' speaking skill is developed in students by using an environment that can motivates the students one another, the researches use the same research design that is qualitative research, and these researches have the same object of a discussion that is speaking ability.

The differences of this research are; this research only focuses on the students' process on the development of their speaking, this research uses "speaking club" as the method of the development of the speaking, and this

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research has more focused on the influence of the program itself not to the teaching and learning process.

2. **A Thesis Written by Rena Islamiati "The English Environment Role In Developing Students' English Speaking Ability"**

The research found that the English environment created by the boards of the Islamic boarding school has the most important role in developing students' speaking ability. The programs of formal and informal program give the students the full English activities such as the memorizing vocabularies, English course program, conversation, public speaking and the informal program of the English is environment is that students will get punishment as they do not join all the rules of the English environment program.

The similarities of this research are; the researches have the same topic to discuss that is about how environment supports students' process on their speaking learning and the design of the researches uses the same methodology that is qualitative research

The differences of this research are; the research only focuses on the students' process of learning not to the teaching and this research has two programs of the English environment, these are the informal and the formal one.

3. **A Journal Written by Benter Osenu Gudu "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya"**

The research found that teaching speaking skill in English language classroom activities' forms are by teaching discussion, dialogues, drama, oral narratives, songs, tongue twisters, debate, poem recitation, story-telling and role play were used during lessons but with different frequencies. But the problem of the students found in the field is that the students focus on their mother tongue that they cannot move on and find the example of the real native speaker of English. Thus, the teacher should invite the real English native to give the students examples of the English use in real context of native such as the style, accent, intonation, pronunciation, and other English speaking parts.

The similarities of this research are; the both researches have the same topic that is teaching the speaking skill, the both researches have the same focus research of the students' and the teachers' role in teaching speaking, and the both researches use the same methodology that is qualitative research.

The differences of the research are; the research focuses on the teaching that means as what teachers should do, the research is done to find the problems of teaching in Kenya, the research is done on the formal school, and the research is not done in the way how environment builds the speaking acquisition on the learners.

4. **A Thesis Written by Siti Ayda Nurcholilah "The Implementation Of English Day Program On Students' Speaking Improvement"**

The thesis of the implementation of English day has a result that English day program makes the learning and teaching speaking process more

effective and helps the teacher in supporting their teaching in a formal school. English day program makes an English place contains of memorizing vocabulary, mentoring the students about grammar, discussion forum, and practicing program by having conversation with fellow students. It helps students to practice their English and make a lot of improvements on their speaking.

The similarities of this research are; the both researches have the same important topic that is about speaking ability, they also have the same methodology that is qualitative research, and they also have the same focus through English day program creates the English environment on students learning process

The differences of the research are; this research uses English day as the method on the students' speaking improvement, the research focuses on the formal side of the education process, and the research also focus on only the students' process, not to the teachers.

5. **A Thesis Written by Natalia Rahayu "An Analysis Of Students' Problems In Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School"**

The research found that students problem on their speaking English daily language program on the students speaking process are fear about making mistake, incorrect pronunciation, lack of understanding of grammatical patterns, limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline.

The similarities of this research are; the both researches have the same topic on the English environment through the speaking English daily language, the both researches also optimize on informal process of learning in developing the students' speaking skill, and the both researches use the same methodology that is qualitative research.

The differences of the research are; the research in this thesis only focuses more on the students problem on the agenda, the research only discusses on the participations of the students in English learning at the program, and the research has the different variable that is "An Analysis".

Table 2.1
Previous Research

No	Writer's Name	Year	Title	Similarities	Differences
1	Baihaqi	2016	The Influence Of Speaking Club In Improving Students' Speaking Ability	• The both researches have the same topic about how students' speaking skill is developed in students by using an environment that can motivates the students one another. • The both researches use the same research design that is qualitative research. • The both researches have the same object of a discussion that is speaking ability.	• The research only focuses on the students' process on the development of their speaking, while this research also focuses on the teaching method used by the teacher. • The research uses "speaking club" as the method of the development of the speaking, while this research uses "English learning area". • The research has more focused on the influence of the program itself, while this research is to the teaching and learning process.
2	Rena Islamiati	2019	The English Environment Role In Developing Students' English Speaking Ability	• Both researches have the same topic to discuss that is about how environment supports students' process on their speaking learning. • The design of both researches uses the same methodology that is qualitative research.	• The research only focuses on the students' process of learning while this research also focuses to the teaching process. • The research has two programs of the English environment; these are the informal and the formal one while this research only focuses on the informal process of learning and teaching.
3	Benter Osenu Gudu	2015	Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya	• The both researches have the same topic that is teaching the speaking skill. • The both researches have the same focus research of the students' and the teachers' role in teaching speaking. • The both researches use the same methodology that is qualitative	• The research focuses on the teaching that means as what teachers should do, while this research focuses on both teaching and learning process. • The research is done to find the problems of teaching in Kenya, while this research is done to know the teaching and learning method on students speaking ability. • The research is done on the formal school,

No	Name	Year	Title	Similarities	Differences
				research.	while the research is done on informal school. • The research is not done in the way how environment builds the speaking acquisition on the learners, while this research is done on the environment role on students speaking ability.
4	Siti Ayda Nurcholilah	2018	The Implementation Of English Day Program On Students' Speaking Improvement	• The both researches have the same important topic that is about speaking ability. • The both researches have the same methodology that is qualitative research. • The both researches have the same focus through English day program creates the English environment on students learning process.	• The research uses English day as the method on the students' speaking improvement, while this research uses English learning area as the method. • The research focuses on the formal side of the education process, while this research uses the informal school. • The research also focuses on only the students' process, while this research is also to the teachers.
5	Natalia Rahayu	2015	An Analysis Of Students' Problems In Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School	• The both researches have the same topic on the English environment through the speaking English daily language. • The both researches also optimize on informal process of learning in developing the students' speaking skill. • The both researches use the same methodology that is qualitative research.	• The research in this thesis only focuses more on the students' problem on the agenda, while this research focuses on the learning and teaching process of the students. • The research only discusses on the participations of the students in English learning at the program, while this research focuses on all the agendas of the students and the teachers in their daily activity. • The research has the different variable that is "An Analysis" while this research has the variable on the teaching and learning process of the students' speaking ability on the strategy of English Camp.

B. Theoretical Framework

1. **Communicative Approach in Language Learning**

a. **The Definition of Communicative Approach**

According to Jack C. Richard, Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom[11]. That means Communicative Approach is an approach in Language teaching and learning that focuses on the roles of teachers and students in the activities of classroom.

Communicative Language Teaching (CLT) or Communicative Approach (CA) is a language teaching approach that emphasizes the communication of meaning rather than the practice of grammatical forms in isolation[12]. That explains us how this strategy focuses more on the use of language that is communication, not to the structure analysis of the sentence in a language. For this, Communicative becomes the first target to achieve by the implementation of Communicative Approach strategy.

b. **The Principles of Communicative Approach**

According to Richard, the principles of Communicative Approach in the classroom procedures are;

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[11] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006), 02

[12] Canale & Swain in Norain Mansur and Mohd Jailani Hasan, *Communicative Approach and The Teaching of Speaking Skill*, (Penerbit UMT, Terengganu: 2015). 15

1) Learners learn a language through using it to communicative.

2) Authentic and meaningful communication should be the goal of class room activities.

3) Fluency is an important dimension of communication.

4) Communication involves the integration of different language skill.

5) Learning is a process of creative construction and involves trial and error[13].

Based on the principles above, Communicative Approach means that the strategy presses the strategy to the communication target including the fluency, authentic and meaningful. The interaction of the class should base on the principles of Communicative Approach in order to achieve the aim and the target of the strategy that is implemented.

According to Nunan, there are five common characteristics of CLT classrooms. They are;

1) An emphasis on learning to communicate through interaction in the target language,

2) The introduction of authentic texts into the learning situation,

3) The provision of opportunities for learners to focus, not only on language but also on the learning process itself,

4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning,

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[13] Anggraini, *Improving Students' Speaking Skill Through CLT an Action Research*, a journal of Wanastra, Vol X no 1 Maret 2018, 19

5) An attempt to link classroom language learning to language activation outside the classroom[14].

c. The Planning of Communicative Approach

In planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the beginning, intermediate, and advanced levels, and which skills and micro skills to teach and in what sequence. Decisions about these issues belong to the field of syllabus design or course design. Decisions about how best to teach the contents of a syllabus belong to the field of methodology[15].

Communicative approach, based on the principle, will direct the teacher to make a plan of teaching that the target of the learning is on the fluency and accuracy of speaking English. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows[16];

Activities focusing on fluency:

1) Reflect natural use of language

2) Focus on achieving communication

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[14] Emrullah Sekker, *Communicative Approach as an English Language Teaching Method*, a Thesis of The University of Yuzuncu Yil, 2010. 14

[15] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006),14

[16] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006),14

3) Require meaningful use of language

4) Require the use of communication strategies

5) Produce language that may not be predictable

6) Seek to link language use to context

Activities focusing on accuracy

1) Reflect classroom use of language

2) Focus on the formation of correct examples of language

3) Practice language out of context

4) Practice small samples of language

5) Do not require meaningful communication

6) Control choice of language

The teachers are also able to use the practice method in a context of use of Communicative Approach in learning and teaching sections. There are three kinds of practice method. They are[17];

1) **Mechanical practice** refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

2) **Meaningful practice** refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to

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[17]Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006),16

practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as "Where is the book shop? Where is the café?"etc. The practice is now meaningful because they have to respond according to the location of places on the map.

3) **Communicative practice** refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc.

In methodology of teaching using Communicative Approach, teachers should use the new methodology appears based on the principles of the Communicative Approach. The following principles become the consideration to choose which method is going to use in teaching. They are[18];

1) Make real communication the focus of language learning.

2) Provide opportunities for learners to experiment and try out what they know.

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[18] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006),13

3) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.

4) Provide opportunities for learners to develop both accuracy and fluency.

5) Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

6) Let students induce or discover grammar rules.

In applying these principles in the classroom, new classroom techniques and activities were needed, and as we saw above, new roles for teachers and learners in the classroom. Instead of making use of activities that demanded accurate repetition and memorization of sentences and grammatical patterns, activities that required learners to negotiate meaning and to interact meaningfully were required.

The following activities are able to be implemented in the teaching English through Communicative Approach. They are[19];

1) **Information Gap Activity**: This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available

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[19] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006), 18

vocabulary, grammar, and communication strategies to complete a task.

2) **Jigsaw Activity**: Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

3) **Task-completion activities**: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

4) **Information-gathering   activities**:   student-conducted   surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

5) **Opinion-sharing activities**: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

6) **Information-transfer activities**: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

7) **Reasoning-gap activities**: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

8) **Role plays**: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Fincocchiaro and Brumfit once propose communicative procedures of teaching are[20];

1) Presentation of a brief dialogue proceeded by a motivation and discussion of the function and situation—people, roles, setting, topic and informality of language.

2) Oral practice of each utterance of the dialog segment.

3) Questions and answers based on the dialog topics and situation itself.

4) Questions and answers related to the students' personal experiences but centered on the dialog theme.

5) Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function.

6) Learners' discovery of generalizations or rules underlying the functional expression or structure.

7) Oral recognition, interpretative activities.

8) Oral production activities.

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[20] Guochen Jin, *Application of Communicative Approach in Collage English Teaching*, Journal of Asian Social Science, Vol 4 No 4, April 2008. 83

9) Sampling of the written homework assignment, if given.

10) Evaluation of learning (oral only)

In conclusion, the plan of the teaching English through Communicative Approach depends on the situation of whom and what of the target of the teaching.

d. The Material of Communicative Approach

The material that should be given to the students in teaching English through Communicative Approach must reference to the context of the teaching in nowadays. To arrange the material, it is needed to have an idea about the ideal syllabus in the teaching English through Communicative Approach.

A syllabus should identify the following aspects of language use in order to be able to develop the learner's communicative competence[21]:

1) As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel

2) Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store

3) The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school

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[21] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006), 09

4) The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting

5) The language functions involved in those events or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans

6) The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion

7) The skills involved in the "knitting together" of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation

8) The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach

9) The grammatical content that will be needed

10) The lexical content, or vocabulary, that will be needed.

From the aspect of the syllabus above, it appears the several new kinds of syllabus that is proposed by the advocates of Communicative Learning. They are[22];

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[22] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006), 11

1) **A skills-based syllabus**: This focuses on the four skills of reading, writing, listening, and speaking, and breaks each skill down into its components micro skills. For example, the skill of listening might be further described in terms of the following micro skills; a) Recognizing key words in conversations b) Recognizing the topic of a conversation c) Recognizing speakers' attitude toward a topic d) Recognizing time reference of an utterance f) Following speech at different rates of speed g) Identifying key information in a passage. Advocates of CLT however stressed an integrated-skills approach to the teaching of the skills. Since in real life, the skills often occur together, they should also be linked in teaching, it was argued.

2) **A functional syllabus**: This is organized according to the functions the learner should be able to carry out in English, such as expressing likes and dislikes, offering and accepting apologies, introducing someone, and giving explanations. Communicative competence is viewed as mastery of functions needed for communication across a wide range of situations. Vocabulary and grammar are then chosen according to the functions being taught. A sequence of activities similar to the P-P-P lesson cycle is then used to present and practice the function. Functional syllabuses were often used as the basis for speaking and listening courses.

3) Other syllabus types were also proposed at this time. **A notional syllabus** was one based around the content and notions a learner

would need to express, and a task syllabus specified the tasks and activities students should carry out in the classroom. It was soon realized, however, that a syllabus needs to identify all the relevant components of a language, and the first widely adopted communicative syllabus developed within the framework of classic CLT was termed Threshold Level. It described the level of proficiency learners needed to attain to cross the threshold and begin real communication. The threshold syllabus hence specifies topics, functions, notions, situations, as well as grammar and vocabulary.

After deciding the design of the syllabus, the material can be arranged in a reference of its syllabus by paying attention on the following kinds of material. They are[23];

1) **Text-based materials**: A typical lesson consists of a theme, a task analysis, for thematic development a practice situation description, a stimulus presentation, comprehension questions and paraphrase exercises.

2) **Task-based material**: A variety of games, roles plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes.

3) **Authentic Materials**: Many proponents of Communicative Language Teaching have advocated the use of "authentic" "real-life" materials in the classroom. These might include language based

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[23] Gagne et al in Guochen Jin, *Application of communicative approach in Collage English Teaching*, Journal of Asian Social Science, Vol 4 No 4, April 2008. 82

reality, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built.

e. The Media of Communicative Approach

According to Gagne et al, media is various components in learners' environment which support the learners learn. This may include traditional materials such as handouts, book, newspapers, magazine, charts, slides, overheads, real objects, flash card and videotape or film, television, and radio, as well newer materials and methods such as computers, internet, and interactive video conferencing[24]. Media means all things helping a teacher in delivering a material and doing the approach in teaching for a reason to ease in achieving the target of learning and teaching language. Such media is needed in implementing a class room learning in order that the students are easy to comprehend all delivered by the teacher,

The following Medias are probably able to be used by teachers in teaching English through the communicative approach. They are[25];

1) **Audio Media** offers a wide range of opportunities for group or individual use that can deliver instruction involving verbal information and guiding the learning of intellectual and motor skills.

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[24] Kemp and Smellie in Regina Rahmi, *The Implementation of Media in English Language Teaching*, Journal of STKIP Bina Bangsa Getsempena Banda Aceh, Vol 5 No 1, Januari-Juni 2014. 05

[25] Kemp and Smellie in Regina Rahmi, *The Implementation of Media in English Language Teaching*, Journal of STKIP Bina Bangsa Getsempena Banda Aceh, Vol 5 No 1, Januari-Juni 201407

Example: (cassette recorder or tape recorder) song, music, reading story, etc. with the same examples, Kemp and Smellie defines that audio aids are media that can be listened to. a) Tape recorder and cassette recorder b) Radio c) Smart phone

2) **Visual Media** can be formed such as; a) Book or textbook b) Magazine or newspaper c) **Flashcard**, picture or poster d) Real object /Model/Mock up e) Puzzle f) Blackboard or whiteboard g) Stick figure.

3) **Audio-visual Media** In language teaching, Richards defines that audio-visual media is a great help in stimulating and facilitating the learning of a foreign **language**. The examples of Audio Visual Media can be such as; television, and computer, video, etc.

Medias above are able to be chosen in delivering and doing the teaching and learning process of English language learners to enhance the easy comprehension of an achievement that requires in language learning.

f. The Assessment of Communicative Approach

To assess the learners' ability about how far they get the material and achieve in the target of learning, teacher needs to have an assessment section on the process of teaching and learning. The

following tasks may become some ways of assessing students' ability in achieving the language proficiency. These are[26];

1) **Pedagogical tasks** are specially designed classroom tasks that are intended to require the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, and vocabulary). A task in which two learners have to try to find the number of differences between two similar pictures is an example of a pedagogical task. The task itself is not something one would normally encounter in the real world. However the interactional processes it requires provides useful input to language development.

2) **Real-world tasks** are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks. A role play that students practice a job interview would be a task of this kind.

Willis proposes six types of tasks[27];

1) Listing tasks: For example, students might have to make up a list of things they would pack if they were going on a beach vacation.

2) Sorting and ordering: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.

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[26] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006), 31

[27] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006. 31

3) Comparing: Students compare ads for two different supermarkets.

4) Problem-solving: Students read a letter to an advice columnist and suggest a solution to the writer's problems.

5) Sharing personal experience: Students discuss their reactions to an ethical or moral dilemma.

6) Creative tasks: Students prepare plans for redecorating a house.

2. **English Camp as Learning Atmosphere in Language Learning**

a. **The definition of English Camp**

Cruise Lines Academy states that English camp is a group of students who stay for a while and do activities together using English as communication media to reach the English skill as a common goal. In addition English camp is English study program which make the students should use English as their media to communicate[28]. This explains that English camp is a program which makes a place to stay for all English learners in living together and having the social relationship as usual and they have to use English in all parts of activities they are doing in the camps. Moreover, English camp activities relates to all learning of English in all skills.

b. **The Objective of English Camp**

The objectives of English camp, they are;

1) To promote the use of English language amongst the participants.

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[28] Kleren lorenza, a thesis "*Students' Opinions of The Importence of English Camp Program to Students English Skill in English Department of State Polytechnic of Sriwijaya*"(Palembang:2017). 4

2) To train students to think critically and make critical judgment through the various activities they participate in.

3) To enable students to experience the dynamic interplay between curriculum context and real-life situations.

4) To cultivate an appreciation of English language activities such as games, creative writing as art forms with intrinsic values appealing to one's feeling.

5) To create a positive motivation among the English language camp participants.[29]

c. **The organizing of the Program**

Organizing a program means that managing something to achieve the aim or the target of the program. Management is all efforts of cooperation between two people or more to achieve aims which have been decided[30]. White stated that it is very important to consider a habitual learning style which focuses more on communicative approach as to promote students to learn English that encourage among students. Such less formal teaching English can be gained through English Camp or other enrichment programs[31]. English camp is actually just a program that implements the principle of Communicative Approach strategy

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[29] Kleren lorenza, a thesis "*Students' Opinions of The Importence of English Camp Program to Students English Skill in English Department of State Polytechnic of Sriwijaya*"(Palembang:2017). 5

[30] Hanik Nurul Faisah, a thesis "*A Descriptive Study Of Teaching and Learning as Pre-Service English Teacher of Camp Epic 2016 In Bukittinggi*, West Sumatera" (Semarang:2016). 40

[31] White in Nur Salina ismail and Izah Mohd Thahir, *English Camp Activities: A Strategy to Enhance Students' Proficiency*, an International Journal of Studies and Literature Voll II, No 03, 2011. 63

which becomes the grounded theory of the existence of English Camp program. To manage the English Camp, it is needed to manage the theoretical based on the basic principles of Communicative Approach in a full context of management of holding the program

3. **Speaking Ability**

Speaking is an ability to communicate, inform, share, and deliver any ideas from a person to other people. According to Hornby, speaking is expressing ideas or feelings using language[32]. Speaking means an ability that becomes the customs and most activities that human do in their daily. It can be imagined how much words can be produced in everyday activities. This improves how speaking ability is an important skill to have while other ones support it. To have the wide achievement of the target for this thesis theory, the researcher sets eight items that explains the full concept of Speaking Ability. They are;

a. **Basic Types of Speaking Ability**

Speaking has its own types and sequence during the development of it. This proposes to divide the skill sequence and the students' process in a learning of speaking ability. There are several types of speaking ability. They are[33];

1) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level

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[32] Horby, *Advance Learners' Dictionary*, (New York: Oxford Dictionary Press, 1994), 398.
[33] H Douglas Brown, language assessment principles and classroom practices, (San Fransisco: Longman, 2003) 141-142

of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation

2) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific

information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

5) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech

b. **The Elements of Speaking Ability**

The spoken language has its own parts or elements to consist. Every single sentence spoken, voice pronounced and intonated are some of proofs that the spoken language has the elements in the process of producing the communications. In general, the elements of Speaking are[34];

1) Pronunciation

Pronunciation means as the voice of the word is produced to be spoken. Pronunciation can be defined as a way of how a word is pronounced to be understood by speaking partners.

2) Vocabulary

Vocabulary is a single component of a sentence form which becomes the formulation of the words to be spoken in order to

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

form an arrangement and understandable communication. Vocabulary is the second form after the letter as becoming the first. A sentence is created by a word or a vocabulary.

3) Grammar

In English, grammar means as role of arranging a sentence. By the existence of grammar, the speaker can know what is the subject, verb, object, or adverb in a sentence when doing a communication. A grammar can be a reason that the communication is understood well.

4) Fluency

Fluency becomes the last element of speaking. It can be defined as an ability to speak in a good performance, such as, intonation, the mastery of the vocabulary, grammar, and pronunciation.

c. **The Strategies of Learning Speaking**

According On the authority of Oxford, strategies system includes strategies like[35],

Direct Method;

1) Memory strategies: Creating mental linkages, Applying images and sounds, Reviewing well, Employing action

2) Cognitive strategies: Practicing, Receiving and sending messages, Analyzing and reasoning, Creating structure for input and output

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[35] Kamila Chilkiwiecz, *Direct Language Learning Strategies in The Theory by Rebecca Oxford in English Vocabulary Acquisition at The Age Group of 11-12 Year Olds*, world scientific news journal, 07, 2015, 179-206

3) Compensation strategies: Guessing intelligently, Overcoming limitations in speaking and writing

Indirect Method

1) *M*etacognitive strategies: Centering your learning, Arranging and planning your learning, Evaluating your learning

2) Affective strategies: Lowering your anxiety, Encouraging yourself, Taking your emotional temperature

3) Social strategies: Asking questions, Cooperating with others, Empathizing with others

d. The Strategies of Teaching Speaking

Teaching speaking is sometimes considered a simple process of commercial language school around the workd, which hires people with no training to teach conversation. Although, speaking is totally natural, speaking is a language other than our own is anything but simple.[36]

The following subs are needed to explain in order to have a wide explanation about the teaching and the topics related.

1) Speaking Class Activities

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

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

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

b) Simulations: Simulatuons are more elaborate than role plays. In a simulation props and document provide a somewhat realistic environment for language practice.

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

d) Interview: Students can conduct intervieww on selected topics with various people. It is a good idea that teacher provides a rubric a students so that they know what the type of questions. Conducting interview with people gives the students chance to practice their speaking ability both in the class and out of class. It also helps them tob socialized. After interview, each students can present his or her study to the class. So, students van interview each other and introduce his or her partner to the class.

e) Conversation: Conversation is kind of speech that happen informally, symmetrically, and for the purpose of the estblishing and maintaining social ties, follow rules of etiquette because conversation are social interaction. It is generally face to face person to person at the same time. Each students can

express their idea, feelings, or news and information is exchanged.

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

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

2) Teachers' Role

The following are roles of teacher in teaching speaking. Thornbury states:[37]

a) Use the targer language not only to deal with the subject matter buat also to regulate the interaction in the classroom. You will be a model of how use interactional gambits in natural discourse.

b) Keep the number of display questions (i.e. teacher questions that aimed at getting learners to display their knowledge to display their knowledge, such as 'what's the past of go?') to

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

aminimum. The more genuine the requests for information, the more natural of discourse.

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

d) Tollarate silences; refrain from filling the faps between turns. This will put pressure on students to initiate turns.

e) Encourage students to sustain their speech beyond one or two sentences and to take longer turns; do not ask student's short untterances as a springboard for your own lengthy turn.

f) Extend your exchanges with individual students to include clarification of the speaker's intentions and a negotiation of meanings; do not cut off too soon an exchange to pass on to another student.

g) Pay attention to the message of students' utterances rather than to the form in which they are cast. Keep your comments for later.

h) Make extensive use of natural feedback ('hmm'/'interesting'/'I thought so too') rather than evaluating and judging every student utterance following its delivery ('fine'/'good'). Do not over praise.

i) Give students explicit credit by quoting them ('juust as X said'); do not take credit for what students contributed by giving the impression that you had thought about it before.

3) Students' Role

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

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

b) Responsive; it consists of short replies to teacher or student initiated question or comments.

c) Transactional (dialogue); transactional language, carried out for the purposes of conveying or exchanging spesific information, is an extended form of responsive language.

e. Problems in Speaking Activity

Speaking may become the trouble skill to master by several students because speaking is about how to produce the ideas in which it is going to be expressed in oral through a relation of communication. There are some problems appearing during the speaking ability. They are[38];

1) Inhibition. Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners

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[38] Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), 121

are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2) Nothing to Say. Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) The low or uneven of participation. Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

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

f. Assessments of Speaking

According to Nunan, there are some types of components that should be assessed. They are[39];

1) Grammar: Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

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[39] Nunan in Yenny Rahmawati and Ertin, *Developing Assessment for Speaking*. Journal of IJEE, Vol I No 2, 2014. 202

2) Vocabulary: The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

3) Comprehension: Understanding the context of the conversation and able to give appropriate response according to the question.

4) Fluency: The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

5) Pronunciation: Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

6) Task: Task deals with finishing the command given during the speaking test.

Here are the assessments designs or types based on the basic types of spoken language in accordance with Brawn on his book[40]. They are;

1) Imitative Speaking

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

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[40] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2003) 144

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

2) Intensive Speaking

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

b) Read-aloud Task: Intensive reading-aloud task include reading beyond the sentence level up to a paragraph or two.

3) Responsive Speaking

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

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

4) Interactive speaking

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

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

5) Extensive Speaking

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

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

In accordance with Scott Torn Bury that there are two parts of criteria that need to be assessed and becomes the goal of the language. They are[41];

1) The Accuracy of Speaking: it consists of grammar, vocabulary, and pronunciation

2) The fluency: it consists of discourse management and interactive Communication

The following table is the scale of oral testing criteria[42];

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[41] Scott Thorn bury, *How to Teach Speaking*, (San fransisco: Longman, 2002)128-129

[42] Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), 135

Table 2.2

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor Vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary makes obvious grammar mistakes, slight foreign accent.	3	Get ideas across but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately use, virtually no grammar mistakes, native like or slight foreign accent	5	Easy and effective communication, uses long turns	5

4. English Camp Program in Learning Speaking

According to the journal written by Nanan Abdul Manan under the title "Commitment, Community and Bravery: The Core Activities in Endorsing Speaking Skill by English Camp Program"[43] that the learners can achieve the speaking skill appeared from the context of Commitment, Community, and Bravery. Commitment means that all learners have a vision in living together in a place in which they stay together to learn English and share one another about the competences in speaking ability. They also have a commitment to improve and support one another during the camps. Community is understood as the building of the family. All learners in a camp are as the one family that they have the same habit and activity which force them to always speak and practice their English. In other hand, they also have a rule that in the place of the camp, there must be

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[43] Nanan Abdul Manan, *Commitment, Community And Bravery: The Core Activities In Endorsing Speaking Skill By English Camp Program*, Jounal of English Education, Volume 6 Issue 2, June 2018

a language that is English. Bravery is set as the strong feeling of a goal between Commitment and Community. It means bravery includes into the confident skill of students to speak English. The result of the camp, as they have processed in learning English in a cam, shows that the learners have more self-confidence to speak and show their English ability.

The other journal written by Olga B. Shestakova, Inna V. Kazantseva, Tatyana I. Zaburdaev under the title "Language Camps As A Way Of Co-Operation In The System "School- University""[44] tells that English camp in a realizing gives a result as follows; a) improvement of communication skills that are necessary for communicating with foreigners in English, b) development of cognitive interests, creative abilities of gaining knowledge, analyzing and evaluating the information in the process of project activities, c) expanded relationship with various educational institutions, d) increased number of applicants to become of the Faculty of Foreign Languages. This result shows that English Camp gives the good impact on the students' speaking English ability.

The last journal written by Mustakim and Ismail by the title "The Influence Of English Camp In Improving Speaking Skill Of English House Course Students In Maroangin Kabupaten Enrekang"[45] tells that the activities of English camp enhance the students speaking ability in the

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[44] Olga B. Shestakova dkk, *Language Camps as A Way of Co-Operation in The System "School-University*",IJAEDU- International E-Journal of Advances in Education, Vol. 3, Issue 8, August 2017

[45] Mustakim, *The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang*, JURNAL PENDIDIKAN EDUMASPUL, Volume 2 – Nomor 2, Oktober 2018, 61-70

context of speaking competence, such as; a) discussion which includes the speaking activities and the topic which must be explained by English, b) Professional meeting that forces the students to be able in speaking the formal English as Master of Ceremony, c) Free talking that is designed as a practice in the topic that the instructor has been set, d) Role play that the students should have a role in using the spoken language of English, e) the interviews that the students supposed to have a capability to ask and respond on the questions of the resource.

In the conclusion, English Camps have the important roles in enhancing students speaking ability that gives all Medias needed to speak English as their daily communication. This tells how speaking needs customs in the real life to be implemented. In the theory of learning, it can be called as "Communicative Approach".
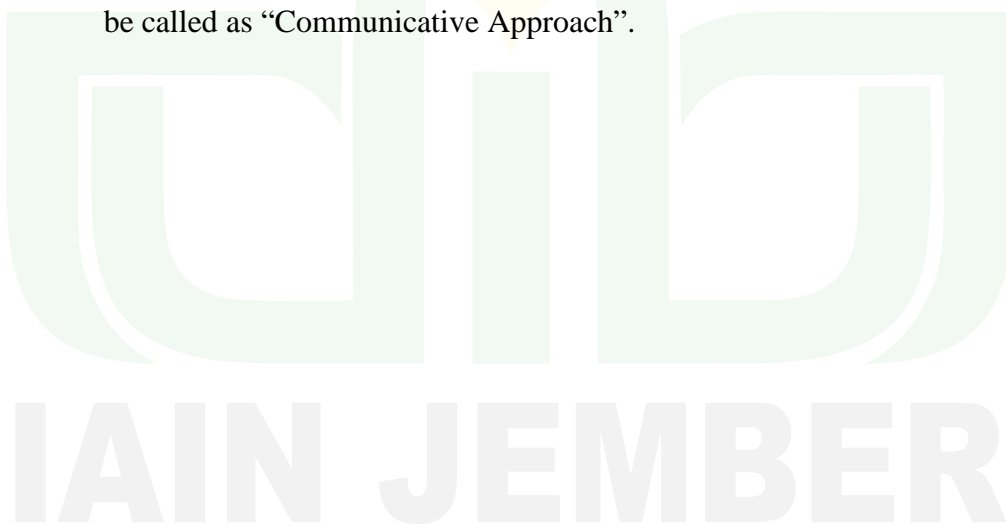
CHAPTER III

RESEARCH METHODS

A. Approach and Design of Research

The approach of this research uses the qualitative research approach. Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting. It is an intensely personal kind of research, one that freely acknowledges and admits the subjective perceptions and biases of both participants and researcher. [46] This approach prefers to conduct the data of phenomenon about the researcher's experience of behavior, perception, motivation, action, and etc. the qualitative approach is principally concerned with the discovery of "social facts" devoid of subjective perceptions of intentions and divorced from particular social and historical contexts.

While the type of the research used in this research is qualitative descriptive research. That means a research method that is directed to describe perfectly and deeply about the reality of social and all phenomenon happened in the society which becomes the subject of research in order to be described the kinds, character, nature and the model of the phenomenon. [47]

The Qualitative Descriptive research is to describe the activities of English Camp in Learning and Teaching of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School.

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[46] Donald Ary, "*Introduction to Educational Research 8th edition",* (Canada: Wadsworth Cengage Learning, 2010), 420

[47] Wina Sanjaya, "*Penelitian Pendidikan"*, (Jakarta: Kencana, 2013) 47

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B. Research Location

This research was conducted in the Sumenep district precisely in Annuqayah Latee Islamic Boarding School. The choice of place was due to one of the institutions implementing the English Camp in Sumenep.

C. Research Subject

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

The subjects in this study were:

1. English Camp administrator

2. Tutors of the program

3. The members of the Camp

D. Data Collection Technique

Data collection methods used by researchers are as follows:[48]

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The observation can be done in two terms, they are;

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[48] John W. Creswell, *"Educational Research Fourth Edition"*, (Boston: Pearson Education, 2012) 212-223

a. Participant Observer

A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe.

b. Non Participant Observer

A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants.

The researcher in this research chose the Non-Participant Observer in conducting the research. The researcher obtained to observe as follows;

1) Objective conditions of English Area of Latee Annuqayah Islamic Boarding School

2) Geographical location of English Area of Latee Annuqayah Islamic Boarding School

3) Implementation of the English Camp in whole activities

2. Interview

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and writes the data into field note for analysis. There were two types of interviews which were used by the researcher. They were;

a. One on one interviews

The one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. This was done to;

1) The Administrator of English Camp

2) The Tutor of English Camp

b. A focus group interviews

A focus group interview is the process of collecting data through interviews with a group of people, typically four to six. The researcher asks a small number of general questions and elicits responses from all individuals in the group. This was done to the members or students of English Camp.

Data that was obtained by using interviews were:

1) A brief history of the founding of English Area of Latee Annuqayah Islamic Boarding School

2) Implementation of the English Camp in Learning and Teaching of Speaking Ability

3. Documentation

Documentation consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers

understand central phenomena in qualitative studies. They represent public and private documents.

The data that were obtained through documentation were;

a. History of the founding of English Area of Latee Annuqayah Islamic Boarding School

b. The Profile of English Area of Latee Annuqayah Islamic Boarding School

c. Facilities and infrastructure.

d. Data of tutors and members of Latee Annuqayah Islamic Boarding School

e. The organizational structure of Latee Annuqayah Islamic Boarding School

f. Handbook used in Latee Annuqayah Islamic Boarding School

g. The rules of Latee Annuqayah Islamic Boarding School

h. The agenda and schedules of daily activities of Latee Annuqayah Islamic Boarding School

i. Photos of English Camp implementation activities in Latee Annuqayah Islamic Boarding School

E. **Data Analysis**

In accordance with Milles and Huberman qualitative data analysis uses three steps, they are;[49]

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[49] Miles,Saldana and Huberman, "*Qualitative Data Analysis 3rd Edition*", (London: Sage, 2014). 10-11

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcriptions. Reports that are compiled based on the data obtained are reduced, summarized, selected the main things, focused on important things. The results data summarizes and sorts based on the unit conceptual themes, and certain categories will provide a sharper picture of the observations as well as making it easier for researchers to find data back in addition to previous data obtained if needed.[50]

2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. The display of data is done in various forms such as tables, graphs, and the like. More than that, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories and others. The use of display is not separate from analysis. Designing a display, deciding on the rows and columns of a matrix for qualitative data and deciding which data in which form should be entered in the cells, are analytic activities.[51]

3. Conclusion Drawing and Verification

The initial conclusions put forward are temporary, and will change if no strong evidence is found to support the next stage of data collection. But

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[50] Miles, Saldana and Huberman, "*Qualitative Data Analysis 3rd Edition*", (London: Sage, 2014). 10

[51] Miles, Saldana and Huberman, "*Qualitative Data Analysis 3rd Edition*", (London: Sage, 2014). 10-11

if the conclusions put forward at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusions put forward are credible conclusions.[52]

F. Validity of data

In this research, the researcher uses the Data Validity as follows;[53]

1) Source Triangulation

Triangulation by data sources is assessing the credibility of the data done by checking the data that has been obtained through several sources (which can include Person, Times, Place, etc.).

2) Method Triangulation

Triangulation by method is assessing the credibility of data through checking the same data by various methods (it may consist of Observation, Interview and documentation).

G. Research Procedure

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

The research phases that were passed by the researcher in the research process as follows;

1. Pre-field step

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[52] Miles,Saldana and Huberman, "*Qualitative Data Analysis 3ʳᵈ Edition*", (London: Sage, 2014). 11

[53] Miles,Saldana and Huberman, "*Qualitative Data Analysis 3ʳᵈ Edition*", (London: Sage, 2014). 266

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

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

b. Choosing research fields**:** Before conducting research, a researcher must first choose a research field. The chosen research field is English Area of Latee Annuqayah Islamic Boarding School

c. Permit processing**:** Before conducting research, researcher took care of licensing in advance to the campus. Thus, researcher can immediately carry out the stages of research after getting permission to conduct research at the site.

d. Assess the state of the field**:** After getting permission, researcher begun to explore and assessed the field to know better the background of the research object. This was done in order to make it easier for researcher to dig up the data.

e. Prepare research instrument**:** After all done, the researcher prepared the instrument needed in the study before conducting the research.

2. Stage of field work

After all preparations were considered mature, the next step was to carry out research. In carrying out this stage, the researcher collected the

data needed by using several methods, including observations, interviews, and documentation.

3. Data analysis stage

   After all the data was collected, analyzed the whole data and then described it in the form of a report and consult with the supervisor. This activity continued to be carried out by researcher so that the supervisor stated the results of this study were ready to be tested.
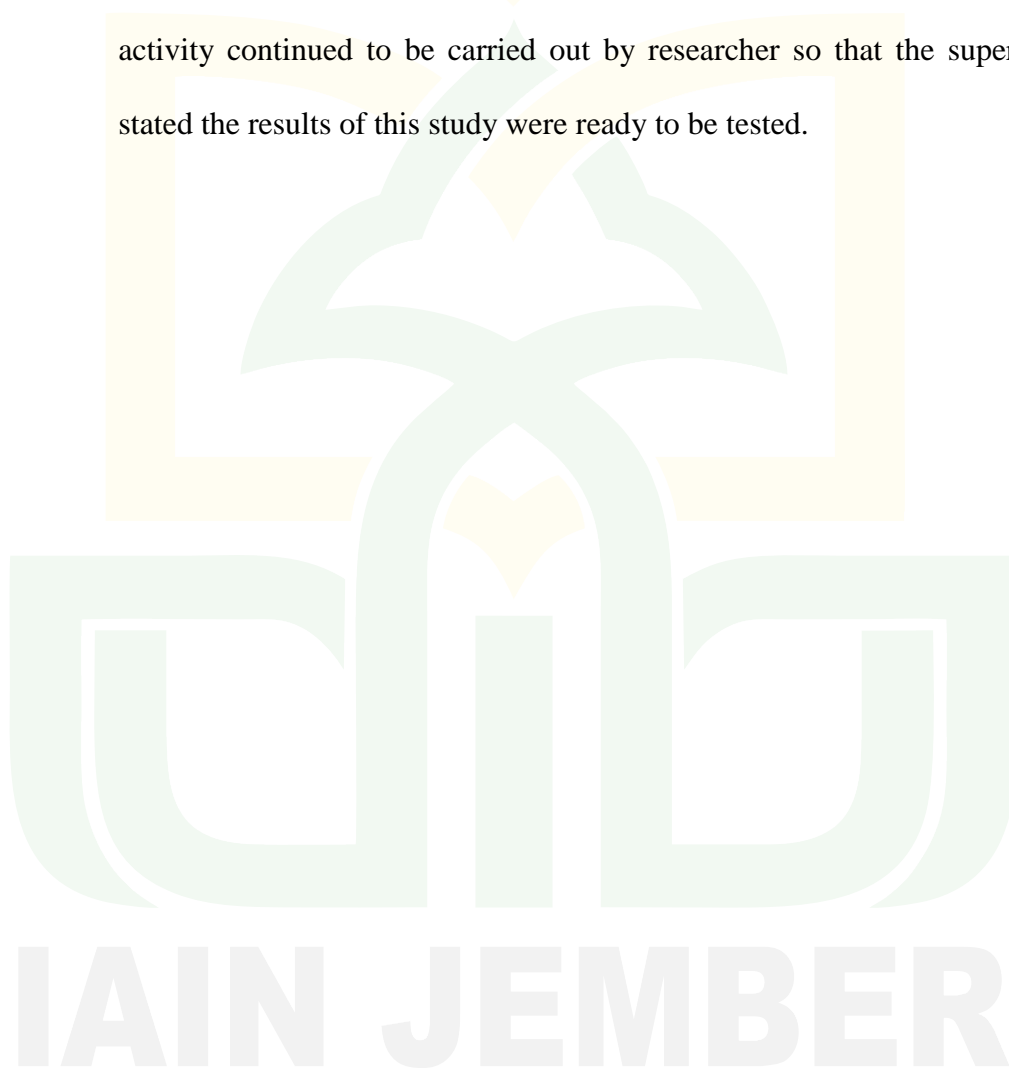
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers the research finding and discussion. The finding consists of the data found in the field. Meanwhile, the discussion is the process of making decision or conclusion about the topic of this research. Here are the research findings and the discussion;

A. Research Findings

In this phase, there are two phases that are going to be explained, they are;

1. The Description of The Object

a. The History of English Area of Latee Annuqayah Islamic Boarding Scool

Annuqayah is an Islamic boarding school placed in Guluk-Guluk Sumenep Jawa Timur. Annuqayah is a big Islamic boarding school which has some branches or areas such as; Annuqayah Lubangsa, Annuqayah Lubangsa Utara, Annuqayah Lubangsa Selatan, Annuqayah Lubangsa Putri, Annuqayah Latee, Annuqayah Latee I, Annuqayah Latee II, and others. And English Area of Latee (EAL) is the name of an English zone located in Annuqayah Latee Islamic Boarding School. This name is a result of agreement.

In the year of 2008, an English zone has not yet to establish. There has been only an area teaching about Arabic and another location well-known as Tahfidz. Unlike English Area of Latee (EAL), both areas make the decisions of the Masayiekh of Latee – KH. Ahmad Basyir

Abdullah Sajjad. It's for the simple reason of implanting Islamic education. In other word, it's to make the students understand or master the language of al- Qur'an. EAL was the result of the deep determination made by Ach. Taqiyuddin.

An English course, that time, was divided into two groups, a group for the fresh member as well as the group for the senior. This course existed by the name of REC (Radian English Course). This name was taken from the name of the English course in which he, Ach. Taqiyuddin, firstly learned about English under his tutor the name of whom is Ahmadi Ahmad. This course is located in Waru, Pamekasan.

In Latee, they are English lovers who really had intention to speak English. They learned English in those two little groups zestfully. They strove against some obstacles which disrupt their process of studying. Despite it's being a usual course, some of the members could have spoken English to each other without any shame to others.

Furthermore, owing to the zeal they had, they were green with envy upon the two locations simply described in the preceding paragraph. It occurred all the more that that English group was not facilitated by the boards of Annuqayah Latee Islamic Boarding School; they, therefore, tried to make Ach. Taqiyuddin know about the fact that they wanted to have the same facilities like a room to learn effectively. Knowing it, Ach Taqiyuddin did deliver their wish to the boards of Latee.

As we all know, it's not easy to strive for their wish, due to the fact that it's sometime in opposite with the mission of Islamic Boarding School, to have generation with good attitude and competence in reading classical books, as well as applying it in their everyday lives. To strive would not bare any fruits in case it doesn't stand along with some sacrifices. Taqiyuddin struggled as good as possible to stand with the hope. Not to mention that it's cruel or injustice, his uncle refused that hopes. They, the boards of Latee had an assumption – that, by the present of that English club, the mission of Annuqayah Latee Islamic boarding school wouldn't even be achieved. Thus, Ach Taqiyuddin acknowledged:

> "Well, in the event that you are a father with two children, then, the older son has completed the needs, while other keeps struggling as crying all the more you do not fulfill the needs, are you exceedingly capable of bringing yourself to look at that terrible wound or to look his living uncertain life? Is that the thing you would do? That is what I undergo now. If, still, all of you don't pay any trust to what I strive for, I am willing to lose my position being the boards of two language development. I am that wiling to be discharged in case you find one of the program done is not suitable with this Islamic boarding School."

In spite of this opposition, they eventually found the wise way for that. The boards of Annuqayah latee Islamic boarding School would allow him to establish English zone when the Masayiekh of Latee went along with him. Wasting no time, Ust. Rofiq Abdullah S.TH.I conveyed that to the Masayiekh in the next day.

First, Ust. Rofiq Abdullah S.TH.I went back without any clear or certain decisions from the Masayiekh of Latee. At the second time,

nevertheless, it was happy news heard by Ach. Taqiyuddin. It was allowable for him to establish English Zone in Latee in the event of the fact that they, English learners, must also learn about classical book.

The preceding paragraphs are the chronology of establishing English Area of Latee (EAL).

In the first period, 2008-2009, since EAL has been established, its members caused a commotion with their English program. Every day, right in the morning exactly, most santri listened to the irregular verbs read by the members of EAL. They followed to read it, who liked that program; haters also came in a great number, however. They humiliated them all the more that they felt annoyed.

In this first period, development of their English skill had yet to show up. Of course, it was due to its being first year and nothing was a model for EAL. The first system of that first year was adopted from the experience of Mr. Nyot (it was the way how the members of EAL called Ach. Taqiyuddin) during the course time in REC. in addition, he used the book of REC to teach the members in the first generation. He had become the director of EAL for a half year and was helped by Abdurrahman Muhdi, Sugiyanto, accompanied by Mahmudi, and the members as well as the boards of EAL. They, undoubtedly, strove to prove what the thought about EAL wrong. From that time on, EAL has become the model for every English zone in surrounding of Annuqayah.

It was the second period, 2009-2010; Abdurrahman Muhdi replaced the position of Mr. Nyot. During his leadership, there was a change on a system based on the discussion decision. In the start, all members learnt the same book, and tried to achieve the same target, but it was different on this period. The system was more focus. The members were divided into two groups of learning, Speaking Group which focused on the development of speaking ability that was taught by Mr. Abdurrahman Muhdi and the Writing Group that was held by Mr Nyot was focused to master Writing Ability.

For fresh students, they were grouped on the beginner which focused on basic grammar and the basic training of speaking held by the senior member who regarded as capable on skill. On this period, the development of EAL had been increasing. Members were able to have a discussion using English. Many EAL's Members were trusted by their classmate to join the competition in the Central of Annuqayah by the delegation of each class. They even got the satisfying achievement. This development was not only to members, but also to the tutors. They had their own good method in teaching English in each level; even they were able to teach the members by English. There was no miscommunication between them in the learning system.

Akh. Rosyidi was the next director. In his period, EAL, whose room was one building with Al-Ghazali, had built a new building. Akh. Rosyidi became director for two periods ('10- '11 and '11- '12). In his

period, many developments were created. Those included the management of EAL, along with some properties belonging to EAL, such as sound system, DVD, etc. the level system was also applied in that period. EAL consisted of elementary, intermediate, and advanced. The second period of his leadership turned better. In the same period, it was the time to make hand book for EAL. The contents of the book were taken from some references. The board system was also underwent a change. The board structure consisted of Staff I (responsible person in education), Staff II (responsible person in media), and Staff III (responsible person in security). That was not only what made EAL differ from EAL in the previous time. EAL has consisted of four classes – Speaking Class, Listening Class, Reading Class, and Translation Class.

Despite its being public cognizance, that EAL has been a new born English zone in Annuqayah, it's roughly developed. In the period of 2012-2013, Shofiyullah had been the director of EAL. During his leadership, it's made an agreement that the board structure has changed to be Speaking Staff, Listening Staff, Reading Staff, and Translation Staff. The change has been made in the hope that every board may have responsibility for their each member. Therefore, every staff should focus to train and educate the members, so that EAL may have well out puts who are competent in English, have good attitude, and are so discipline that they can be model for others.

Here are the lists of directors of EAL since it was build till today;

Table 4.1

Generation	Name	Period
1st	Abdurrahman Muhdi	2009/2010
2nd	Ach Rasyidi	2010/2012
3rd	Sofiyullah	2012/2013
4th	Mahmudi	2013/2014
5th	Ach Fawaidul Mubarak	2014/2015
7th	Lutfiyanto	2015/2016
8th	Abd Aziz	2016/2017
9th	Moh. Amirul Muttaqin	2017/2018
10th	Shaleh Najmul Millah	2018/2019
11th	Ramdhan Efendi	2019/2020
12th	Imron Habibi	2020/2021

b. The Geographic Location of English Area of Latee

English Area of Latee places on Guluk-Guluk Sumenep East Java on the Islamic Boarding School of Annuqayah. The specific place of it is on the middle of the Islamic Boarding School that there are three special places which gather in an area, such as, the development of Tahfidzulquran (LTQ), Arabic Language (Darullughah), and English Language (English Area of Latee)

c. Organization Structure of English Area of Latee

Table 4.2
OGANIZATION STRUCTURE
ENGLISH AREA OF LATEE (EAL)
PONDOK PESANTREN ANNUQAYAH LATEE
PERIOD 2020/2021

NO	NAME	BORN	ADRESS	-
1	Ach. Fawaidul Mubarok	Sumenep, 27 Mei 1993	Sentol Daya, Pragaan, Sumenep	Consultant I
2	Lutfiyanto, S.E	Sumenep, 25 Mei 1993	Pordapor, Guluk-Guluk, Sumenep	Consultant II
3	Abd. Aziz	Sumenep, 19 Januari 1998	Cangkreng, Lenteng, Sumenep	Consultant III
4	Imron Habibi	Sumenep, 01 Januaari 1997	Aeng Baja Kenek, Bluto Sumenep	Direktur
5	Moh. Ali	Sumenep, 17 Mei 1998	Medelan, Lenteng, Sumenep	Secretary
6	Moh. Khoirur Rizal	Sumenep, 30 Oktober 2000	Batu Ampar, Guluk-guluk, sumenep	Treasurer
7	Ahmad Muqaddam Alallah	Probolinggo, 29 September 1999	Kropak, Bantaran, Probolinggo	Staff Speaking I
8	Rizal Umami	Sumenep, 22 April 2003	Bragung, Guluk-guluk, Sumenep	Staff Speaking II
9	Mukhlis	Sumenep, 27 September 1999	Rombiyeh Timur, Ganding, Sumenep	Staff Listening I
10	Ach. Muqoddam Alallah	Pamekasan, 10 juli 2001	Sanadaya, Pasean, Pamekasan	Staff Listening II
12	Zainuddin	Sumenep, 22 November 2000	Rombiyeh Timur, Ganding, Sumenep	Staff Reading I
13	A. Yunizar M.K.	Pamekasan, 12 Januari 2001	Dempo Timur, Pasean, Pamekasan	Staff Reading II
14	Syaifullah	Sumenep, 17 Januari 2000	Pasongsongan, Pasongsongan, Sumenep	Staff Translation I
15	Fahrur Rozi	Sumenep, 10 Februari 2001	Ellak Daya, Lenteng, Sumenep	Staff Translation II

d. Vision and Mission of English Area of Latee\

The Vision and Mission of English Area of Latee are as follows;

1) Vision

The vision is to build the members to be competent and professional in learning English and having good attitude

2) Mission

The missions of English Area of Latee are;

a) Teaching and training the members' capability in English intensively

b) Building the Islamic values

e. The Inventory of English Area of Latee

Table 4.3
INVONTARIES
ENGLISH AREA OF LATEE (EAL)
PONDOK PESANTREN ANNUQAYAH LATEE
PERIODE 2020/2021

NO.	NAME	AMOUNT	CONDITION
1.	Ruang Kamar Santri	1	Very Good
2.	Lemari Santri	3	Good
3.	Papan Tulis	2	Good
4.	Spidol Marker	5	Very Good
5.	Penghapus	3	A few Lost
6.	Tempat Sepatu	1	Good
7.	Tempat Sampetan	1	Not Good
8.	Papan Pengumuman	1	Very Good
9.	Papan Mading ECS	1	Very Good
10.	Papan Mading per Kelas	3	Very Good
11.	Piala	32	Good
12.	*Big Sound Sytem*	3	Not Good
13.	*Mini Sound System*	2	Not Good
14.	Stop Kontak	1	Not Good
15.	Bank Data	1	Good
16.	Papan Informasi	1	Not Good
17.	Jam Dinding	1	Good
18.	Tempat Sabun	1	Good
19.	Tempat Sampah Plastik	1	Good
20.	Tempat Saluran Air Comberan	1	Not Good
21.	Gayung	16	A Few Lost
22.	Kemucing	1	Not Good
23.	*Microphone*	1	Good
24.	Stapler	1	Good
25.	Stample	3	Good
26.	Stamp Pad	1	Good

27.	Jemuran *Hanger*	24	Good
28.	Tempat Handuk	1	Very Good
29.	*Philiph Lamp*	4	Good
30.	Penggaris Besi	2	Good
31.	Cenderamata	5	Good
32.	Kalender	1	Good
33.	Cermin	1	Good
34.	Gantungan Baju	1	Not Good
35.	Struktur Pengurus	1	Good
36.	Lambang EAL	1	Good
37.	Tulisan Motivasi	3	Good
38.	Foto Masyayikh	8	Good

2. Data Presentation

a. The Teaching Plan of English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

Planning is an activity to arrange a program in a future. In this term, the researcher uses two ways of getting the data, such as interviews and observation.

According to interviews with the Director of EAL, Mr Imron Habibi, says that[1]

> "We do not use the term of planning in arranging our program, but we use "Work Program" to express the preparation of what we are going to do in the next program. This is done to prepare the proper activities in order that we can achieve the target of our learning that the students can speak English well in the daily life. We have two types of work program. They are Work Program which is done in once every semester, and the program planning which is done in a conditional situation. Work program is for arranging the activities in long time such as weekly activity, monthly activity, and semester activity. Meanwhile, the Program Planning is done to prepare all daily activities"

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[1] Interview 1

Here are the explanations of each term;

1) Work Program

According to Mr Abd Aziz as the consultant of EAl, he tells that[2]

> "Work Program is done once in every semester. This is to arrange the EAL's activity during the semester. From work program, it will be the weekly and monthly activities. We have like speech, storytelling competition, drama, debating, Anniversary, the registration of fresh members, the coronation, study comparison, and many more. All the activities we arrange is based on the need of members, the mentality enhancement of members, ability to communicate, self-confidence building, performing best explanation on public (public speaking), togetherness on learning, and many more. All these aspects become the very basic important thing in arranging the activities all this semester in EAL. This is done not only with all tutors or just board of EAL but also with the general board of Latee Islamic Boarding School to get more advises on their opinion in a language development process."

Based on the observation done by the researcher during the work program, fortunately when the researcher started the research on Friday, 4th of September 2020, at 21.00 o'clock, they were having a work program which was held on the class, the members of the meeting were consist of all staffs of EAL, Consultant, Director, the general leader of central Islamic school, and the development of two language leader. All members of meeting gave their opinion on holding the language activities. The decisions made were the basic principle of holding agenda, they were all EAL's activities should reflect on the language learners' need in the daily communication, daily performance, and educational performance of English language.

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[2] Interview 2

The meeting was end on 00.04 o'clock, and the researcher was a part of them in writing all happening.

The documentation of Work Program can be seen in appendix 3 as the result of what has been done in work

2) Program Planning

Based on the observation done in a few days, the researcher could get the data about the program planning. They are;

On Monday, 7th of September 2020, Mr Ach Muqoddam Alallah and Mr Rizal Hamami as the speaking staffs had their internal meeting at 08.30 o'clock when all members were in their own formal school. The researcher joined the meeting in a thesis' need. The result of the meeting was that members really need an exercise of building the mentality, because they are speaking class and fresh members and do not have enough mental to talk by English. The next class must push their mentality in speaking. They agreed to fill in the class with drama training which gives the members' opportunity more on speaking up

On Tuesday, 8th of September 2020, they made a discussion with the director and other staffs of EAL. They tried to ask some solution to other teacher on what they should teach the members on the mentality building. Other staffs, Moh Ali, as the translations staff gave his opinion that, they should have another assignment outside class; it could be the explanation to the senior on a topic for about 5 minutes,

than the senior could give the members the signature, then; the signature can be a ticket of going into the class. This opinion was as a decision on that meeting and became the next consideration for next agenda.

According to the speaking staff of EAL, Mr Ach Muqoddam Alallah, he explains[3],

> "The program planning has no schedule, we have no yet like "RPP" as you know that EAL is non-formal institution which does not have the systemic learning process like the formal school. But in planning, we will always have a discussion with other staffs to arrange the daily activity and to arrange the learning process in class. We are flexible on all condition what members need on their development. The things that become our consideration in making decision of what we are doing in class are the members' needs on their speaking development, the members' mentality on speaking English, the vocabulary building, all aspects they need in daily communication when talking outside the program, the members' situation on their speaking ability, focusing on the daily language target, setting the spontaneous reflection not the memorization, and many more. These aspects are used in building the members' capability on their daily language capacity when having social relationship with other members outside the program as they are obligated to speak English every day."

Mr Rizal Umami also adds[4]

> "The planning of teaching in EAL is not consistent on the writing types. We just make a meeting with other tutors, ask them to give us advice, and if we think that is good, we will do it in class and our entire program. We are in flexible context on students' need. If students need the vocabulary building for example, we will try to overcome that side on what we can do. This is how we teach in this non-formal English local. The most important thing what we do is on how our members can speak English fluently in the daily communication without being shy that they have to be self-confidence in showing their

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[3] Interview 3
[4] Interview 4

English in any English public speaking such as storytelling competition, speech contest, and others. That becomes our basic goal of the existence of Speaking Class."

b. The Material of English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

The researcher tried to observe the content of the book used in speaking class as the guide book in giving the material to the members. There were some subjects in the book 1; they were Eight Parts of speech, alphabet, four tenses, w-h question, prohibition, order, invitation, English pronunciation, and intonation. The book 2 focused more on the development of their speaking. It is consist of speaking English in practice such as conversation, stories, expression, pronunciation in development such as, link up, week form, and American T sound, and Intonation in the development such as tone level, prominence, and key and termination. These subjects were used in speaking class members who were actually the beginner of English learning.

According to Mr Ach Muqoddam Alallah as the speaking staffs 1 of EAL, he explains that[5]

"All these materials that are given to the students were as the considerations that they need to learn English from the basic theory, so we teach them eight part of speech and tenses. After they have known that we move to the next material that may be needed in the social communication such as Command,

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[5] Interview 3

Prohibitions, Invitation, dialog, stories, intonation, and other materials that relates on the real life"

c. The Procedure of English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

Based on the observation done in a few days, started from 6th till 12th of September 2020, the researcher could know that all EAL's members are divided into 4 classes. They are speaking class as first class, listening class as second class, reading class as third class, and translation class as fourth or final class. According to Mr Imron Habibi as the director of English Area of Latee, he explains that;[6]

> "We divide all members of EAL into four classes. We have speaking class, listening class, reading class, and translation class. It is just like a class in formal school; First, second, third, and fourth class. They should stay in a class minimally 6 months then if they can pass the exam, they can move to other higher class. They can finish all classes in EAL just 2 years"

The activity of EAL members also bases on the class they are staying now. Speaking class has different main activity with other classes. But, they have same activity in supporting their process of developing good capacity and ability of Speaking English, because, such quality cannot only be achieved on 6 months or just a year as the consideration that speaking is an ability of Custom. Thus, here the

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[6] Interview 1

explanation in accordance with the Director of EAL having relation

with the activity of EAL's members;[7]

> "Every classes has their own focus activity, speaking is a class
> which focuses on English speaking ability, listening is for
> listening skill, reading class is for reading a text comprehension
> and grammar in advanced, translation class focuses on the
> writing skill and how to translate a text in good. They have
> their own important activity. But in general, we arrange some
> activities which have to be joined by all members from all
> classes, because the target of the activity is for their speaking
> ability as the most important part we press in EAL. As you
> know that, Speaking has many parts to master, such as public
> speaking, self-confidence, pronunciation, intonation, dialect,
> and many more. The process of building all these cannot only
> be achieved by six months in speaking class, but it needs every
> time to always be developed. Even, the tutors also need to
> develop in this side."

On that issues, the researcher tries to get the interviews on the

speaking tutor who really has responsibility on the members of

speaking class, here are the explanation of each activity that is done by

the speaking members in a daily, weekly, monthly, or even annual

activity as what the speaking's staff says;[8]

> "We have some activities. It can be divided into some
> classifications. They are daily activity which includes, speaking
> English every time, speaking class, memorizing vocabulary,
> listening conversation, listening music, English practicing, and
> reading irregular verb. Weekly activities can be speech and
> storytelling contest and discussion. Monthly activities are
> drama, debating contest, and watching movie together. And our
> annual activities are Anniversary and SDB."

1) Daily Activity

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[7] Ibid
[8] Interview 3

Daily activity includes the routine programs done by all members of EAL. They are

a) Speaking English

Based on the observation, all members are obligated to speak English all days. They should speak English even they are not with the teachers. As they do not speak English, they will get punishment from the teacher, that could be standing up in 15 minutes and memorizing 5 vocabularies every words they speak no English. This is to make English as their life and daily communication's tool. According to Mr Ach Muqoddam Alallah as the speaking's tutor, he explains that;[9]

"Actually, this daily activity is not only an obligation for speaking class, but also for all classes in this location, English Area of Latee. In this method, we really want to make all the members adapt to always speak English in order that the soul of English will become our habits in daily lives. This daily activity has been becoming an obligation for all members every day. To make the members allow this role, the tutors make a punishment for the members who didn't obey this role which is held once a week, every Thursday night. By this method, we hope we can create great outputs."

Here is the comment of the member of speaking class, Febriyanto;[10]

"It is that important, in that speaking is skill, so the more we practice, the more we will get speaking better."

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[9] Ibid
[10] Interview 5

b) Speaking Class

Based on the observation, in a day, the members will have two classes in a day. The first class is done on morning at 05.30 o'clock and ends at 06.30. And the second class will be done on night at 21.30 o'clock and ends at 22.00. This class usually gives the lesson about the theory of speaking such as eight parts of speech, tenses, grammar, and many more. This is to give them more knowledge about English in a form of good grammar and good pronunciation. In accordance with the speaking's tutor, he says;[11]

"In this class, we focus just to develop in speaking element, so, in tense sides, we only teach 4 tenses, present tense, past tense, continuous tense and future tense that we certainly often use in our daily lives. We also teach them eight parts of speech, and some rules of making a good sentence. We also don't forget to show how to pronounce word well by imitating native speakers' speaking with using Oxford dictionary"

The members of speaking, Febriyanto adds;[12]

"The first lesson we study is about the eight parts of speech as the lesson we must master it, owing to the fact that all the lessons including tenses and others consist of those. After we master it we will move to second lesson that is tenses, in speaking class there are only 4 tenses to master they are present tense, continuous tense, past tense and future tense – tenses we often use every day, in that the main lesson of speaking class is knowing how to speak English well. Sometimes we are often orders by tutor to speak English in front of public like in canteen, cooperation and so on. Our tutors teach us slowly and step by step, because they do not want to make us lazy that will impact in their studying – English, exactly."

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[11] Interview 3
[12] Interview 5

The documentation of speaking class activity can be looked at the appendix 5

c) Memorizing Vocabulary

Memorizing vocabularies are obligated for every member. They have to memorize twenty vocabularies a day. They should submit their memorizing to the teachers outside the class, when in the night, evening, or even when in midday. This is to enrich their vocabulary mastery.

According to the observation done on 6th of September 2020 at 13.00 after having done dhuhur prayer, two members of speaking class came to the tutor, Mr Riza Umami, and submit twenty vocabularies memorized. The tutor asked the members a word in Indonesia and the member had to answer the English word. A member cannot answer two question of the tutor. As the result, he had to go back to the tutor as he memorized very well. Then, the tutor asked the next member to submit their memorizing, then, there had to be like that for all members till all had done this activity. Memorizing Vocabularies in everyday is as just like this.

The tutor of speaking class explains that;[13]

"Talking about memorizing, here we obligate the members to memorize minimally 20 words a day to increase and broaden the vocabularies."

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[13] Interview 3

Rahmatullah as members of speaking also says;[14]

"I memorize vocabulary while repeating three times in all of words in order I will be easy to submit it. He, as the teacher of speaking class, will gives us twenty vocabularies every day. We just need to come to the teacher and he will ask about the vocabularies that we memorize. I memorize it since 06:00 until 11:00."

The Observation can be found in Appendix 5

d) Listening Activities

Listening activities are done once a day, it is usually in the morning after speaking class while they are preparing for their need before going to formal school. They should hear the native conversation in hopes of imitating their intonation and pronunciation.

According to the observation done in 5th of September 2020 at 06.30, three members were hearing to English Conversation in front of sound. They heard listened to the conversation for 15 minutes, and then they prepared themselves to go to formal school. This activities are done in every morning before they go to school.

The Appendix 5 shows the more about the situation of listening activities at a moment.

According to one of speaking members, he says;[15]

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[14] Interview 6
[15] Ibid

"I hear conversation like British council and New Concept. I get many impacts in hearing conversation such fluency speaking, good pronunciation etc"

Febriyanto as speaking class' member also comments;[16]

"Usually, we listen about British council conversation – as our English style in speaking, new concept conversation and sometimes we listen about motivational speech of Successful man to motivate us in studying. The impact we get from those conversations is changing our dialect in speaking."

e) Listening Music

Listening Music is one of the members' activity done every afternoon before maghrib prayer. Members will stay in front of the sound system to listen English music while waiting for *Maghrib* prayer. This is done to refresh the members and teach them on good pronunciation, link-up, and good English words to use in daily communication.

While in observation at 5th of September 2020 at 16.45, the researcher found that after reciting the classical book *(kitab kuning)* five members were sitting down in front of the sound while listening to the English music while holding the english lyric and sang the song together in loud. They did this in every afternoon while waiting for the turn to take bath in bathroom.

The activity of listening music can be found for more in appendix 5.

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[16] Interview 5

In accordance with the tutor of speaking class, Mr Ach Muqaddam Alallah says;[17]

"In listening music, we all know that many words are linked up, so by this program we have a wish to have a member who is able to use western accent. Feeling fresh is also our destination in listening music not to always be bored."

Rahmatullah as member of speaking says;[18]

"Music can change my English skill in the aspect of dialect, intonation, link-up, pronunciation, while others are to refresh my mind because I have learned English during a full day."

f) English Practicing

English Practicing means that they have to explain a topic to their senior in 5 minutes. After *explanation*, they will get a signature and it can be used as a ticket of coming into the speaking class. This is to custom the members in giving some explanation about a topic given. Based on the interview of speaking class' members, Febriyanto comments that;[19]

"That program is just for speaking class, in the night's program, we will get explanation column in which we have to explain – with the tittle in the column, to our seniors and it will be our requirement to join the next program – in the morning."

The speaking tutor tells;[20]

"As we think that English is a language which we only need to always practice our language every day, so in this method we make explanation column which has a different tittle every day, and the members ought to explain to the tutor to get signature which will be the requirement to come in to the class. So, for the members who do not explain, they will not be able to get class"

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[17] Interview 3
[18] Interview 6
[19] Interview 5
[20] Interview 3

g) Reading the Irregular Verb

According to the observation done in 5th of September 2020 at 05.00, reading irregular verb is done in every morning at 05.00 o'clock. They are reading it by singing in order to be easy in memorizing it. It is done every day before coming into the speaking class. This is to make them remember which verbs are irregular. All members make a big circle and one of them become a leader to hold the microphone in order to be compact in singing the irregular verbs.

According to Mr Ach Muqaddam Alallah, he says;[21]

"Reading irregular verb becomes daily activity because we think how important that is. Many members are so difficult to know what the first, the second, and the third shape are in irregular verb that it is not like the regular which only needs to add ED in the end of that word."

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[21] Ibid

Febriyanto as speaking member comments;[22]

"We do it in morning's program by singing it to make us easier to memorize. The destination of that program is to make us know how to differentiate between verbs I verbs II and verbs III in using tenses – past tense, exactly."

2) Weekly Activity

The weekly Activities include the following activities, such as;

a) Speech Contest and Story Telling Competition

All members including speaking class members have to join this competition. This competition is done every Saturday night on 21.00 o'clock. All classes should show their best. Winner is just a motivation for them to be serious on taking a part in this competition. The most important destination of this agenda is to build the strong self-confidence and mentality in Public Speaking.

According to observation on 12th of September 2020 at 21.15, eight members as delegations of every class showed their performance, started with listening class who sowed the speech contest and continued by reading class delegation who showed the story telling. Every participant had 7 minutes in showing their performance. At the night, the competition ended at 22.20 minutes.

According to Mr Rizal Umami, he explains that;[23]

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[22] Interview 5
[23] Interview 4

"Speech and storytelling become our weekly competition in EAL for the reason we have is to reach the abilities of every member either from speech or storytelling. They usually will choose from where they want to develop their ability, speech or story. We, the tutors, understand to what they want to reach in studying English, so we have provided these two weekly competitions not only to broaden their abilities in delivering speech and telling the story but also to build their mental in order the members can have self-confidence. In the other hand, these two weekly competitions, in our perception, can also make their abilities of speaking English get more development."

Roziy Maulana as speaking class' member explains;[24]

"Yes, I can. About one week before we show, our tutors at first choose two of us, speaking class members, to partake these weekly competitions either in delivering a speech or in telling a story. They, then, give the chosen an English speech and story text to memorize and prepare to perform. Both competitions are to develop, to enhance and to hone my English skill exactly in speaking English; besides, partaking both, I can also make my own mental stronger and stronger to show who I am and how my skill is in front of public."

For more, the documentation of this agenda can be seen in appendix 5

b) Discussion

This agenda is done every Wednesday night on 21.00 o'clock. The teachers will give a topic to discuss. All members from all classes will have a meeting on discussion agenda and have a right to give an opinion. This is to enhance their capacity, ability, and mire self-confidence to talk in front of many people. In other side, they should prepare the references before delivering their opinion.

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[24] Interview 8

In Relation of the findings in observation on 9th September 2020 at 21.05, all members of EAL had been ordered to make a big circle and conducted by Mr Ali. The theme at the time was "Bullying and The Effect". Mr Ali as the secretary of the forum started the general explanation about bullying in 5 minutes, than he first time opened three opinions about what has been delivered by Mr Ali. Three members were chosen and ordered to get forward and explain their opinions in 5 minutes. After all having shared their opinion, Mr Ali opened a question for every opinion that the three speakers had delivered. Asking and answering question finished, Mr Ali concluded the result of the discussion at the time. The discussion ended at 22.05.

For the documentation, you can find in appendix 5

Mr Riza Umami explains;[25]

"Actually the existence of this program comes from idea of one of tutors in monthly meeting that On Wednesday night, program must exist to change time emptiness. The usual program that worked on that night is development skill; those are development of speech, storytelling, and debating contest. Discussion program we have applied is such as ILC (Indonesia Lawyer Club), so the target we want to reach in this program is to train the members' brain to have thinkable opinion and new issues happening out of boarding school. A week before the program works, all members in every club must have references or data in accordance with the theme tutor had given."

The member of speaking also comments;[26]

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[25] Interview 3

"In that program, as other member do, I have must to deliver my opinion about the topic. Whether it is right, I have to aver it. Because the prime aim of this program is to make my speaking better and to make me brave to speak in front of public. Like telling story and speech contest, I get very great development in my speaking English."

3) Monthly Activity

a) Drama Competition

Drama competition is done twice in a month. Members every class such as; speaking, listening, reading, and translation class, have to show their action in drama. It is done every Friday night at 21.00 o'clock. This is to build the members' action and capacity on having a good action and good public speaking. According to Mr Riza Umami as the speaking's tutor;[27]

"Drama competition in EAL is also one of the ways of ours to train members' abilities in mastering English. Because we believe that by this program, the members will be on fire to challenge one another to show who the best are, either from the way they speak or they act on the stage. Therefore, the existence of this program will certainly increase the English ability of members itself. The members are divided into four groups; Speaking group, Listening group, Reading group, and Translation group. Thus, every classes competes one another with the guidance of each tutors."

The speaking's members also support by his opinion;[28]

"Through the drama contest, I can speak like native speaker, because my tutor tells me to imagine that I am the real actor like in movie. Also, this drama makes me speak with my hand

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[26] Interview 7
[27] Interview 3
[28] Interview 7

movement (gesture). It really helps me make my speaking partner easily understand to what I speak."

b) Debate

Debating competition is done once a month. This is actually done to enhance the members' opinion on given topic. All classes should delegate three participants to be firs, second, and third speaker. They will have a debate topic with other class. Even they stay at different class and different level, but, they will show their best to get winner. According to Maftuh Wijaya as the speaking member, he explains that;[29]

"During the semester, I've only joined once; however, it also helps me increase my speaking ability. This drama contest is held every half month. The daily boards will announce the theme a week before the competition is held. Under my tutor's guidance, I have to practice within a week with my group. By this program, I know how to deliver opinion well."

The speaking tutor also says;[30]

"Debating contest is one of monthly competitions existed in EAL since formerly. You know that this competition program becomes exiting one from the others that we have provided to the members. Every class usually has more spirit when this competition would like to start. At first, they will have any guidance from every tutor in every class. They, therefore, compete on fire. We actually make target of this program which it could be the source for them to train their speaking, mentality, and force their thought to think thinkable opinion based on the references and data they have prepared before."

c) Watching Movie

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[29] Ibid
[30] Interview 3

Watching movie is done once a month. This is done to make members happy and refreshed after they have studied much time English in serious way. Besides, even this program is not so serious, but the movie they watch should be in English. Members could learn the native pronunciation, intonation, and their dialect when speaking English.

The speaking tutor, Mr Riza Umami, expresses;[31]

"You know, one thing that you must know why we provided this program is that watching makes the learners of English gain more experiences about the way to speak, the way to pronounce, and the way to gesture. After watching, every tutor in every class will usually makes duty for their members; speaking's members are ordered to retell the story of movie by their own language and imitate the way of the actors to speak, listening's members are ordered to retell by Bahasa because their target is to understand actors speaking, reading's members are ordered to take some statements of what the actors speak and analyze those then, translation's members are ordered to compose story based on the story in the movie and take some statements to translate then. Also it is the way of ours that the learners must have time to refresh their thought, so we have believed that by this watching program the members will certainly be on fire again to learn English."

Speaking member also comments;[32]

"As debating is my very favorite program, I do the best for it. My English speaking ability gets much better."

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[31] Ibid
[32] Interview 8

4) Annual Activity

a) Anniversary

Anniversary is done once a year. This is to celebrate the EAL's birthday. The anniversary has several agenda such as, competition and the inauguration of best members.

According to Maftuh Wijaya as the speaking member, he says;[33]

"This agenda is held every year, exactly on March 15th. We have a great number of activities in that agenda. It includes some competitions. They are speech contest, telling story contest, debating contest, drama contest, advertisement contest, news anchor, singing irregular verbs, and so forth. Of course, those all are to make my speaking better."

Ahmad Roziy Maulana as speaking member also tells;[34]

"It is held once a year. There are some competitions to welcome this, such as performing drama, singing song, delivering speech, telling story, doing Olympiad and so on. It means to get my speaking English more developed."

The speaking tutor, Mr Riza umami explains in detail;

"We know that everyone, every institution and else have annual celebration that is Anniversary. As what I am going to tell you that is the anniversary of EAL. EAL has been established in March 15th 2009, so every March 15th; we always celebrate our beloved local, EAL. A week before celebration, all members will face many competitions; drama competition, speech contest, storytelling, singing contest, news casting, and singing irregular verb. As it is celebration, the members are so enthusiasm to join all competitions we provided. In the last night- a time when the celebration of EAL's anniversary comes- we celebrate it by formal ceremony consisting of reciting holy Qur'an, mars of EAL, delivering speech from director and chief of LATEE Islamic

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[33] Interview 7
[34] Interview 8

Barding School, and giving prizes for the winners of every competition"

b) SDB (Semarak Dua Bahasa)

This agenda is held by the central board of Annuqayah Islamic Boarding School. The best members' delegations of each area compete in getting the winner of this competition. The competitions of SDB are such as speech, storytelling, debate, drama, reading news, poem, advertisement, LKTI, Olympiad, and many more. This is to give a spirit to every English learners all around Annuqayah.

Mr Rizal umami says;[35]

"Before I tell you more about SDB (Semarak Dua Bahasa), I am going to say that it is not EAL's program but it is Annuqayah's program which is taken every year but EAL consists within all competitions provided by EEP PPA (English Education Program Pondok Pesantren Annuqayah). I think this competition program has more impact for the development of members, for instance: high wish to compete and show their ability with other institutions. Thus, I think the existence of this program has big benefit for the development of learners of English"

This is what Maftuf Wijaya Says;[36]

"SDB is like an English festival. It consists of some competitions. Unlike the previous competitions, the competitions are for wider space. They may come from some English camps surround Annuqayah and from Madura. It fells very competitive. Owing to the fact that it's joined by English lovers in Madura, we strive more than ever. Furthermore, I can learn from other delegations that are from outside this boarding school. Sometimes, we share our program and the way to have good speaking."

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[35] Ibid
[36] Interview 7

Other's opinion about SDB;[37]

"*Semarak Dua Bahasa* means English and Arabic language. As a learner of English language, I really thank God, for, I can partake English competitions in Annuqayah area. This makes me more interested and spirited to learn English and hone my English skill"

d. The Media of English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

Based on the observation, the media used by the teacher in EAL are variety. In speaking class, the teacher used blackboard and chalk to teach the basic material like eight parts of speech and tenses. The teacher used the mini-sound active to give the example on good pronunciation, intonation, and good dialog of real English native. The teacher also used the English magazine and the English stories in teaching how the members can re-explain what they can understand from the writing. This can enhance their text understanding and produce the own word to express the similar production.

You can also find the documentation of all Media of EAL in the table 4.3 the inventories of English Area of Latee.

According to Mr Rizal Umami as the speaking staffs of EAL, he explains that[38]

"We have some media that are used in teaching the members. When in class, we use blackboard and chalk in teaching the members about the grammatical rules. But, when we are outside the class, many things can

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[37] Interview 8
[38] Interview 4

be our media, such as the audio to listen the English conversation in order that our members can learn how native speaks English by good intonation, and sometime we use English magazine and English stories, and we will order our students to read and understand the text, at last, they have to explain the content of it by using their own words."

Besides, Mr Ach Muqaddam Alallah also explains that;[39]

"we actually in learning English have a lot of media to use, such as, when we are in class, we use black board and clack in delivering a material, sometimes we also use English magazines, English stories, and other English text in making them more understand in learning speaking. We order them to use the text and comprehend it then explain it to me about what they can catch by their own language without looking out to the text. Then we sometime use sound mini in giving them a lesson about pronunciation, intonation, link-up, or even the native dialect. Sometimes, we also use the video or movie in giving them an example of what natives do when speaking English with full style with the conversation. All what we use depend on the need of students or members, because what we do is actually for their better future in learning English."

e. The Assessment of English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

In accordance with Mr Ach Muqaddam Alallah, he says that;[40]

"Assignment, we have two parts of a test in speaking class, they are Middle test and final test. Middle test is done in the middle of semester; that is in written form. In final test, we have two forms of examination; these are in the form of oral and written test. But, before my members join the exam, they have a requirement to finish that is column that is contained of some topics and the members should get the signature from the tutor by explaining such topic in 30 minutes. If they cannot fill in the column, they could not join the exam."

He adds;

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[39] Interview 3
[40] Interview 3

"The written exam we make is based on the material we teach in class that can be the material such as eight parts of speech, tenses, or other materials. And oral test is done in given topic and they should explain the topic during 5 minutes. The examiner will value their fluency, intonation and pronunciation. Fluency will be 40%, intonation is 30%, and pronunciation is 30%. Fluency consists of grammar of a sentence expressed, the contents of what is explained, and the fluent speaking when the members explain."

Mr Riza Umami as the speaking tutor also says;[41]

"We have three tasks in parts of learning; they are middle test, requirement, and final examination. The middle test consists only on written exam that is about basic grammar that we give in class. The requirement consists of column explanation that is an explanation topics given by us as tutor and members should explain that topic to the tutors listed in a column during 30 minutes every topic. They should fill in the column with the signature, if they cannot do that they will not be able to partake in the final examination. Final examination consists of two types of test; they are written test and oral test. In written test, they have to do the given assignment in writing like the formal test as usual. In oral test, they have to explain the topic we give in 5 minutes with no stopping. The things that we evaluate are fluency 40%, intonation 30%, and pronunciation 30%. I think that is all."

For more information about the task and assignment in Speaking Class, you can find it in the appendix 4.

B. Discussion

Discussion is a phase where findings are analyzed and concluded by the researcher. The researcher found there are five things to discuss in this theme, they are; The Planning, The Material, The Procedure, The Media, and The Evaluation of English Camp in Teaching and Learning English at English Area of Annuqayah Latee Islamic Boarding School.

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[41] Interview 4

1. **The Teaching Plan of English Camp in The Teaching and Learning of Speaking Ability at English Area of Annuqayah Latee Islamic Boarding School**

The Students of English area of Latee are divided into four classes, such as Speaking Class (1st Class), Listening Class (2nd Class), Reading Class (3rd Class), and Translation Class (4th Class). Every class has its own focus of study and planning. The boards and tutors of EAL have two different forums in discussing the planning of learning. The first forum is called as work program which invites all tutors and all boards to discuss about the general activity which will be done by all members from all grades. The second forum is special of every tutors of every class named Program Planning which will discuss about the special activity of every class depends on the grades, here are for more;

a. Work Program

In accordance with findings, all activities of EAL have been arranged in the type of a conference that discusses the planning of whole program which are based on the students' need, the mentality enhancement, self-confidence building, performing good action on public speaking, and the feel of togetherness in learning. All those activities resulted become the very basic principle that can give the students' achievement on speaking production.

This is in a relationship with what Jack C. Richard says;[42] Communicative approach, based on the principle, will direct the teacher to make a plan of teaching that the target of the learning is on the fluency and accuracy of Speaking English. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use.

In conclusion, the planning done by EAL has shown the implementation of Speaking Teaching in a good context of Students' need that requires the teachers to choose the activity that can enhance the students speaking ability by means of Fluency such as Self-Confidence to speak, and the Accuracy that requires the best performance on the explanation in front of public.

b. Program Planning

The program Planning means it is just like "RPP". The Program Planning of EAL is not as usual people find in school. It is in the form of informal context, yet, they have some consideration in making the program plan. Their program planning is flexible and just in the written text such as mini notebook, as it says on interview 3. The program planning is done to prepare all class' activities included the students' needs on their speaking development, the students' mentality on speaking English, the vocabulary building, all aspects they need in daily communication when talking outside the program, the students'

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[42] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006. 14

situation on their speaking ability, focusing on the daily language target, setting the spontaneous reflection not the memorization, and many more.

These also have the same points of what Jack C Richards says in his book that he following principles become the consideration to choose which method is going to use in teaching. They are[43];

1) Make real communication the focus of language learning.

2) Provide opportunities for learners to experiment and try out what they know.

3) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.

4) Provide opportunities for learners to develop both accuracy and fluency.

5) Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

6) Let students induce or discover grammar rules.

But unfortunately, EAL has no good system in making the plan of learning that should be like RPP before getting into the class. They just have the informal forum which consists of the considerations of what is going to do in the class depending on the students' need and weaknesses in learning speaking English.

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[43] Ibid. 13

2. **The Material of English Camp in The Teaching and Learning of Speaking Ability at English Area of Annuqayah Latee Islamic Boarding School**

Having an observation on the hold books of Speaking Class, Book I & II, the materials consist of Eight Parts of speech, alphabet, four tenses, w-h question, prohibition, order, invitation, English pronunciation, intonation, conversation, stories, expression, pronunciation in development such as, link up, week form, and American T sound, and Intonation in the development such as tone level, prominence, and key and termination. These materials are given in the classroom and practiced in the real life.

All those materials have a relation with what Jerremiy Harmer Says in his book that there are four important components in learning speaking English, they are pronunciation, vocabulary, grammar, and fluency[44]. All EAL's material supports all these components. In other terms, the determination of arranging the material should be;[45]

1) As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel

2) Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store

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

[45] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006), 09

3) The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school

4) The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting

5) The language functions involved in those events or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans

6) The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion

7) The skills involved in the "knitting together" of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation

8) The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach

9) The grammatical content that will be needed

10) The lexical content, or vocabulary, that will be needed

In conclusion, the researcher agreed to say that the material of EAL depends on the need of students or members, even in the classroom, the teacher focused on the theory of speaking English well, but, in the reality,

the homework or the duty is always based on the authentic material that should be suitable with the real-life need.

3. **The Procedure of English Camp in The Teaching and Learning of Speaking Ability at English Area of Annuqayah Latee Islamic Boarding School**

In this phase, the researcher will discuss about the activities inside of English Camp in EAL. In 6 months or a semester, those activities can be classified in a group; they are daily activities, weekly activities, monthly activities, and annual activities. Here is the discussion.

1) Daily Activity

a) Speaking English

Speaking English every day and everywhere is the obligation for all members of EAL. During the process of English Camp, they are obligated to speak English even if the activity is outside the classroom. Based on the findings, members speak English. Whoever speaks no English, they have to do the punishment that they must stand up in 15 minutes and memorize 5 vocabularies in the dictionary.

This activity is in accordance to Nunan, there are five common characteristics of CLT classrooms. They are;

An emphasis on learning to communicate through interaction in the target language,

1) The introduction of authentic texts into the learning situation,

2) The provision of opportunities for learners to focus, not only on language but also on the learning process itself,

3) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning,

4) An attempt to link classroom language learning to language activation outside the classroom[46].

In the case, EAL has shown the real communication in the daily routine that they use English as their communication tool. English becomes their habit and they do not need to think what they are going to say, in other name, spontaneous effect.

b) Speaking Class

The findings above show that there are two times in a day that members/students of EAL come into the class to learn about the English theory. The interview 3 tells that the contents of class are about the theory of English such as; tenses, how to pronounce a words, how to arrange a good sentence, how English sentence is pronounced in a type of good intonation, vocabulary building, and good English accent.

For the reasons, the students of EAL just start to learn English from the beginning; it is needed to learn about the theory of tenses, pronunciation, vocabulary building, word type, intonation, and other English theory. This is as the process in producing the sentence in

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[46] Emrullah Sekker, *Communicative Approach as an English Language Teaching Method*, a Thesis of The University of Yuzuncu Yil, 2010. 14

spoken form or communication. Nunan say that; in general, the elements of Speaking are[47];

1) Pronunciation: Pronunciation means as the voice of the word is produced to be spoken. Pronunciation can be defined as a way of how a word is pronounced to be understood by speaking partners.

2) Vocabulary: Vocabulary is a single component of a sentence form which becomes the formulation of the words to be spoken in order to form an arrangement and understandable communication. Vocabulary is the second form after the letter as becoming the first. A sentence is created by a word or a vocabulary.

3) Grammar: In English, grammar means as role of arranging a sentence. By the existence of grammar, the speaker can know what is the subject, verb, object, or adverb in a sentence when doing a communication. A grammar can be a reason that the communication is understood well.

4) Fluency: Fluency becomes the last element of speaking. It can be defined as an ability to speak in a good performance, such as, intonation, the mastery of the vocabulary, grammar, and pronunciation.

The process of class done in EAL that is twice a day is a kind of a process in building the students' understanding and comprehension about the basic step in arranging the words to be a

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

sentence. After they know all the materials mentioned above, they will practice it in communicating with their friend at daily lives, as the first activity tells.

c) Memorizing Vocabulary

The interview 3 shows that EAL obligates its members to memorize 20 vocabularies in a day. This is to enrich the students' vocabulary mastery as they are aware that vocabulary becomes an important part in arranging the words to be a sentence. Every word that people speak in their communication is form of vocabulary they have memorized. The finding shows that EAL obligates the students to memorize the vocabularies minimally 20 in a day. That is proposed to enhance the students' memorization mastery.

Nunan also say that Vocabulary is a single component of a sentence form which becomes the formulation of the words to be spoken in order to form an arrangement and understandable communication. Vocabulary is the second form after the letter as becoming the first. A sentence is created by a word or a vocabulary[48]. This is how memorizing vocabularies is the important thing to do in the case of learning English for the foreigner like Indonesian.

The conclusion that can be taken from this discussion is that the memorizing vocabulary done by EAL in a daily obligation can be a way in broaden and enrich vocabularies, this is to make their

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[48] Jeremy Harmer, *The Practice of Language Teaching*: *Third Edition*, Edinburgh, (Gate: Pearson Education Limited, 2007), 266

communication as well as native that they are not confused of what is going to say in the form of English.

d) Listening Activities

Listening activity is an activity that is done once a day in the morning before going to formal school. According to findings and interviews, this activity is about listening to the English conversation sourced "New Concept", "British Council-Stories and Article", and "British Council Small-Word". This activity is purposed to train the students' skill in pronouncing the word and having good intonation in conversation. The students can also learn how to read an article while it is different with the daily conversation.

In a book of the practice of language teaching, in listening phase, the recorded material allows students to hear a variety of different voices apart from just their teachers'. It gives them opportunity to "meet" a range of different character, especially where real people are talking[49]. Moreover, by the recorded native voice, the students can have an imagination on how the real native talk using English, it is, of course, different with the teacher who is real from Indonesia. Otherwise, the students learn the native language that should be a little bit same with the owner. Thus, listening to the native conversation can take the students into the English real use in the real world.

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[49] Ibid, 304

e) Listening Music

Listening music is one of the members' daily activities that are done once a day in afternoon before taking *Maghrib* prayer. According to findings, such activity is done to refresh their brain after having studied during a day. They usually sit down in front of mini-sound system together while holding the lyric and sing the song loudly. This activity, in other purpose, is to train the members' pronunciation and link-up by reading the lyric continuously.

According to Jeremy Harmer in his book, music is powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing us to use our brain to analyze it and its effect if we so wish[50]. This proves that music can be a way of students to refresh their brain and have a fun while studying about the lyric inside the music. As the music is in English, they will learn on the lyric and also the way how the native sings such lyric.

f) English Practicing

Based on the findings, English practicing is the obligation activity for speaking class' members that they have to explain a given topic (by tutors) in 5 minutes, as they have finished explaining, they will get a signature of their senior that can be used as a ticket to come into the class. If one of them does not get the signature, they will be forbidden to get into the class and get the punishment. This activity is

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[50] Ibid, 319

just to enhance the students' skill in giving the opinion about a topic and to make their speaking ability fluently.

Brown in his book says[51] that in learning extensive speaking Oral presentation (English Practice) is carefully designed to elicit pronunciation, fluency and integrative ability, sociolinguistic and cultural knowledge. English practicing such this activity can enhance and develop the students' fluency and integrative ability, they not only learn to speak English, but also learn to give their opinion to the topic given.

According On the authority of Oxford[52], learning speaking English can use the direct method such as cognitive strategies that is practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. The English practicing through giving an explanation on a topic in 5 minutes can also be consist of this method as the members' cognitive is trained. How members practice their analyzing and reasoning by giving a comment and opinion on a view of a problem. That issue is just good for the learners in learning speaking English as well; moreover they can present the more challenging theme in front of public as the output of this activity. Luckily, EAL has been applying this activity in their daily process of learning.

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[51] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2003) 144

[52] Kamila Chilkiwiecz, *Direct Language Learning Strategies in The Theory by Rebecca Oxford in English Vocabulary Acquisition at The Age Group of 11-12 Year Olds*, world scientific news journal, 07, 2015, 179-206

g) Reading the Irregular Verb

Reading the irregular verb is an EAL daily routine in every morning. Based on the findings above, all irregular verbs are read in the form of song. This to ease the students to remember the form of Verb I-II-III, as the result that the weaknesses of EAL's Students is always forgetting on the verb form based on the sentence. According to findings, the irregular verb is read through singing in the daily routine after down prayer. That is just to make students memorize the irregular verb through reading it many times. The words will be remembered easily when using in the communication type.

By those reasons, this activity helps much to the students to remember all forms of verbs, event they just read without memorizing. Yet, they read it as their habit. It is the cause how this activity helps the students in performing good grammar in the chapter of changing the verb based on the tenses. However, this activity has a lot of advantages.

2) Weekly Activity

a) Speech Contest and Story Telling Competition

Speech contest and storytelling competition are weekly activities that the delegations of every class in EAL have to show their performance in front of EAL members. This is done to enhance the students' ability in performing their English in front of public. The speech and storytelling contest are done in once a week

that the delegation of every class should perform the speech and telling story in front of other students in 7 minutes. The assessment of this competition includes the speaking, contains, and performance that the highest score will be the winner of the contest.

H. Douglas Brown has written the type of activities that can be used in teaching speaking performance that is telling story; teacher can encourage the students to retell stories which they have read in their books or found it in newspaper or internet[53]. The activity of telling story in front of public can develop the self-confidence of the students in which that they have to perform the best speaking such as the pronunciation, intonation, and grammar arrangement that many people will have a focus on the performance of the participants' speaking.

He also adds that to assign the students' speaking ability, teachers can use retelling story or news; Test-taker hears or read a story or news event that they are asked to retell. The objective in assigning such a task vary from listening comprehension of the original to production of a number or oral discourse features, fluency, and interaction with the hearer[54]. This activity combines the interactions with the audiences and need the authentic material

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[53] H. Douoglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition.* (New York: Pearson Education Company, 2001), 272.
[54] Ibid.144

that supposed the participants in retelling the story with the gesture and also good speaking skill.

In other hand, speech is also able to develop the students' speaking skill meanwhile the concept of speech is not too far a way of storytelling. Both need the same skill to produce the good performance in front of public. Yet, speech is more formal than storytelling. However, speech can be used in training the students' ability in front of many people. As Jack C. Richard[55] say in his book that to arrange the syllabus of speaking learning, it should certify some aspects. One of the is the communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting. The formal situation like speech can be a form of aspect that is mentioned by Jack C. Richard.

The implementation of speech contest and storytelling competition done once a week can be a good way to improve students speaking skill in the term of performing the best speaking in front of public as the consideration that speaking is a different skill that needs the performance in mastering it. Fortunately, EAL has done it for the better thing that is special to the members in the future.

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[55] Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006), 09

b) Discussion

The findings show that discussion activity in EAL is done once a week. This activity is for all classes or all grades in EAL. All students before joining the meeting should prepare the reference related to the topic by looking for in a book or searching in internet that is preserved by the Islamic Boarding School (WARNET). The purpose of this activity is to share the ideas/opinions, have self-confidence to talk with the higher grades, train the speaking capacity and capability in rebottle the other participants' opinion, and to train arranging the words to be a sentence in spontaneous condition.

Brown[56] in his book also says that discussion activities give learners the chance to speak more freely and express themselves. It is hopeful to structure a discussion activity by giving learners enough information about what they want to say. The participants of discussion even they do not talk, minimally, can learn what other participants talk and share their opinions in form of ways that they are speaking, pronouncing the English words, arranging sentences, and trying to give the opinions of the topics.

In other reference, to assign the speaking ability, once Brown[57] also says, discussion and conversation are as informal

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

[57] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2003) 144

techniques, those offer a level of authenticity and spontaneity. Assessing the performance of participant through scores or checklists predetermined. But, EAL does not use this activity to be the task, but, this activity is just for training and solving the problems given by the teachers. Yet, this activity is good for English speaking learners to develop their skills through authentic ways that combine the general knowledge in the phase of learning speaking English.

3) Monthly Activity

   a) Drama Competition

      Drama Competition is a monthly activity of EAL that is done twice a month. This activity is just the different ways of implementing the method of "Role Play" as others usually listen in the general ways of teaching speaking class. Through the interview 7, researcher can know the advantages of this activity for Speaking Class' Students that the students can speak like native as they can imagine as real native and they can also use their gesture while speaking as the environment set in the role play of drama.

      For the students, Drama is a fun event and method used by EAL that they can have a fun while studying to speak in accordance with the role that they are in the drama. They will not use the random words to speak in the activity. For example, they are as the king of a kingdom, they have to speak wisely, and it is

different of the role of being a soldier that should speak loudly and explicitly.

In accordance of what has been written by Brown[58] in his book that there are some activities that can be used in speaking class. They are; role plays are also excellent for speaking in the relatively safe environment inthe classromm. In a role play, students are given particular roles in the target language. And then, conversation is kind of speech that happen informally, symmetrically, and for the purpose of the estblishing and maintaining social ties, follow rules of etiquette because conversation are social interaction. It is generally face to face person to person at the same time. Each students can express their idea, feelings, or news and information is exchanged. Drama is an activity which consists of role play and conversation. This informs us how drama can enhance and develop the students' speaking ability as like what EAL do in their monthly activity.

b) Debate

Debate is the monthly activity done by EAL in once a month at the end of the month. This activity obligates every class to delegate three of their members in participating on this agenda. According to findings, debate contest in EAL, even the participants are from different grades, has good advantages for the learners in

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

increasing their speaking ability, such as; debate can enhance the students' speaking fluency, can enhance the students' mentality, can broaden their skill in sharing their opinions, and many more.

According to Quinn, debating gives the chance to meet new people and new ideas. It gives opportunities the students to stand up and argue with someone in public and facilitates the students to discuss their ideas and try to defend their opinion and others. Debate also has interaction role in each practice[59]. This identifies that debate has strong relation with the mastery of public speaking. The elements inside debate can enhance the students' speaking skill in each practice.

In other reference, it is told that debate facilitates the students to enrich their vocabularies through comprehending the issue and how the way they defend the prospective. Also, the students have to speak up their ideas fluently and grammatically correct[60]. In the practice of debate, students are forced to think of the opinions and what they are going to speak up in the sentence form of English. This fact should be in one line of having enough vocabulary in order to be fluently in delivering the ideas.

From the discussion above, debate is one of the higher levels of English speaking method that should be used to the students as the students can achieve minimally to the intermediate

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[59] Astri Wulandary and Ouda Teda Ena, *Using Debate Activity to Develop Indonesian High School Students' Speaking Skill*, LLT Journal Vol-21, June 2018. 15
[60] Ibid, 15

level. Moreover, debate can also be last training for the students who are in the public speaking level of learning.

    c) Watching Movie

According to the findings in the field, watching movie is done once a month. This is done to make members happy and refreshed after they have studied much time English in serious way. Besides, even this program is not so serious, but the movie they watch should be in English. Members could learn the native pronunciation, intonation, and their dialect when speaking English. The members not only watch movie but also have a duty inside of watching the movie that they have to retell the movie to every tutors of every class. Thus, they have to write the important part that they should remember while watching the movie.

According to Jeremy Harmer in his book, there are a lot of things that students can get while they are watching the movie, such as; they can directly see the language use in the real context, they can also see the gesture, emotion, and the words pronounced in one time, and they can also learn the cross-culture clues inside the movie[61]. This shows how many advantages that students can get while they are watching the English movies as they are learning English.

    4) Annual Activity

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[61] Jeremy Harmer, *The Practice of Language Teaching*: *Third Edition*, Edinburgh, (Gate: Pearson Education Limited, 2007),308

a) Anniversary

Anniversary is just like the conclusion of all agenda that is done in a year. The activities inside of the Anniversary are just some competitions that the gift of the champion is higher than the weekly and monthly competition. This is to enhance the students' curiosity and spirit to take a part in the competition. Anniversary of EAL has some annual agenda such as competition and the inauguration of best members in every grade.

Even though this activity is done once a year, a number of competitions are more in quantity and higher in quality, and those the competitions are to broaden their skills in speaking as just like the daily activity they are passing in EAL.

b) SDB (*Semarak Dua Bahasa*)

SDB (*Semarak Dua Bahasa*) is the biggest event that is held by the central board of Annuqayah. This is just like Anniversary but the participants are wider, they are from *Annuqayah Lubangsa, Annuqayah Lubsel, Annuqayah, Lubangsa Utara*, and Many more. There are some competition is opened for all senior high school all around Madura. This activity is challenging for EAL's students as they have to prove their skill after doing a process in EAL during the time. They should prove that EAl has better system of English learning than others by achieving and getting the champion of the competition. All

members of EAL are united and do not group in a class. They are chosen by the teachers who can join the competition. Thus, they should go for better preparation to join the competition. This agenda can be a motivation to fire on their spirit in studying English more and harder than before.

4. **The Media of English Camp in The Teaching and Learning of Speaking Ability at English Area of Annuqayah Latee Islamic Boarding School**

The teachers of Speaking Class have their own way to be a media of learning. They use all things needed in supporting their learning such as; blackboard and chalk when in class, the English conversation when outside the class, and the magazine or English stories in giving the assignment of daily speaking.

While the following media is able to be used in teaching Speaking English as well, they are;[62]

1) **Audio Media** offers a wide range of opportunities for group or individual use that can deliver instruction involving verbal information and guiding the learning of intellectual and motor skills. Example: (cassette recorder or tape recorder) song, music, reading story, etc. with the same examples, Kemp and Smellie defines that audio aids are media that can be listened to. a) Tape recorder and cassette recorder b) Radio c) Smart phone

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[62]

2) **Visual Media** can be formed such as; a) Book or textbook b) Magazine or newspaper c) Flashcard, picture or poster d) Real object /Model/Mock up e) Puzzle f) Blackboard or whiteboard g) Stick figure.

3) **Audio-visual Media** In language teaching, Richards, et al defines that audio-visual media is a great help in stimulating and facilitating the learning of a foreign language. The examples of Audio Visual Media can be such as; television, and computer, video, etc.

From the theory and the findings above, the researcher can analyze that the media used by EAL such as; audio or the recorder of native can be called as audio media, the textbook, stories, magazine can consist on the Visual Media, and the movies watched in once every three months can be an Audio-visual Media. EAL has used all these in supporting the students' speaking ability, even though it is not used in the classroom, but during the learning process as long as they stay in EAL room. This is in reference with the strategy of communicative approach.

5. **Assignment of English Camp in The Teaching and Learning of Speaking Ability at English Area of Annuqayah Latee Islamic Boarding School**

The interview 4 tells the deep explanation about the assignment in Speaking Class. There are three steps of the assignment in speaking class. Middle test is the first one that the students should do the written test. The requirement test means that the students should explain the given topic to

the tutors in half hour to get their signature in order to be able joining the explanation. The last test is final test which consists of two phases, they are written test and spoken test. The written test include the theory exam, and the spoken one include the spontaneous speaking test that the examiner gives the random topic to the students, then the students should present the topic in seven minutes which will assess the fluency 40%, intonation 30%, and pronunciation 30%.

According to Nunan, there are some types of components that should be assessed. They are[63];

1) Grammar: Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2) Vocabulary: The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

3) Comprehension: Understanding the context of the conversation and able to give appropriate response according to the question.

4) Fluency: The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

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[63] Yenny Rahmawati and Ertin, *Developing Assessment For speaking*. Journal of IJEE, Vol I No 2, 2014. 202

5) Pronunciation: Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

6) Task: Task deals with finishing the command given during the speaking test.

Actually, the assignment done by EAL has the same destination on what Nunan says; the different is that only in the written test. In assigning the students' speaking, it does not need the written task as well. But, the researcher could say that it is just to enhance the students understanding in the context of good grammar by giving the written task. The task that is analyzed by the researcher is only the command task of graduation on the students, such as in middle test and final task. Yet, in the daily there are a lot of task that can be analyzed.

The researcher tries to analyze of the task in accordance with Brown on his book[64] that he says "Oral Presentation: Oral presentation is carefully designed to elicit pronunciation, fluency and integrative ability, sociolinguistic and cultural knowledge." This has a same type of the final test done in EAL. This could be classified as the final goal of Speaking Class' Students after doing the learning process during a semester. As they can achieve the criteria of success, they can go into the higher level that is Listening Class.

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[64] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2003) 144

The criteria of success set by the teachers of speaking class are fluency 40%, intonation 30%, and pronunciation 30%. This is just as like what Scott Torn Bury says that there are two parts of criteria that needs to be assessed and becomes the goal of the language. They are[65];

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[65] Scott Thorn bury, *How to Teach Speaking*, (San fransisco: Longman, 2002)128-129

1. The Accuracy of Speaking: it consists of grammar, vocabulary, and pronunciation

2. The fluency: it consists of discourse management and interactive Communication

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions of what has been discussed and analyzed in chapter IV are;

1. The Teaching Plan of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

The conclusion of the researcher for teaching plan is that English Camp of EAL has two kinds of planning in arranging the activity of speaking English; they are work program for the general activity of the camp and program planning for the class' activity. The work program of EAL has been considered to be based on the principle of Communicative Approach but the teaching plan (the program planning) done by EAL is not as good system as the curriculum and the syllabus as well that that is not in one line with communicative approach strategy.

2. The Material of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

The researcher can conclude that the material of English Camp of EAL is based on the authentic material of Communicative Approach, but in the class, the material is just all around the theory of English Speaking, furthermore, outside the class, the material is based on the authentic

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material that is needed by the students need in using English as their communication tool in their daily.

3. The Procedure of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

The researcher could take a conclusion of the daily activities in EAL as EAL has implemented a lot of English Activities in which all those activities are important for the students' need on their English development, they can increase their fluency and accuracy. That makes the English performance perfect for the students who really care of all the EAL's activities and this is proper with communicative approach strategy about the procedure.

4. The Media of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

The media of EAL given by the teacher are absolutely perfect and can fulfill the students' need on learning English. They can be audio media, visual media, and audio visual media. It can enhance the students' spirit and feeling comfortable in learning English and that is just like communicative approach media which presents all media that students need.

5. The Assessment of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School

The assessment done by EAL is based on the criteria of success that exists in Book of Teaching Speaking (Scott Thorn Burry) that the assessment of speaking should consist of Fluency and Accuracy of English

items. And EAL has given the good average on the assessment of Speaking Task in every test that is given. This is just as what communicative approach recommends in giving the students' task about speaking. But, EAL just add the writing test which is to ensure the students comprehend the English theory but this is not exist in the book of speaking to assess the students' comprehension of theory in written test, and that is not in one line with the strategy of communicative approach.

B. Suggestion

1. For The Institution of English Area of Latee

   For English Area of Latee, the researcher just hopes to make a better system on the teaching plan, curriculum, and the syllabus of every class, the special one is for speaking class. That can improve the teaching development in achieving the goal that is set by the institution. In other hand, EAL should also give the strong motivation to the students to learn English seriously in every program held.

2. For The Teacher and Students

   For the teacher, because EAL is the camp which has the long term of learning process, there should be the near relationship with the students in order that, the teacher can know more and deeper of each student's weakness.

   For the students, you should be serious and commitment to receive the material and all programs and activities. The researcher found that some students still break the low like speaking Madura outside the area that causes them not to be able to speak English fluently.

3. For The Next Researcher

The next researcher, there should be well-prepared and wider about the topic of the research, because the researcher today just focused in the speaking ability, however, EAL has more than just it, such as; listening, reading, or even writing.

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Dengan ini menyatakan bahwah skripsi saya yang berjudul *"The Implementation Of English Camp In Teaching And Learning Of Speaking Ability At English Area Of Latee Annuqayah Islamic Boarding School"* adalah hasil dari penelitian/karya sendiri.

Bagian atau data tertentu yang saya peroleh dari Perusahaan atau Lembaga dan/atau saya kutip dari hasil karya orang lain telah di tuliskan sumbernya secara jelas sesuai dengan kaidah penulisan karya ilmiah.

Jember, 20 Januari 2021
Saya yang menyatakan

A Fawazien Ready
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Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLE	SUB-VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	RESEARCH FOCUS

The Implementation of English Camp in The Teaching and Learning of Speaking Ability at English area of Latee Annuqayah Islamic Boarding School.	English Camp	1. Planning
		2. Implementation
		3. Evaluation
			1. Activities of the program
			2. Goal of program
			3. Material of program
			4. Method of program
			5. Media of program
			6. Time allocation
			7. Evaluation of program
				a. Interview
				1. The organizers of EAL
				2. The tutors of EAL
				3. The members of EAL
				b. Documentation
				1. The members' data of EAL
				2. The schedule of the programs
				3. The materials and media of the programs
				4. The evaluation result of the program
					1. Approach and kinds of research
					   a. Qualitative
					   b. Descriptive
					2. Data Collection Method
					   a. Observation
					   b. Interview
					   c. Documentation
					3. Data analysis technique: Qualitative Descriptive
					4. Validation of Data: Triangulation Technique
						How is the implementation of English Camp in The Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School?

	Speaking Ability	Speaking Ability Assessment	1. Grammar 2. Vocabulary 3. Comprehension 4. Fluency 5. Pronunciation 6. Task			

Appendix 2

Interview

Interview 1: Mr Imron Habibi—the Director of EAL (5th of September 2020)

A: Assalamualaikum sir, how are you

B: Waalaikumsalam, I am really fine thank you

A: What is your name?

B: I am Imron Habibi.

A: Who are you here as?

B: I am as the director of EAL this period.

A: what are you doing as the director?

B: I am making a decision everything related with EAL

A: I have some questions about EAL in a purpose of my thesis' need. Can I ask them to you?

B: alright, just ask. I will answer what I can answer.

A: in a learning process, like formal school or we can say EAL is just like them. So, it will have something that may be connection with this process. There are some procedures of what makes it run as well. We can call it, planning, the thing that we do before coming to the class, material, the thing that we are going to teach to the students, the strategy, the thing that we are using in achieving the lesson's target, the media, the thing that ease us in teaching, and the assignment, the thing that we use to evaluate the students' achievement. Let's first talk about planning. What is EAL's planning in teaching speaking English?

B: We do not use the term of planning in arranging our program, but we use "Work Program" to express the preparation of what we are going to do in the next program. This is done to prepare the proper activities in order that we can achieve the target of our learning that the students can speak English well in the daily life.

A: alright, you do not use the word planning right. So what is that work program?

B: We have two types of work program. They are Work Program which is done in once every semester, and the program planning which is done in a conditional situation.

A: What are they mean?

B: Work program is for arranging the activities in long time such as weekly activity, monthly activity, and semester activity. Meanwhile, the Program Planning is done to prepare all daily activities

A: how do you do the work program?

B: this work program is for the main agenda of EAL, all we can say it as big agenda. From this work program, we have decided a few program that are going to be done, such as, speech contest and storytelling in every week, drama competition twice in a month, debating contest once a month, watching movie together, study tour, coronation, anniversary and many more. This is also done by all staffs and central board of Islamic Boarding School.

A: what about the program planning that you've told?

B: the program planning that I mean is that I trust all staffs to teach and make the good plan by themselves. There is no role in making such a plan. We just ask them to discuss with other staffs before teaching. It may be important for them in conducting the good class and can achieve the target of each class.

A: what about the organizing the EAL including parts of class and the classification of the activity?

B: we divide all members of EAL into four classes. We have speaking class, listening class, reading class, and translation class. It is just like a class in formal school; First, second, third, and fourth class. They should stay in a class minimally 6 months then if they can pass the exam, they can move to other higher class. They can finish all classes in EAL just 2 years.

A: what about the activities sir? Do they have the same activities among all classes?

B: of course not. Every classes has their own focus activity, speaking is a class which focuses on English speaking ability, listening is for listening skill, reading class is for reading a text comprehension and grammar in advanced, translation class focuses on the writing skill and how to translate a text in good. They have their own important activity. But in general, we arrange some activities which have to be joined by all members from all classes, because the target of the activity is for their speaking ability as the most important part we press in EAL. As you know that, Speaking has many parts to master, such as public speaking, self-confidence, pronunciation, intonation, dialect, and many more. The process of building all these cannot only be achieved by six months in speaking class, but it needs every time to always be developed. Even, the tutors also need to develop in this side.

A: ohh I see, what about these general agenda, what are they?

B: I think the general agenda we arranged are all in our work program. You just need to see the result of our work program. That is all our agenda in general for all members, not specific to one class or two classes

A: alright I see. Thank you sir

B: you are welcome

Interview 2: Mr Abd Aziz, the consultant of EAL (5th of September 2020)

A: Assalamualaikum sir, how's your life?

B: Waalaikumsalam, I am fine thanks.

A: sir, I am here to have a research about EAL. This is to finish my last duty of university. That is about EAL's strategy to teach and learn speaking ability.

B: Alright, what do you want to ask me?

A: ok sir, actually, when we are talking about educational institution, it will have some system that may be probably important to run the institution. For example, there are planning, material, strategy, media, and assignment. This is in term of EAL's strategy in teaching English sir. So, what is actually done by EAL in planning?

B: we actually do not use planning as what formal school does, because as you know that EAL is non-formal institution. So in arranging all activities we use work program in long lasting program, and Program Planning in short lasting activity.

A: can you please tell me how do you do the work program?

B: Work Program is done once in every semester. This is to arrange the EAL's activity during the semester. From work program, it will be the weekly and monthly activities. We have like speech, storytelling competition, drama, debating, Anniversary, the registration of fresh members, the coronation, study comparison, and many more. All the activities we arrange is based on the need of members, the mentality enhancement of members, ability to communicate, self-confidence building, performing best explanation on public (public speaking), togetherness on learning, and many more. All these aspects become the very basic important thing in arranging the activities all this semester in EAL. This is done not only with all tutors or just board of EAL but also with the general board of Latee Islamic Boarding School to get more advises on their opinion in a language development process.

A: what about the program planning?

B: our program planning is so flexible. We never limit all staffs to make the program planning. They do that with the own staffs which include two people every staffs. The tutors will have their own discussion in making program planning. They will sometime come to another staffs or to consultant to ask an advice about what is going to be done in the class according to the members' condition. This is done in every free time when all members are in formal school, or sleeping, or even when they are in mask.

A: ok thanks

B: you are welcome

Interview 3: Mr Ach Muqoddam Alallah, the speaking staffs 1 of EAL (6th of September 2020)

A: Assalamualaikum sir

B: Waalaikumsalam

A: I stay here for a moment in getting some data about EAL. Can you please help me to finish this?

B: yes, sure. What I can do for you?

A: Alright, as you know that EAL is one of the English institutions in Latee Islamic Boarding School. As the learning institutions, it should have some systems or strategy in teaching and learning right. So I ask you, what is actually the planning of you in teaching speaking?

B: I am sorry, what kind of planning do you mean? Work program?

A: I mean your plan before teaching, if in formal School; it can be called as RPP

B: oh I see, we do not have RPP, but we use Program planning in preparing the lesson before the class.

A: oh I see, can you please tell me about that?

B: The program planning has no schedule, we have no yet like "RPP" as you know that EAL is non-formal institution which does not have the systemic learning process like the formal school. But in planning, we will always have a discussion with other staffs to arrange the daily activity and to arrange the learning process in class. We are flexible on all condition what members need on their development. The things that become our consideration in making decision of what we are doing in class are the members' needs on their speaking development, the members' mentality on speaking English, the vocabulary building, all aspects they need in daily communication when talking outside the program, the members' situation on their speaking ability, focusing on the daily

language target, setting the spontaneous reflection not the memorization, and many more. These aspects are used in building the members' capability on their daily language capacity when having social relationship with other members outside the program as they are obligated to speak English every day.

A: alright, I see it. After you make a plan, you will need the material to give to your students, right. So, what are your materials in teaching your students?

B: All these materials that are given to the students were as the considerations that they need to learn English from the basic theory, so we teach them eight part of speech and tenses. After they have known that we move to the next material that may be needed in the social communication such as Command, Prohibitions, Invitation, dialog, stories, intonation, and other materials that relates on the real life.

A: as I know that EAL has some activities for the students in the daily life, can you please tell me what the activities are?

B: okey, we have some activities. It can be divided into some classifications. They are daily activity which includes, speaking English every time, speaking class, memorizing vocabulary, listening conversation, listening music, English practicing, and reading irregular verb. Weekly activities can be speech and storytelling contest and discussion. Monthly activities are drama, debating contest, and watching movie together. And our annual activities are Anniversary and SDB.

A: Can you please describe me in the full context of each activity. Start from the daily activity. Speaking English every day

B: Okay well, actually, this daily activity is not only an obligation for speaking class, but also for all classes in this location, English Area of Latee. In this method, we really want to make all the members adapt to always speak English in order that the soul of English will become our habits in daily lives. This daily activity has been becoming an obligation for all members every day. To make the members allow this role, the tutors make a punishment for the members who didn't obey this role which is held once a week, every Thursday night. By this method, we hope we can create great outputs.

A: what about speaking class, what is it and what is the content of the class?

B: In this class, we focus just to develop in speaking element, so, in tense sides, we only teach 4 tenses, present tense, past tense, continuous tense and future tense that we certainly often use in our daily lives. We also teach them eight parts of speech, and some rules of making a good sentence. We also don't forget to show how to pronounce word well by imitating native speakers' speaking with using Oxford dictionary.

A: what about memorizing vocabulary? How do you conduct it?

B: talking about memorizing, here we obligate the members to memorize minimally 20 words a day to increase and broaden the vocabularies.

A: what about listening conversation? What is that?

B: listening conversation is one of our ways to make the members able to have speaking like native speakers' speaking by imitating their speaking, and one of conversations that we use is British Council English, Small Word, New Concept, and many others.

A: what about listening music, what is this for?

B: in listening music, we all know that many words are linked up, so by this program we have a wish to have a member who is able to use western accent. Feeling fresh is also our destination in listening music not to always be bored.

A: what about English practicing, what is that for and how do you conduct it?

B: as we think that English is a language which we only need to always practice our language every day, so in this method we make explanation column which has a different tittle every day, and the members ought to explain to the tutor to get signature which will be the requirement to come in to the class. So, for the members who do not explain, they will not be able to get class.

A: how about reading the irregular verb? What is that?

B: reading irregular verb becomes daily activity because we think how important that is. Many members are so difficult to know what the first, the second, and the third shape are in irregular verb that it is not like the regular which only needs to add ED in the end of that word.

A: thank you for all your description of EAL's daily activities , that is really perfect explanation and detail enough in order to know what EAL's members actually do. Now, we move to other parts of our interview that is about the learning media that you use in teaching, what are they?

B: we actually in learning English have a lot of media to use, such as, when we are in class, we use black board and clack in delivering a material, sometimes we also use English magazines, English stories, and other English text in making them more understand in learning speaking. We order them to use the text and comprehend it then explain it to me about what they can catch by their own language without looking out to the text. Then we sometime use sound mini in giving them a lesson about pronunciation, intonation, link-up, or even the native dialect. Sometimes, we also use the video or movie in giving them an example of what natives do when speaking English with full style with the conversation. All what we use depend on the need of students or members, because what we do is actually for their better future in learning English.

A: alright then, now my question is about the final process of learning that is task or assignment. What do you do in arranging the assignment in speaking class' members?

B: assignment, we have two parts of a test in speaking class, they are Middle test and final test. Middle test is done in the middle of semester; that is in written form. In final test, we have two forms of examination; these are in the form of oral and written test. But, before my members join the exam, they have a requirement to finish that is column that is contained of some topics and the members should get the signature from the tutor by explaining such topic in 30 minutes. If they cannot fill in the column, they could not join the exam.

A: alright, you say that there are two parts of final exam; can you please tell me in detail?

B: okey, the written exam we make is based on the material we teach in class that can be the material such as eight parts of speech, tenses, or other materials. And oral test is done in given topic and they should explain the topic during 5 minutes. The examiner will value their fluency, intonation and pronunciation. Fluency will be 40%, intonation is 30%, and pronunciation is 30%. Fluency consists of grammar of a sentence expressed, the contents of what is explained, and the fluent speaking when the members explain.

A: alright, I think, I get all the data I need for my thesis, later, I will ask some documentations of the activities. I say really so thank you.

B: okey sir, you are welcome and good luck for your thesis

Interview 4: Mr Rizal Umami, the speaking staffs 2 of EAL (8th of September 2020)

A: Assalamualaikum sir

B: Waalaikumsalam

A: as you know that I am here to finish my thesis. So, I have some questions that I need to ask you.

B: alright, I know it well

A: ok sir; let's start with the very basic question for the institution of learning that may become the first step before teaching. That is planning. What do you do in making a plan before teaching?

B: do you mean my preparation before going into the class?

A: yes, it may be like that

B: The planning of teaching in EAL is not consistent on the writing types. We just make a meeting with other tutors, ask them to give us advice, and if we think that is good, we will do it in class and our entire program. We are in flexible context on students' need. If students need the vocabulary building for example, we will try to overcome that side on what we can do. This is how we teach in this non-formal English local. The most important thing what we do is on how our members can speak English fluently in the daily communication without being shy that they have to be self-confidence in showing their English in any English public speaking such as storytelling competition, speech contest, and others. That becomes our basic goal of the existence of Speaking Class.

A: I have asked to Mr Ach Muqoddam Alallah about EAL's activity in all part. There are daily activities which includes, speaking English every time, speaking class, memorizing vocabulary, listening conversation, listening music, English practicing, and reading irregular verb. Weekly activities can be speech and storytelling contest and discussion. Monthly activities are drama, debating contest, and watching movie together. And our annual activities are Anniversary and SDB. And he has explained me in detailed about the daily activity. And now, can you please tell me more about the weekly, monthly, and annual activity of EAL. Let's start with weekly activity; they are speech and storytelling competition. What is that contest, and for what is this?

B: Speech and storytelling become our weekly competition in EAL for the reason we have is to reach the abilities of every member either from speech or storytelling. They usually will choose from where they want to develop their ability, speech or story. We, the tutors, understand to what they want to reach in studying English, so we have provided these two weekly competitions not only to broaden their abilities in delivering speech and telling the story but also to build their mental in order the members can have self-confidence. In the other hand, these two weekly competitions, in our perception, can also make their abilities of speaking English get more development.

A: what about the discussion. How does it work?

B: Actually the existence of this program comes from idea of one of tutors in monthly meeting that On Wednesday night, program must exist to change time emptiness. The usual program that worked on that night is development skill; those are development of speech, storytelling, and debating contest. Discussion program we have applied is such as ILC (Indonesia Lawyer Club), so the target we want to reach in this program is to train the members' brain to have thinkable opinion and new issues happening out of boarding school. A week before the program works, all members in every club must have references or data in accordance with the theme tutor had given.

A: what about in monthly activity that is drama?

B: Drama competition in EAL is also one of the ways of ours to train members' abilities in mastering English. Because we believe that by this program, the

members will be on fire to challenge one another to show who the best are, either from the way they speak or they act on the stage. Therefore, the existence of this program will certainly increase the English ability of members itself. The members are divided into four groups; Speaking group, Listening group, Reading group, and Translation group. Thus, every classes competes one another with the guidance of each tutors.

A: debating contest?

B: debating contest is one of monthly competitions existed in EAL since formerly. you know that this competition program becomes exiting one from the others that we have provided to the members. Every class usually has more spirit when this competition would like to start. At first, they will have any guidance from every tutor in every class. They, therefore, compete on fire. We actually make target of this program which it could be the source for them to train their speaking, mentality, and force their thought to think thinkable opinion based on the references and data they have prepared before.

A: watching movie?

B: Ow,… you know, one thing that you must know why we provided this program is that watching makes the learners of English gain more experiences about the way to speak, the way to pronounce, and the way to gesture. After watching, every tutor in every class will usually makes duty for their members; speaking's members are ordered to retell the story of movie by their own language and imitate the way of the actors to speak, listening's members are ordered to retell by Bahasa because their target is to understand actors speaking, reading's members are ordered to take some statements of what the actors speak and analyze those then, translation's members are ordered to compose story based on the story in the movie and take some statements to translate then. Also it is the way of ours that the learners must have time to refresh their thought, so we have believed that by this watching program the members will certainly be on fire again to learn English.

A: anniversary?

B: we know that everyone, every institution and else have annual celebration that is Anniversary. As what I am going to tell you that is the anniversary of EAL. EAL has been established in March 15th 2009, so every March 15th; we always celebrate our beloved local, EAL. A week before celebration, all members will face many competitions; drama competition, speech contest, storytelling, singing contest, news casting, and singing irregular verb. As it is celebration, the members are so enthusiasm to join all competitions we provided. In the last night- a time when the celebration of EAL's anniversary comes- we celebrate it by formal ceremony consisting of reciting holy Qur'an, mars of EAL, delivering speech from director and chief of LATEE Islamic Barding School, and giving prizes for the winners of every competition.

A: SDB?

B: Before I tell you more about SDB (Semarak Dua Bahasa), I am going to say that it is not EAL's program but it is Annuqayah's program which is taken every year but EAL consists within all competitions provided by EEP PPA (English Education Program Pondok Pesantren Annuqayah). I think this competition program has more impact for the development of members, for instance: high wish to compete and show their ability with other institutions. Thus, I think the existence of this program has big benefit for the development of learners of English.

A: okey, you have told me much about the activities in EAL. Now, let's move to the next topic that is about media in learning, what media do EAL's members use in learning English every day?

B: We have some media that are used in teaching the members. When in class, we use blackboard and chalk in teaching the members about the grammatical rules. But, when we are outside the class, many things can be our media, such as the audio to listen the English conversation in order that our members can learn how native speaks English by good intonation, and sometime we use English magazine and English stories, and we will order our students to read and understand the text, at last, they have to explain the content of it by using their own words

A: it is a little bit simple I think, but it is more than enough to answer my questions. Now, what about the task or the assignment in speaking Class?

B: we have three tasks in parts of learning; they are middle test, requirement, and final examination. The middle test consists only on written exam that is about basic grammar that we give in class. The requirement consists of column explanation that is an explanation topics given by us as tutor and members should explain that topic to the tutors listed in a column during 30 minutes every topic. They should fill in the column with the signature, if they cannot do that they will not be able to partake in the final examination. Final examination consists of two types of test; they are written test and oral test. In written test, they have to do the given assignment in writing like the formal test as usual. In oral test, they have to explain the topic we give in 5 minutes with no stopping. The things that we evaluate are fluency 40%, intonation 30%, and pronunciation 30%. I think that is all.

A: nice answer, that is perfect. I say thanks for all your answer. That really helps me in finishing my thesis

B: you are welcome, good luck for you

Interview 5: Member of Speaking Class, Febriyanto (9th of September 2020)

A: Assalamualaikum

B: Waalaikumsalam

A: what is your name?

B: My name is Febriyanto

A: Are you speaking Class member?

B: Yes, I am

A: I have some questions for you in relations with all your activities in EAL. First, is it true that you are obligated to speak English every day?

B: Yes, it is true

A: in your opinion, what is the function of speaking English every day for your English skill?

B: it is that important, in that speaking is skill, so the more we practice, the more we will get speaking better.

A: what about speaking class that is done twice in a day, is it also true?

B: yes, it is true

A: what are you studying in those classes and what do you get from the class? And how does your teacher teach you a material?

B: the first lesson we study is about the eight parts of speech as the lesson we must master it, owing to the fact that all the lessons including tenses and others consist of those. After we master it we will move to second lesson that is tenses, in speaking class there are only 4 tenses to master they are present tense, continuous tense, past tense and future tense – tenses we often use every day, in that the main lesson of speaking class is knowing how to speak English well. Sometimes we are often orders by tutor to speak English in front of public like in canteen, cooperation and so on. Our tutors teach us slowly and step by step, because they do not want to make us lazy that will impact in their studying – English, exactly.

A: what about memorizing vocabularies? Does it really exist in your daily?

B: yes, it really exists

A: how do you memorize vocabularies? How many vocabularies? How the way you submit? And what time do you have to submit it?

B: Every day, we must memorize minimally 20 vocabularies that we must submit it before 23:00 – after night's program, but it is different in Thursday that is we must submit it before we go to prayer house to take sunset prayer. We usually memorize those vocabularies every time and everywhere we stay.

A: I hear that you have a program like listening conversation. Is it true?

B: yes, it is

A: what kind of conversation do you hear? And what is the impact of that conversation to your speaking skill?

B: Usually, we listen about British council conversation – as our English style in speaking, new concept conversation and sometimes we listen about motivational speech of Successful man to motivate us in studying. The impact we get from those conversations is changing our dialect in speaking.

A: is it true while you listen to conversation there is also listening English music?

B: yes, it is.

A: so, what is actually the importance of it for you as English learner?

B: as what I have told you that it will change our dialect and our pronunciation.

A: what about reading irregular verb? Is that true your daily routine?

B: yes, it is

A: how do you do that? When you do it and for what is that activity?

B: We do it in morning's program by singing it to make us easier to memorize. The destination of that program is to make us know how to differentiate between verbs I verbs II and verbs III in using tenses – past tense, exactly.

A: what about English practicing program? Is it real?

B: yes, it is

A: what is actually that program? How do you do the program?

B: that program is just for speaking class, in the night's program, we will get explanation column in which we have to explain – with the tittle in the column, to our seniors and it will be our requirement to join the next program – in the morning.

A: alright then, thank you for your answer

B: ok sir, you are welcome

Interview 6: Member of Speaking Class, Rahmatullah (9th of September 2020)

A: Assalamualaikum

B: Waalaikumussalam

A: what is your name?

B: My name is Rahmatullah

A: Are you speaking Class member?

B: Yes, I am

A: I have some questions for you in relations with all your activities in EAL. First, are you obligated to speak English every day?

B: Yes, sure

A: in your opinion, what is the function of speaking English every day for your English skill?

B: By speaking English every day, I, as Speaking Class member, surely will get fluency in my English skill.

A: what about speaking class that is done twice in a day, is it also true?

B: yes, it is true

A: what are you studying in those classes and what do you get from the class? And how does your teacher teach you a material?

B: I study about many things such as the eights part of speech, tenses, and many things about the base of speaking, I get good speaking and I can use good pronunciation. In the class, my teacher gives good lesson for us, he makes all of members are not bored in the class by giving a question etc. outside the program he gives us a duty: explaining to the senior while using a ticket which is given by a teacher.

A: what about memorizing vocabularies? Does it really exist in your daily?

B: yes, it really exists

A: how do you memorize vocabularies? How many vocabularies? How the way you submit? And what time do you have to submit it?

B: I memorize vocabulary while repeating three times in all of words in order I will be easy to submit it. He, as the teacher of speaking class, will gives us twenty vocabularies every day. We just need to come to the teacher and he will ask about the vocabularies that we memorize. I memorize it since 06:00 until 11:00.

A: I hear that you have a program like listening conversation. Is it true?

B: yes, it is

A: what kind of conversation do you hear? And what is the impact of that conversation to your speaking skill?

B: I hear conversation like British council and New Concept. I get many impacts in hearing conversation such fluency speaking, good pronunciation etc.

A: is it true while you listen to conversation there is also listening English music?

B: yes, it is.

A: so, what is actually the importance of it for you as English learner?

B: music can change my English skill in the aspect of dialect, intonation, link-up, pronunciation, while others are to refresh my mind cause I have learned English during a full day.

A: what about reading irregular verb? Is that true your daily routine?

B: yes, it is

A: how do you do that? When you do it and for what is that activity?

B: I only read it in a program. Actually this activity has good benefit for our speaking

A: what about English practicing program? Is it real?

B: yes, it is

A: what is actually that program? How do you do the program?

B: that program is consisted in two times, the first time is in our program and the second time is in outside program. We only try to speak English fluently.

A: alright then, thank you for your answer

B: ok sir, you are welcome

Interview 7: Member of Speaking Class, Maftuh wijaya (8th of September 2020)

A: Assalamualaikum

B: Waalaikumsalam, sir

A: What is your name?

B: My name is Maftuh wijaya

A: What class are you in EAL?

B: I am speaking Class sir.

A: alright, I have a few questions for you. Is that true that every week there are speech and storytelling competition?

B: yes sir, it is true.

A: can you please tell me about that competition in detail? What is it for and what is the function of it for your skill as speaking member?

B: well, speech and telling story contest, without doubt, do work to increase my speaking skill. Both are weekly competition joined by one member from every class. In the end of the month, we will get a prize in the form of money. Yes, it is not that much, but I am satisfied.

A: what about discussion program that is done in every week? Is that true?

B: yes, it is

A: what do you do in that program and what do you get?

B: in that program, as other member do, I have must to deliver my opinion about the topic. Whether it is right, I have to aver it. Because the prime aim of this program is to make my speaking better and to make me brave to speak in front of public. Like telling story and speech contest, I get very great development in my speaking English.

A: okay. I hear that EAL also holds the drama contest right?

B: yes, you are right

A: what is actually the importance of that for your speaking skill?

B: through the drama contest, I can speak like native speaker, because my tutor tells me to imagine that I am the real actor like in movie. Also, this drama makes me speak with my hand movement (gesture). It really helps me make my speaking partner easily understand to what I speak.

A: what about the debating contest, is it also true?

B: yes it is true

A: how do you do that and what is the importance of it for your English speaking ability?

B: okay, during the semester, I've only joined once; however, it also helps me increase my speaking ability. This drama contest is held every half month. The daily boards will announce the theme a week before the competition is held. Under my tutor's guidance, I have to practice within a week with my group. By this program, I know how to deliver opinion well.

A: do you know EAL's anniversary?

B: yes I do

A: what are the activities inside this agenda? And what does this program actually mean for you?

B: this agenda is held every year, exactly on March 15th. We have a great number of activities in that agenda. It includes some competitions. They are speech contest, telling story contest, debating contest, drama contest, advertisement contest, news anchor, singing irregular verbs, and so forth. Of course, those all are to make my speaking better.

A: I also hear SDB, Semarak Dua Bahasa, does it really exist here?

B: yes, it is

A: how does it look like? And what is its function for you and your skill?

B: SDB is like an English festival. It consists of some competitions. Unlike the previous competitions, the competitions are for wider space. They may come from some English camps surround Annuqayah and from Madura. It fells very competitive. Owing to the fact that it's joined by English lovers in Madura, we strive more than ever. Furthermore, I can learn from other delegations that are from outside this boarding school. Sometimes, we share our program and the way to have good speaking.

A: alright, I think that's enough, thank you for your nice answer

B: ok sir, you are welcome. Nice!

Interview 8: Member of Speaking Class, Ahmad Roziv Maulana (10th of September 2020)

A: Assalamualaikum

B: Waalaikumsalam sir

A: What is your name?

B: My name is Ahmad Roziv Maulana

A: What class are you in EAL?

B: I am speaking Class sir.

A: alright, I have a few questions for you. Is that true that every week there are speech and storytelling competition?

B: yes sir, it is true.

A: can you please tell me about that competition in detail? What is it for and what is the function of it for your skill as speaking member?

B: yes, I can. About one week before we show, our tutors at first choose two of us, speaking class members, to partake these weekly competitions either in delivering a speech or in telling a story. They, then, give the chosen an English speech and story text to memorize and prepare to perform. Both competitions are to develop, to enhance and to hone my English skill exactly in speaking English; besides, partaking both, I can also make my own mental stronger and stronger to show who I am and how my skill is in front of public.

A: what about discussion program that is done in every week? Is that true?

B: yes, it is

A: what do you do in that program and what do you get?

B: I try to play and fight with my brain to discuss one topic with my group and share to others. I get my speaking English and my critical thinking developed.

A: okay. I hear that EAL also holds the drama contest right?

B: yes, you are right

A: what is actually the importance of that for your speaking skill?

B: it is such a significant program that I can imitate and change my English speaking intonation, accent and pronunciation as experts.

A: what about the debating contest, is it also true?

B: yes it is true

A: how do you do that and what is the importance of it for your English speaking ability?

B: As debating is my very favorite program, I do the best for it. My English speaking ability gets much better.

A: do you know EAL's anniversary?

B: yes, I do

A: what are the activities inside this agenda? And what does this program actually mean for you?

B: it is held once a year. There are some competitions to welcome this, such as performing drama, singing song, delivering speech, telling story, doing Olympiad and so on. It means to get my speaking English more developed.

A: I also hear SDB, Semarak Dua Bahasa, does it really exist here?

B: yes, it is

A: how does it look like? And what is its function for you and your skill?

B: Semarak Dua Bahasa means English and Arabic language. As a learner of English language, I really thank God for I can partake English competitions in Annuqayah area. This makes me more interested and spirited to learn English and hone my English skill.

A: alright, I think that's enough, thank you for your nice answer

B: ok sir, you are welcome

Appendix 3

The Result of Work Program

Daily Program

No	Activity	Target	Time Schedule	Responsible Person
	Reading Irregular Verb	to memorize the irregular form of verb by singing them	Every Morning, 05.30	All Tutors
	Having a Class	To gain the material in every level of class	Every Morning, 06.00	Every Tutors of Class
	Memorizing Vocabularies	To broaden and enrich the vocabulary mastery	All day long	Every Tutors of Class
	Listening Conversation	To learn the native intonation, pronunciation, and link-up term	Every Morning, 06.30-07.00	Every Tutors of Class
	Listening Music	To refresh the brain while learning link-up	Every afternoon, 16.30-17.00	Every Tutors of Class
	Having a class	To gain material in every level of class	Every evening, 20.45-22.00	Every Tutors of Class
	Speaking English	To custom speaking English as daily communication tool	All day and night long	Every Tutors of Class
	Punishment	To punish who breaks the rules	Thursday night, 20.00-finish	All Tutors

Weekly Program

No	Activity	Target	Time Schedule	Responsible Person
	Story Telling	To enhance the public speaking capacity and ability	Every Saturday Night, 20.30-finish	Every Tutors of Class
	Speech Contest	To enhance the public speaking capacity and ability	Every Saturday Night, 20.30-finish	Every Tutors of Class
	Discussion	To share opinions and keep on learning of giving opinion in front of public	Every Wednesday Night, 20.30-finish	Every Tutors of Class

Monthly Program

No	Activity	Target	Time Schedule	Responsible Person
	Drama	To show the action	Twice a month, every Friday night, 20.30-finish	Every Tutor of Class
	Debating contest	To enrich the opinions and skills in argumentation program	Once a month, every last month, 21.00-finish	Every tutors of class
	Watching Movie	To imitate how the natives speak and act when speaking English	Once a month, every early month, 21.00-finish	All tutors

Annual Program

No	Activity	Target	Schedule	Responsible Person
	Anniversary	To celebrate the anniversary of EAL	Every 15th of March	All tutors, alumnus, and members
	Inauguration	To inaugurate the new boards	Once a year	All Local Societies
	Coronation	To coronate the best members and move to the higher class	Every semester, twice a year	All tutors and members

Appendix 4

Assignment Documentation

The requirement of joining exam

No	Title	Tutor	Fluency Max. 40	pronounciation Max. 30	Intonation Max. 30
1.	Global warming impacts in annual climate shift	Mr. M. Syaifullah			
2.	Indonesian position in economic world war	Mr. Ach. Yunizar Maulan Khairi			
3.	Trilogy of Islam	Mr. Imron Habibi			
4.	Creating moral education by Ta'lim al-Muta'alim	Mr. Muhammad Suhaemi			
5.	Indonesian development since Soekarno up to Jokowi	Mr. Mukhlis			
6.	The existence of technology in sentries life	Mr. Ach. Muqoddam aalallah			

The members of speaking have to explain based on the title above and get the signature of the tutor while as they can finish all the column, they can join the exam.

Written Test

I. Choose the right answer below

    1. I eat rice in canteen <u>nicely</u>.

        a. Preposition   b. Adjective   c. Adverb   d. Noun

    2. Rena <u>goes</u> to mountain. What verb is underlined word?

        a. Intransitive   b. Transitive   c. Regular   d. Irregular

    3. Give us the example of Conjunction!

a. Learn　　　　　b. In　　　　　c. Mine　　　　　d. Then

4. What is the pattern of Command!

   a. Be + Nonverb　b. S+Will+V1+O　c. S+Verb Be+V3+By+O　d. V+O

5. The racer drove on the car <u>quickly</u>! What kind of adverb is that?

   a. Adverb of place

   b. Adverb of manner

   c. Adverb of time

   d. Adverb of preposition

6. He beats his friend. Change it into passive voice!

   a. His friend is beaten by him

   b. He is beaten by his friend

   c. His friend are beat by him

   d. He is beat by his friend

7. My mother is caught by police. Change it to active voice!

   a. The police is catch by my mother

   b. My mother catches my mother

   c. The police catches my mother

   d. My mother is catching the police

This text is for number 8-10

Once upon a time colonizer of Netherlands come to Indonesia. <u>They took the wealth of Indonesian natural resource</u>. All societies.............afraid of them because they ....weapons.

8. What is tense of the text?

   a. Present tense　b. Past tense　c. Present continues tense　d. Future tense

9. Fill the blank sentence!

   a. Are, have　b. Will be, will have　c. Were, has　d. Were, had

10. Change the underlined word into passive voice!

    a. The wealth of indonesian natural resource was taken by them

    b. They were taken by the wealth of indonesian natural resource

    c. The wealth of indonesian natural resource was taken

    d. They are taken the wealth of indonesian natural resource

II. Answer the question below into the right answer

1. Mention all parts of speech and give each example!
2. Marphu'a calls her boyfriend! *Change the sentence to all tenses*!
3. <u>My father</u> <u>send</u> <u>me</u> <u>a letter</u> <u>to my boarding school</u> <u>because he misses me</u>
      1 2 3 4   5   6

   Make them question words!
4. Give us the example of Command (verbal, nominal), Prohibition (verbal, nominal), invitation (verbal, nominal)
5. Tell your best experience in EAL minimally with the right tense on line two values!

Oral Test

The column of value

No	Name	Fluency 40%	Intonation 30%	Pronunciation

Fluency consists of grammar arrangement, contents of speaking, and the fluent explanation