

**EXPLORING ENGLISH SPEAKING PROGRAM IN AN
ISLAMIC BOARDING SCHOOL IN KUDUS**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Education Bachelor in
English Language Education



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MOTTO

“My Name is Habib Salim, I am Blessed Son”

DEDICATION

This thesis is dedicated to:

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ABSTRACT

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Speaking is a primary aspect of studying a language. A speaking skill need many opportunities to practice. Many schools provide English Club extracurricular facilities as a means of supporting speaking skill. An Islamic boarding Tahfidz Yanbu'ul Qur'an Menawan has a system that students are obligate to speak English in their daily communication. The aims of the research is to find out the purposes, the implementation, strengths, and weaknesses of the English speaking program at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan. The formulation of the research problems were: 1) What are purposes of English speaking program? 2) How is the implementation of English speaking program? 3) What are the strengths and weaknesses of English Speaking Program? The Research method: 1) the research design in this study was descriptive research with qualitative approach, 2) the subject of this study was the supervisor and student organization/tutor, 3) The research instruments were observation, interview, and documentation. The research findings were: the description of Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan. The English program has three purposes. Those are: to create good environment to practice English, to train student correct grammar and pronunciation, to build the students to speak bravely. There are four kinds of implementation English speaking program; those are daily, weekly, monthly, and annual program. There are strengths and weakness in English speaking program. The strengths are; students acquire more new vocabulary, student have good environment in English practice and they are more confident in speaking English, the weakness is in the use of grammar.

Keywords: English speaking programs, speaking skill, language program.

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academic year of 2021/2022 is for readers who want to know the English program at the Tahfidz Yanbu'ul Quran Islamic Boarding School Menawan, Gebog, Kudus.

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The Writer

Habib Salim. AK

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is one of the most important things in communication, and it is used as a means of communication between countries in the world. It is easier to be identified or understood from speaking.¹ According to Fulcher that speaking is the verbal use of language to communicate with others.² It is like the statement in *Oxford Learner's Pocket Dictionary* that language can be defined as a media used by people in a thorough place to communicate, neither in the form of speaking nor writing.³ The important thing is that all human can survive their lives. Everyone in the world always uses language to communicate, convey information and knowledge or education, and express their thoughts and ideas. Sometimes, it becomes more intelligent because it can also lead to someone's mindset.⁴

¹ Lai – Mei Long & Seyedeeh Masoumeh Ahmadi,” An Analysis of Factors Influencing Learners' English SpeakingSkill”, *International Journal of Research in English Education*, 2017, P. 34

²Glenn Fulcher, “*Teaching Second Language Speaking*”, (New York: Pearson-Longman, 2003), p.24

³A. S. Hornby, “*Oxford Advanced Learner's Dictionary of Current English*”, (New York: Oxford University Press, 2009)

⁴Sumarsono, “*Sociolinguistics*”, (Yogyakarta: Pustaka Pelajar, 2013), p.18

As an inter-dimensional language, English is an language widely spoken in all countries of the world. In Indonesia, English is considered a foreign language. It becomes one of the important subjects that is required to be learned by all students in junior high school through higher education. English is the most important foreign language in the transmission and assimilation of education, science, technology, art and culture, as well as in establishing international relations. Susanto (2007: 3) states: "English is becoming popular and is one of the most important languages in all walks of life for understanding literature. Learners may be aware of the language, but will not be able to use it if they do not practice everyday communication. "So English is one of an important thing to learn and practice in communication. In English, four skills that should be mastered, they are: listening, speaking, reading, and writing. The most important one of them is speaking. Speaking is the most important aspect of learning English. Its success is measured in terms of the ability to carry out a conversation in the language. Learning to speak becomes the greatest interest for foreign language learners. In short, the ability of English is measured by its result in speaking skills or oral communication. Such as the religion show the verse of Koran that explain how god teach human by a speech:

الرَّحْمَنُ ۙ ۱ عِلْمَ الْفُرْعَانِ ۚ ۲ خَلَقَ الْإِنْسَانَ ۚ ۳ عَلَّمَهُ الْبَيَانَ ۚ ۴ [الرحمن:1-4]

(Allah) Most Gracious! It is He who has taught the Qur'an. He has created man. He has taught Him speech (and intelligence) (Q.S. Ar-Rahman/55: 1-4).⁵

Speaking ability becomes a benchmark or assessment in learning English. It is shown that speaking ability is a competency that must be achieved in the Indonesian curriculum. Colloquial language is taught in some junior high and senior high schools. A Student is just given several opportunities in a week to practice the English language in their lesson as a foreign language. It means the students are not only given little opportunity to practice in their classes. Good activity motivates students to speak English well.

The teacher only teaches how to speak in class. Finally, it is difficult for learners to speak English. Students are often afraid to speak in foreign language lessons. They are usually afraid of making mistakes, afraid of being criticized or losing face, or simply afraid of the attention that draws their speech. Speaking requires more practice, not just theory. Students find it difficult to speak English as they rarely practice everyday communication.

⁵ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2004), p. 1397

However, learning to increase speaking skill requires more opportunities to practice the target language. The teacher should give good speaking assignments to support the students' speaking ability. According to Harmer (2003: 8) "Good conversations can and should be very motivating. If all students are fully engaged and the teacher has prepared the activity correctly and can provide friendly and helpful feedback. They will get great satisfaction from it. "The conversation can and should motivate students to practice correct speech.

Sometimes, students take a part in activities outside of the formal program/school curriculum such as extracurricular, course and club as non-formal educational institutions that can help students learn the English language. This is an institution that is expected to be able to help students who have less theory and skills in English to expand their knowledge and practice of speaking because The English Club as an extracurricular activity is a good opportunity for students to achieve their goals of improving their English skills.⁶ Yildiz stated that to be more precise to learn English language, students need to join extracurricular activities in language learning, such as English

⁶ Edward. J. Klesse,& D'Onofrio, J.A. 2000. *The value of co-curricular activities. Principal Leadership.* Retrieved from <https://thewheatleyway.files.wordpress.com/2013/09/value-of-cocurricular-activities-48943.pdf>

language debate, journalism club or drama club activities to be more fluent in English. Extracurricular activities may offer many skills that are not easily taught in classrooms.⁷

Tahfidz Yanbu'ul Qur'an Menawan Islamic Boarding School under a formal institution that provides students with theory and practice by having good opportunities that engaged tutors and society. To support students' speaking skills, there are several types of daily, weekly, monthly and annual language programs. Both have many conversational exercises to help students learn and practice speaking skills. So this institution seems like the collaboration from formal institutions in schools and non-formal institutions in courses that run 24 hours under supervision in an adequate environment in learning English.

Tahfidz Yanbu'ul Qur'an Menawan Islamic boarding school uses bilingual languages (English and Arabic) in everyday communication. Students should use both of them to communicate with each other. If they speak away from both of them, they will be punished. In this study, we focus exclusively on English-speaking languages. The language program is

⁷ Y, Yildiz. 2015. "The Key to Success in English Learning Can Be Involvement in Extra Curricular". *International Journal of Thesis Projects and Dissertations (IJTPD)* Vol. 3.

designed to support students' speaking skills. Here, it is interesting to find how the implementation of this institution to run the program and knowing the purposes of the program, the strengths and weaknesses of a speaking language program to evaluate for a better institution. By running the Speaking Language Program, students can easily, effectively, and better learn and practice to speak for daily communication.

Based on the background above, the researcher is interested in describing the language speaking program at the Tahfidz Yanbuul Qur'an Menawan Islamic boarding school. The researcher believes that this research is important as it will contribute to the teaching and learning of English, especially in speaking language. In this case, the researcher tries to focus on the English-language program. It covers the implementation, purposes, strengths and weaknesses of the language program for the development of students' speaking skills. Judging from the above description, the researcher is interested in conducting the study "Exploring English Speaking Program in Islamic Boarding School Kudus (Tahfidz Yanbu'ul Qur'an Menawan, Gebog, Kudus)".

B. Research Question

This Research is conducted to answer the main problem:

1. What are the purposes of the English Speaking Program at Tahfidz Yanbu'ul Qur'an Islamic Boarding School Menawan Gebog Kudus?
2. How is the implementation of the English Speaking Program at Tahfidz Yanbu'ul Qur'an Islamic Boarding School Menawan Gebog Kudus?
3. What are the strengths and the weaknesses of the English Speaking Program at Tahfidz Yanbu'ul Qur'an Islamic Boarding School Menawan Gebog Kudus?

C. The Objective of the Study

According to the research question, the purposes of this research can be stated as follows:

1. To find out the purposes of the English Speaking Program at Tahfidz Yanbu'ul Qur'an Islamic Boarding School Menawan Gebog Kudus?
2. To find out the implementation of the English Speaking Program at Tahfidz Yanbu'ul Qur'an Islamic Boarding School Menawan Gebog Kudus?
3. To find out the strengths and the weaknesses of the English Speaking Program at Tahfidz Yanbu'ul Qur'an Islamic Boarding School Menawan Gebog Kudus?

D. The Significance of the Research

1. Theoretically

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

2. Practically

a. For the institution

The result of this study is feedback for improving the system of education and facilitating.

b. For the tutors

This study is feedback to motivate the students to be active in speaking English or in making English conversation.

c. For the students

This study will be as feedback and motivation for them to get good result in speaking English and to grow their consciousness in speaking English.

d. For the writer

Researchers can gain a lot of useful experience in the future as masters of English. In addition, the

results can be used to improve the knowledge and skills of researchers in teaching English.

e. For the other writer

With this research, the researcher hopes that the results of this study can be a reference for other researchers to conduct new research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. SPEAKING ABILITY FOR STUDENT

1. Definition of Speaking for Students

Speaking and composing are useful abilities and include a few sorts of creation concerning the language client. Tuning in and perusing understanding have a place with open abilities and include the language client is getting composed or communicated in language.⁸

Brown and Burns and Joyce define speaking as the process of making meaning by producing, receiving, and interactively processing information.⁹

As one of the fundamental expertise of English, speaking has an imperative job in the language learning measure. As indicated by Fulcher, the meaning of speaking is the way to convey a verbally.¹⁰ As one of the fundamental expertise of

⁸ Muhammad Nafi Annury. "The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department". *Register Journal IAIN Salatiga*. 205

⁹ Lai-Mei Leong, Seyedeh Masoumeh Ahmadi. "An Analysis of Factor Influencing Learners' English Speaking Skill". *International Journal of Research in English Education*. 2017. p. 35

¹⁰ Glenn Fulcher, "Teaching Second Language Speaking", (New York: Pearson-Longman, 2003), p.24

English, speaking has an imperative job in the language learning measure. As indicated by Fulcher, the meaning of speaking is the way to convey a verbally.¹¹ As one of the large scale abilities, speaking is fundamental for successful correspondence in any language¹², It is said as a component of the language capacity in productive ability identified with the aural and oral medium that students need.¹³ Speaking capacity turns into the primary aim to numerous language students examining English that should be expanded because speaking is utilized for numerous different purposes. All in all, speaking abilities are straightforwardly identified with brain science, humanism, and training.¹⁴ others or might be utilized to convey something to accomplish specific objectives including clarifying, stating thoughts and viewpoints, arranging as well as taking care of issues, in any event, keeping up with and

¹¹ Hassan Soodmand Afshar, Masoud Rahimi, "Reflective Thinking, Emotional Intelligence, and Speaking Ability of EFL Learners: Is there a Relation?".*Innovation in Language Learning and Teaching*. 2015, p.4

¹²Kamonpan Boonkit, "Enhancing the development of speaking skills for non-native speakers of English".*Procedia Social and Behavioral Sciences* 2. 2010, p.1305

¹³ H.G Widdowon, "*Teaching language as communication*". (New York: Oxford University Press, 2004), p.57.

¹⁴Ozgur Celik, Fatih Yavuz, "The Relationship between speaking grades and Listening grades of university-level preparatory students".*Procedia-Social and Behavioral Sciences* 197. 2015, p. 2138

building up a social relationship.¹⁵ We utilize addressing depict something, to make a charming solicitation, to intrude on individuals' contention, to draw in others with jokes, or to finish things.¹⁶

2. The Importance of Speaking for Student

A language is an apparatus for correspondence. Correspondence by speaking is as yet classified as the most ideal approach to communicate thoughts. The significance of speaking abilities subsequently is colossal for the students of any language. A language is close to a little prearranged or a book without being spoken by a human. The people group has a fundamental part in the utilization of language, including the bounds of language. Individuals ought to have the option to utilize words properly in some specific circumstances. Individuals in their environments, i.e., analysts working either in a clinical research center or in a language lab, should talk accurately and adequately to discuss well with each other.

The capacity to talk comes prior in human existence before the capacity to peruse and compose. Accordingly, oral

¹⁵Lulut Widyaningrum, "Pecha Kucha: A Way to Develop Presentation Skill". *VISION: Journal for Language and Foreign Language Learning*. Vol.5 No.1. 2015, p.57

¹⁶ Jack C. Richards & Willy A. Renandya, "*Methodology in Language Teaching: An Anthology of Current Practice*". (New York: Cambridge University Press, 2002), p. 201.

language is more desirable over use in day by day life than a book. Critical segments like elocution, language, jargon, familiarity, and appreciation are required in speaking capacity. Those parts ought to be learned by speakers with the goal that the discussions become more open to being perceived.

3. Basic Type of Speaking

Brown stated the type of oral production that students are expected to do in the classroom. These goals can be classified under several types of speaking performance Teaching Speaking for Student:¹⁷

1. Imitative is the ability to display (imitate) a customized structure or phrase.
2. Intensive is the production of spoken language designed to demonstrate competence in a narrow band of grammatical, lexical, phrasal or phonological relationships.
3. Responsive incorporate cooperation and test appreciation with short discussions, standard good tidings and casual chitchat, straightforward solicitation, remark and others
4. Interactive can take two types of conditional language, which has the motivation behind trading explicit data, or

¹⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Pearson Education, Inc., 2004), 141.

relational trades, which have the reason for keeping up with social connections.

5. Extensive (monolog). Extensive oral production tasks include storytelling, speeches, and oral presentations. The Language style is frequently formal for extensive tasks and more deliberative.

4. Speaking Class Activity

According to Harmer there are various broadly used classifications of speaking exercises as follow:

1. Acting from a script

In this action, we can request that the student carry on scenes from their coursebooks and now and again shoot the outcomes. This exchange movement they can learn before the class. Before applying students to learn it, the teacher focuses on fitting pressure, pitch and speed.

2. Communication games

This communication game, students are forced to talk to their interlocutors to solve various problems such as puzzles, describe pictures, find similarities and differences between pictures.

3. Discussion

Some conversations just occur in exercises, they don't prepare before but if the teacher encourages them, they will speak with enjoyment and be productive in language classes

4. Prepared Talk

In this activity, try to give exercise to the student making presentation form the topic they choose. Give them several time to prepare before they show their speeches in front of the class

5. Questionnaire

Questionnaires are useful because they ensure that both the questioner and the respondent have something to say to each other. Students can design a questionnaire on what topics jokes are appropriate. When they do, the master can act as a resource, assisting them in the design of the exposition. The results obtained from the questionnaire; then can be based on the writings, discussions, or talks that have been carried out.

6. Role and Play

Students simulate real-life encounters as if they were doing them in the real world, either as themselves in the encounter or an airplane, or taking on the roles of

characters and feelings. Simulations and role-playing can be used to promote general oral fluency.

B. TEACHING AND LEARNING SPEAKING

1. Component of Speaking for Student

A Component of speaking is elements of speaking. Several things are part of the components of speaking:

a. Fluency

The essential objective of showing speaking abilities is how to causes the student to have a decent exhibition in speaking, by their familiarity. because of Hughes, familiarity might be characterized as a reasonable and energizing approach to talk. It is fortified by Hedge's assessment that communicated expressiveness as interfacing the words and expressions articulating the sounds unmistakably and utilizing pressure and inflection rationally in speaking.¹⁸

b. Accuracy

Accuracy is the capacity to create sentences or expressions with the right language as expressed in Longman Dictionary (2000:204). The speakers need to adhere to the

¹⁸ Lai-Mei Leong, Seyedeh Masoumeh Ahmadi. "An Analysis of Factor Influencing Learners' English Speaking Skill". *International Journal of Research in English Education*. 2017. p. 36

standards of the language, for example, syntax and design to have the option to talk precisely.

c. Vocabulary

Vocabulary is one of the things that must be dominated by the student in learning English on the grounds that nobody can communicate in English in the event that they have restricted Vocabulary and without a corresponding measure of jargon, anybody will get inconvenience in perusing, tuning in, speaking and composing.

It is as like the substance in *Oxford Learner's Pocket Dictionary* that characterizes Vocabulary is all of the words that an individual knows or employs. Rundown of words with their implications.¹⁹

d. Grammar

According to Syakur (1987:3) Grammar is one of a significant part of talking. An expression can has diverse importance if the speaker utilizes inaccurate language structure. On the off chance that language structure rules are to be heedlessly disregarded. Correspondence might endure

e. Pronunciation

The definition, as indicated by Paulston and Burder, Pronunciation is the creation of a sound framework that

¹⁹A. S. Hornby, "*Oxford Advanced Learner's Dictionary of Current English*", (New York: Oxford University Press, 2009)

doesn't meddle with correspondence either from the speakers' or the audience members' perspective.²⁰

2. The target of Speaking Ability

Davies & Pearse (1998), quoted in Astuti (2012), argues that the main target of all English education is to enable learners to use English effectively and accurately in communication. "A measure of language learning success is demonstrating the ability to achieve the practical target through interactive discourse with other language speakers," Brown (2007) states (p.322). Teaching speaking is considered successful if the learner can demonstrate his or her ability to speak and reveal his or her thoughts in the speaking lesson. Therefore, students need to learn and master the elements of speaking skills. In speaking classes, students are expected to be able to speak in a variety of genres and situations (Harmer, 2007, p. 343). Therefore, after learning to speak, students can survive with typical feature exchanges.

3. Characteristics of Successful Speaking Activities

For students to deliver a successful speech, they must achieve certain characteristics of successful conversational

²⁰ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction". *International Journal of Research in English Education*. 2016, p. 2.

activity. According to Ur (1999: 120), there are four characteristics of successful speaking activities²¹, these are as follows;

- a. Students talk a lot. As much as possible the time period allocated for the activity is taken by the students' speeches. This may seem obvious, but most of the time is spent by the teacher talking or taking breaks.
- b. Participants are bound. Class discussion is not dominated by a small number of active participants. Everyone has the opportunity to speak and contributions are distributed equally.
- c. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it or they want to contribute to achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to teach other and acceptable level of language accuracy.

4. Factors affecting speaking on EFL

²¹ HARMER, Jeremy. The practice of English language teaching. *London/New York*, 2001, 401-405.

Speaking in a language is hard for the unknown dialect student. It happens because oral correspondence needs the capacity to utilize the language precisely and suitably in friendly collaboration. According to Richards there are a few factors that can be influencing on EFL students' oral communication.²² They are:

a. Age or maturational requirements

Age is one of the variables that decide if somebody is fizzled or prevails in unknown dialect learning. Somebody Jack C Richards and Willy A Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge college pers, 2002), 204. Who started obtain unknown dialect learning in youth accomplish higher capability than those who start as grown-ups.

b. Aural Medium

Listening plays a significant part being the development of talking capacities. During communication, each speaker assumes a twofold part both as an audience and as a speaker. On the off chance

²² Jack C Richards and Willy A Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge university pers, 2002), 204.

that one can't get what is said each other can't react. That is to say, talking has close relation with tuning in.

c. Sociocultural factors

One should realize how language is utilized in a social setting. Notably each language has its guidelines of utilization. Moreover, a nonnative speaker will be difficult to pick the structures proper to a certain circumstance. On account of they are the absence of experience with the arrangement of the target language, EFL students generally misconstrue to the message.

d. Affective elements

Full of feeling factors identified with L2 or unknown dialect learning is feeling, confidence, sympathy, nervousness, mentality and inspiration. It is related to human sensations of disquiet, dissatisfaction, self-uncertainty, and worry.

e. Grammatical competence

EFL students should have linguistic skills. They should have the information on words or sentences. It points the student see how sentences are orchestrated as per the syntax and how sentences are worried specifically routes to message conveyed can be gotten well by the audience. Along these lines, syntactic capability can help

the speaker to utilize and comprehend English language structures precisely which add to their familiarity.

f. Discourse competence

EFL students should foster their talk skill which is worried about interstitial connections. In correspondence, regardless of whether formal or casual, the principles of soundness and attachment apply. It is vital because both the creation and cognizance of a language require ones capacity to see and measure stretches of talk.

g. Sociolinguistic competence

Understanding the sociolinguistic side of language helps the student know what criticism or remarks are fitting, how to pose inquiry during communication, and how to reaction non-verbally as indicated by the motivation behind the discussion.

h. Strategic competence

The key skill is the capacity to realize when and how to take a discussion, how to make all the difference for a discussion, how to end the discussion, and how to clear up discussion breakdowns just as appreciation issues.

5. Supporting for Willingness Student to Speak

The accompanying exercises are likewise useful in getting the student to rehearse speaking:²³

a. Small Talk

EFL students ought to have the capacity in interactional trade essentially they can speak with short discussions in which a couple of expression. To they can utilize a portion of the straightforward trades and the ability to start a discussion.

b. Story Telling

One of the methods of getting the student to recount stories is by applying data of whole movement guidelines. In another manner is simply the students tell, their family, their companions, their encounters, and others. An educator likewise can offer them to be more innovative by getting some information about their story in more detail. While an understudy is recounting to story, their cohorts can ask them inquiries to get more data on what occurred.

c. Meeting and Greeting

Students pretend a social event where they meet a many individuals and afterward they present themselves in front of public.

²³ Jack C Richards and Willy A Renandya, *Methodology in Language Teaching*, 208.

d. Surveys

Among students get and make questions. It used to get student to meet one another. They can get some information about people's habits.

e. Student presentation

Singular students give a discussion on a given point or individual. The student pays attention to introductions and gives criticism to the moderator.

f. Balloon debate

A gathering of students is in the basket of a balloon. Just a single individual can remain in the inflatable and endure. Singular students addressing popular characters or callings need to contend why they ought to be permitted to survive.

g. Moral dilemmas

students are given a moral dilemma and requested to go to a choice regarding how to determine it.

6. Speaking Assessment

Based on basic kind of speaking, Brown divided more become some types of speaking assessment as follow:²⁴

1. Imitative Speaking

²⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 144

a. A. Word Repetition Task

Such a variety of tasks encourages test takers to take tests with short readings that stimulate students to read aloud. The evaluation specifications must be clear to avoid damage to reliability.

b. PhonePass Test

Research on the PhonePass test has supported the constructive validity of repetitive tasks not only for the candidate's phonetic abilities, but also for speech and general skills. The candidate reads aloud, repeats sentences, pronounces words, and answers questions.

2. Intensive Speaking

a. Directed Response Task

In this type of task, the examiner gives a specific grammatical form or transformation of a sentence to produce the correct grammatical result.

b. Reading Aloud Exercise

The intensive reading aloud exercise involves rereading sentences of no more than one or two paragraphs.

3. Responsive Speaking

a. Question and Answer

The Question and Answer task may include one or two questions posed by the interviewer.

b. Giving Instruction and Direction

The administrator poses the problem and the candidate responds. Scoring is based primarily on comprehension and secondly on other specific categories of grammar or expression.

4. Interactive Speaking

a. Interview

A test administrator and a candidate sat face-to-face and conducted questionnaires and protocol instructions.

b. Discussion and Conversation

As informal techniques, they provide a degree of authenticity and spontaneity. Evaluate participants' performance using predefined scores or checklists

5. Extensive Speaking

a. Oral Presentation

An oral presentation is carefully designed to elicit pronunciation, fluency and integration, social and cultural knowledge.

b. Telling stories or news

Testers hear or read news or event that they are asked to tell. The objective in assigning such a task ranges from listening to the oral comprehension of the original text to produce some or other characteristics of speaking, fluency and interaction with the listener.

C. Previous Research

Relating to this research, the researcher decide to choose some works of literature about previous researchers which are:

Deika Tsaniya Ghozali designed a study titled "*A Descriptive Study of Teaching and Learning Activities in the STEMBA English Club SMKN 7 Semarang in the 2016/2017 School Year*"²⁵, it is trying to investigate the students who joined the English club to improve their speaking skills. This research was conducted at STEMBA English Club SMKN 7 Semarang. This study uses a descriptive study. The result of this research is that the English Club provides students with English skills and improves their oral English skills. Students are always passionate about learning English and still try to create their ideas critically in every problem and situation. Many students

²⁵Deika Tsaniya Gozali (NIM: 133411046), Thesis: "*Descriptive Study of Teaching Learning Activities in STEMBA English Club SMKN 7 Semarang in the Academic Year of 2016/2017*" (Semarang: UIN Walisongo: 2018).

who join the English club have improved their oral English skills because they are still studying together and at the same time improving their oral skills by studying on their own. The difference in this research is the object, the plan in the pandemic era, and this research will not become an obligation for all students. The similarity between the two papers is that the researchers used qualitative methods and focused on improving speaking skills.

The research from Siti Ayda Nurcholilah entitled “*The Implementation of English Day Program on Students*”²⁶ concludes that the English program from The Second Year of Islamic Senior High School DarulIman runs well. Mereka me The students” speaking ability at the second year of Islamic Senior High School Darul Iman was 63,08% is categorized as good. When implementing the English day program, students participated in some activities, And this project allows students to speak English actively and speak confidently. The difference of this paper is this research researcher used quantitative, the object has different activity in the pandemic era.

²⁶ Siti Ayda Nurcholilah, 2018, “*The Implementation of English Day Program on Students*” Speaking Improvement (A Case Study at The Second Year of Islamic Senior High School DarulIman, Pandeglang-Banten),” (Undergraduate Research Paper, English Education Department, Faculty of Education and Teacher Training, The State Islamic University Sultan MaulanaHasanuddinBanten.

Fahrudin Ari irfan designed a study entitled “English Speaking Program at Attanwir Language Center (*A Study at MA Islamiyah Attanwir Talun Bojonegoro*)²⁷ which tried to describe a club in *MA Islamiyyah Attanwir Bojonegoro*. This search uses a descriptive search. This research concludes that English Club equips students with knowledge of English and improves students' speaking skills. Students are always enthusiastic about learning English and continue to strive to create critical thinking in all problems and situations. Many students join English clubs to develop their English skills, especially speaking skills, because they are always learning together and also studying alone to improve their speaking skills which is the difference between current and previous research, this research is conducted during a pandemic, the environment and larger society, and is also mandatory for all students in an institution. The similarity between these two theses is that the researcher uses qualitative methods and focuses on improving speaking skills.

An journal written by Adnin Hayyatinnufus entitled “*A Study On Speaking Skill Activities In Arrohmah English*

²⁷ Fahrudin, Ari Irfan (2019) *English Speaking Program at Attanwir Language Center(A Study at MA Islamiyah Attanwir Talun Bojonegoro)* Undergraduate (S1) thesis, UIN Walisongo.

*Community Program In SMA Ar-Rohmah Malang*²⁸ ” Arrohmah English Community is an extracurricular program that provides time and opportunities to learn English speaking skills. The purpose of this study is to describe the conversational activities used in SMA Ar-Rohmah Malang's Ar-Rohmah English Community Program, to identify problems associated with teaching and learning English speaking skills in the AEC program, and to explore ways to solve problems. The study design of this study was descriptive and qualitative, in which observations, questionnaires, and interviews were the tools used to obtain data. It was assumed that this was the right design to overcome and solve the research problem. This study collected data from 24 students and 2 English teachers who participated in the AEC program. Analysis of the data revealed that English teachers use seven conversation classes in the Ar Rohmah English Community program. Additionally, problems found in teaching and learning English speaking skills stem from both verbal and non-verbal factors. This study is different from the journal in having a research object and my program is a mandatory program that should be joined by all students. The

²⁸ Hayatinnufus, A. (2018). A STUDY ON SPEAKING SKILL ACTIVITIES IN AR-ROHMAH ENGLISH COMMUNITY PROGRAM IN SMA AR-ROHMAH MALANG. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 3(1), 30-44.

similarities of this research and the journal is the use of research design in this study was descriptive qualitative

An international journal by Buyung Novan Eka Prabowo entitle The Implementation “*The Implementation of English Speaking Club in Junior High School to enhance speaking ability*”²⁹ This study aimed to (1) describe the implementation of a speaking community that encourages learners to be rewarded for their speaking ability, and (2) how learners respond to the speaking community in relation to English speakers. This study was a descriptive qualitative study. Data obtained through observations and interviews. Based on the results, we can conclude that first, the implementation of the English-speaking community is divided into three phases: before, during, and after the activity. Where are the preparatory activities as a time to warm up students for additional activities? Mainly in pre-events, advisors used games or brief chats, while during activities, advisors mainly talked about some interesting topics related to living performances. Post-activity was used to assess student progress. Second, the feedback from the students on the implementation was really interesting because, during the session, the consultants came up with very interesting topics and

²⁹ Prabowo, B. N. E. (2020). The Implementation of English Speaking Club in Junior Highschool to Enhance the Students’ Speaking Ability. *RETAIN*, 8(1).

practices that sparked the students' enthusiasm. My study is different from the journal in having a research object and the similarities of this research and the journal is the use of research design in this study was descriptive qualitative

An international journal from Angel Helen Pereira, Kemboja Ismail, Zarina Othman (2013), undertitle “*A Model for the Malaysian English Club Activities*”.³⁰ This study is based on a qualitative study in Sarawak Province, East Malaysia. This study intends to explain the current status of ELC. This article proposes a system based on their perception and encounter. This model offers four categories of exercises that can be part of the ELC for annual learning. The result of this study is that every student or everyone will have difficulty understanding language. Co-curricular activities have few public relations systems. ELC is an academic club held during student collaboration sessions. ELC offers students the opportunity to engage in language activities outside of the classroom. In club gatherings, students can play games or do things they don't do in class. Students interested in extracurricular activities have higher grades and better attendance. A similarity between the two studies is that the researchers used a qualitative method. The difference is the

³⁰ Angel Helen Pereira, etc. “A Model for the Malaysian English Club Activities”. *Procedia-Social and Behavioral Sciences* 90. 2013, p. 48

journal in having a research object and the program is a mandatory program that should be joined by all students.

CHAPTER III

RESEARCH METHOD

A. Research Approach

A research method is a scientific way to collect data for a specific purpose and use³¹.

In this study, the researcher uses descriptive qualitative research as the main data for analysis. Qualitative data will benefit from observation, interview, and documentation.

Qualitative research is essentially interpretive.³² This means that the researcher performs the interpretation of the data. This includes developing a description of an individual or environment, analyzing data for topics or categories, and finally interpreting or concluding its theoretical and personal significance, stating the lessons learned and suggesting other questions to ask.

Qualitative research takes place in the natural environment. Qualitative researchers often visit participants' locations (home, school, office) to conduct research. This allows the researcher to

³¹ Sugiyono, *“Metode Penelitian Kuantitatif Kualitatif dan R & D”*, (Bandung: Alfabeta CV, 2014), p. 2.

³² John W. Creswell, *“Research Design Qualitative, Quantitative, and Mix Methods Approaches”*, (United States of America: SAGE Publications Ltd, 2009), p.20

develop a level of detail about the individual or the place and to be strongly involved in the real experiences of the participants.

The goal of qualitative research is descriptive rather than predictive. The aim is to better understand the point of view of a research participant.³³

A case study is an investigative strategy in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are related to time and activity, and researchers collect information using multiple data collection procedures over a long period.³⁴

A Case study inquiry is often concluded and suitable for in-depth investigation of a location, organization or campaign. The case studies aim to increase knowledge of real and contemporary media events in their context.³⁵

³³ Scott W. Vanderstoep, Deirdre D. Johnston, *“Research Methods for Everyday Life Blending Qualitative and Quantitative Approaches”*, (San Francisco: Jossey-Bass A Willey Imprint, 2009), p. 167.

³⁴ John W. Creswell, *“Research Design Qualitative, Quantitative, and Mix Methods Approaches”*, (United States of America: SAGE Publications Ltd, 2009), p.13

³⁵ Christine Daymon, Immy Holloway, *“Qualitative Research Method in Public Relations and Marketing Communications”*. (London: Routledge, 2002), p. 105

A case study aims to know the characteristics that define a particular bounded system, and sometimes to show an event or process occurring within that system.³⁶

B. Research Setting and Time

1. Place of the Research

This research has been conducted at the Tahfidz Yanbu'ul Qur'an Islamic Boarding School. It is located in Jl. Rahtawu Raya, Menawan. Gebog District, Kudus Region, Central Java 59333, Indonesia.

2. Time of the Research

The research was done on 21st-30th September 2021. This research was conducted in 1st semester in the academic year of 2021/2022.

C. Research Focus

The focus of qualitative research is to reach out to people in the margins of culture.³⁷

³⁶ Scott W. Vanderstoep, Deirdre D. Johnston, *“Research Methods for Everyday Life Blending Qualitative and Quantitative Approaches”*, (San Francisco: Jossey-Bass A Willey Imprint, 2009), p. 209.

³⁷ Scott W. Vanderstoep, Deirdre D. Johnston, *“Research Methods for Everyday Life Blending Qualitative and Quantitative Approaches”*, (San Francisco: Jossey-Bass A Willey Imprint, 2009), p. 168.

The focus of this research is to describe the Implementation, the purposes, the strength and the weakness of the English Speaking Program of the program at Tahfidz Yanbuul Quran Islamic boarding school in developing students' speaking skills. Academic Year 2021/2022. By describing this phenomenon, the researcher hopes to contribute to all asatidz students and all readers about the English speaking program at Tahfidz Yanbu'ul Qur'an Islamic boarding school. To get in-depth information about it, one must describe in detail about the object being described.

D. Source of Data

In this research, the source of data is the subject where the data can be obtained. Someone who responds, gives information or answers the researches question is the source of data. Observation and documentation are used to collect the data. The sources of the data in this research are:

1. The English Teacher / The Coordinator of language Supervisor
2. Student of Language Division /Tutor of English program
3. The Leader of Organization Tahfidz Yanbu'ul Qur'an Islamic boarding school

E. The Technique of Data Collection

The data collection technique can be applied by observation, in-depth interviews and documentation.

1. Observation

Observation is one of the methods of collecting observational data and recording the research subject, after which the recording is done is necessary to obtain the data corresponding to the study. According to Sutrisno Hadi in Sugiyono's book, it is said that observation is a complex process, one made up of different biological and psychological processes.³⁸ Observation is the core base of all research methods. In any situation you will always be looking about yourself to gather more evidence to help you understand the research context.³⁹ The observation will be used by the researcher to get deep information about English Speaking Program at Tahfidz Yanbu'ul Qur'an Islamic Boarding School.

2. Interview

The interview is a process of interaction, dialogue, verbal questioning and response by two or more people face to face to obtain the necessary information. During the

³⁸Sugiyono, "*Metode Penelitian Pendidikan – Pendekatan Kuantitatif, Kualitatif, dan R&D*", (Bandung: Alfabeta, 2016). P.203

³⁹ Christine Daymon, Immy Holloway, "*Qualitative Research Method in Public Relations and Marketing Communications*". (London: Routledge, 2002), p. 202

interview, only one interview took only a guide indicating what would be required⁴⁰. An interview is used to provide structured data with greater depth.⁴¹ The Researcher will use this technique to investigate the program activity for a tutor in the English Speaking Program of boarding school to improve speaking skills.

3. Documentation

Documentation is a technique for collecting data through the collection and analysis of documents, whether textual, visual or electronic.⁴² In this study, the researcher will use all of these tools. By implementing this technique, the researcher's data will be complete and valid.

F. Technique of Data Analysis

The researcher will use descriptive qualitative research based on data collection. The researcher collects, organizes, and presents data because a qualitative method is a type of research that does not use any computer or statistical procedure. The researcher will take the steps as follow:

⁴⁰Suharsimi Arikunto, *“Prosedur Penelitian Suatu Pendekatan Praktik”*. (Jakarta: Rineka Cipta, 1991), p.128.

⁴¹Umyy Khoirunisya’ etc. “A Teacher’s Beliefs and Practices of Using Video to Teach Speaking: A Case Study at SMA As-Salam Surakarta”. *VISION: Journal for Language and Foreign Language Learning*. Vol.7 No.1. 2018, p.14

⁴² Nana Syaahid Sukma Dinata, *“Metodologi Penelitian Pendidikan”*, (Bandung: PT Remaja Rosda Karya, 2004), p.221.

1. Reduction

Reduction data is summarizing, selecting major items, focusing on the essentials, searching for themes and patterns, and eliminating the unnecessary.⁴³

So, in this step, the researcher examines all the data collected from informant responses, observations, documents, a selected image, and other records.

2. Display Data

After Reducting all the data, the next step is to view the data. In qualitative research, this can be done in the form of brief explanations, diagrams, relationships between categories, flowcharts, and the like. Miles and Huberman in Sugiyono's book explain that the most frequently displayed form of data for past qualitative research data is narrative text.⁴⁴ It is intended to make it easier for the researcher to understand what is going to happen, to plan the next task depending on what is perceived about it.

At this stage, the researcher classifies the responses and other data according to groups of variables. It is then reclassified according to specific indicators as established

⁴³Sugiyono, “*Metode Penelitian Pendidikan – Pendekatan Kuantitatif, Kualitatif, dan R&D*”, (Bandung: Alfabeta, 2016). P. 338

⁴⁴Sugiyono, “*Metode Penelitian Pendidikan – Pendekatan Kuantitatif, Kualitatif, dan R&D*”, (Bandung: Alfabeta, 2016), p. 341

previously. In doing so, the data will have a proper place within the framework of the predefined reports.

3. Conclusion

The conclusion is the last stage in the data analysis technique.⁴⁵ At this stage, the researcher interprets previously encoded data by enriching the information through a comparative analysis which does not eliminate all the original context.

⁴⁵ Andi Prastowo, “*Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian*” (Jogjakarta: Ar-Ruzz Media, 2014).p. 239

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter includes research findings and discussion. As a result, information is found in the field, while the discussion is the process of making decisions or conclusions about the topic of this research which is the expression of activities. Conclusions and discussions are explained as follows:

A. RESEARCH FINDING

In this chapter, the researcher presents a brief description of the object and data presentation.

1. The Brief Description of the Object

The Brief description of the Object record important information that has been presented from separate information units in Pondok Tahfidh Yanbu'ul Qur'an those are:

a. The Geographic location of Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan lies in Rahtawu street, Menawan village, Gebog District, Kudus Regency, Central Java province, Indonesia. Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan.

Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan is a great area because it is located in a strategic area. People still find eagle in the area. Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan located in the foot of Muria mountain. It means the fresh air through over daily life.

b. The founder of Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan is an Islamic Boarding School that stands under the auspices of the Arwaniyyah Foundation which was founded by Hardotussyaikh M. Arwani Amin said.

Organization Structure of Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

Founder : K.H. Muchammad Ulinnuha Arwani

Headmaster of PTYQM : Dr. Ahmad Faiz LC. MA

Supervisor of Language Coordinator : Ust. Fahrul Muzakki, S.Pd

The President of OSMYQ : Salman Rofiuddin

Coordinator of Language Devison : Maulana Faiq Arsyada

c. Vision and Mission of Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

1) Vision:

Terwujudnya insan yang Qur'ani, Amali, dan Saintis.

2) Mission:

- Menyiapkan peserta didik yang berakhlakul karimah dan hafiz Al-Qur'an.
- Menyiapkan peserta didik yang terampil berbahasa Arab dan Inggris serta mampu membaca kitab kuning.
- Membentuk peserta didik yang berjiwa Iman dan Taqwa, berjiwa Patriot, menguasai Ilmu Pengetahuan dan Teknologi, memiliki daya saing, dan mampu mengembangkan diri.
- Menyelenggarakan pembinaan dalam bidang riset, sains, dan teknologi.

d. Facilities of Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

Based on the data finding the documentation by the researcher, Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan Gebog Kudus has infrastructure facilities follow:

Table 1. The Infrastructure of Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

NO.	The Infra Structure	Total
-----	---------------------	-------

1	Supervisor's room	2
2	Classroom	24
3	Library	1
4	UKS room	1
5	Space Scout	1
6	Counseling's room	1
7	Laboratory	6
8	Mosque	1
9	Office of MTs and MAS	2
10	TU	1
11	Ware house	2
12	Bathroom	181
13	Student's Dormitory	32
14	Teacher's bedroom	42
15	Hall	1

16	Space sport	5
17	Cooperation	2

Data Source: Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan academic year 2021/2022

e. The Regulation of Language Division

1. Santri is obliged to use the official language at all times as long as it is still within the scope of the cottage.
2. Santri are obliged to confirm the rules that have been determined regarding the language.
3. Students are obliged to follow the rules that have been set.
4. Santri are obliged to participate in language development.
5. Santri have the right to receive language learning.
6. Santri have the right to acquire knowledge in the form of literacy, both in narration and in writing.
7. Santri are entitled to receive language services provided by the Language and Literacy Division.

2. Data Presentation

a. The profile of English Speaking Program at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

The language speaking program at Islamic Boarding School Tahfidz Yanbu'ul Qur'an comes from KH. M. Ulin Nuha Arwani and

KH. M. Ulil Albab Arwani' dream, as the caretaker of PTYQ Kudus has a modern school-based cottage by synergizing the Qur'an, science, and foreign languages. In order to make it happen, he often invites service teacher from PM. Gontor to educate at PTYQ Children, but not as expected. Until he had to wait for several years and finally a speck of hope appeared to realize his ideals, that hope was called PTYQ Menawan.

Tahfidz Yanbu`ul Quran Menawan Islamic Boarding School requires students to use English as their daily communication in the area. To create a good environment in English, at the Islamic boarding school Tahfidz Yanbu`ul Qur'an Menawan runs an oral language program that develops English skills including listening, speaking, reading and writing. . It emphasizes speaking skills. Therefore, many language programs have been organized to help students create a good English environment and teach students to speak easily.

b. The purpose of English Speaking Program at Islamic Boarding School Tahfidz Yanbu`ul Qur`an Menawan

There are many purposes for offering a language program at Tahfidz Yanbu`ul Qur`an Menawan Islamic boarding school. The researchers used interviews with their Supervisors and tutors. He also found the purpose of the language program through observation.

Based on field observations, students learn to pronounce words correctly. And during sentence training, the students learn to speak using correct pronunciation and grammar. Because the students were given phrases like "Do you need butter?" It is an interrogative sentence that can be replaced with an affirmative sentence. In this case, the goal of the language program is to teach speaking using correct pronunciation and grammar.

The purpose of the speaking language program is to give students the confidence to speak English either in daily communication or in public. Based on field observations, language programs can push students to speak with confidence. For example, speeches make it easier for students to speak confidently in front of listeners. In addition, students can speak English with confidence by using speakers to call and inform everyone. Based on the observations of the students who speak in their daily lives, they are confident in speaking with their partners. In short students are motivated to speak confidently in front of the audience or in everyday communication

The language program is also can create a good environment to learn and speak. It can be seen from the many students who can speak fluently. There are also several posters posted in public areas such as toilets which makes it easy for them to remind them when they forget. In addition, some children were also facilitated with small daily conversation books. This is all to create a good environment for the

practice of English. They also practice speaking as daily communication with others. In conclusion, the purposes of the language program of speaking as follow:

- To teach the students to speak correctly.
- To teach the students to use correct grammar.
- To train the students to speak confidently in everyday and public speaking.
- To create a good English environment in which to speak the target language.
- To give students more opportunities to practice speaking.

c. The Implementation of English Speaking Program at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

Based on interviews and observation, implementation in Islamic Boarding School Tahfidhz Yanbu'ul Qur'an Menawan using several programs in the application of learning and supervising for students in life at PTYQM there are four kinds of language program consisting of daily, weekly, monthly, and annual language program.

1) Daily Language Program

Daily Language Program refers to certain activities that are performed daily, such as daily activities at Tahfidz Yanbu'ul Qur'an

Menawan Islamic Boarding School. In this case, PTYQM applies English for daily communication, so that students are motivated to speak English fluently, especially orally. There are several activities consisting of English day, announcement, drilling vocabulary, and reporting.

a) English day

The English Day Program is a program where students must speak English to communicate daily on a fixed day. Tahfidz Yanbu`ul Qur'an Menawan Islamic Boarding School requires students to speak English and Arabic and it is mandatory for all students. When the day speaks English, students must speak English. Students must speak English every day in a week of English and Arabic in the following week exactly 2 weeks in a month. The aim of this program is for students to be able to speak well English and Arabic after graduating from Tahfidz Yanbu`ul Islamic Boarding School Menawan.

b) English Announcement

English Announcement is a language program used to provide oral information to students and tutors at Tahfidz Yanbu`ul Qur'an Menawan Islamic Boarding School. Speakers making announcements in English are teaching assistants and Committee (OSMYQ). Announcements in English are usually information about the language program in progress at the time. It is also used to call one or more

students that the tutor has called. Notice is important information that students must understand orally.

The announcement here is expected to be understood by all students at PTYQM. On the other side, they will learn “listening” English section. The announcement is important. The students must understand whatever the speaker is saying. So they will find out when they don't understand. Announcements here are in Arabic and English according to the schedule

c) Giving Vocabulary/Drilling Sentence

Giving Vocabulary/Drilling sentences is the daily program conducted to enrich vocabulary to support the students’ speaking ability. The tutors give 2 vocabularies to the students. It is a routine language program that runs every evening at 10.00 P.M. before going to sleep. This program is followed by all the students every in every building complex.

Giving Vocabulary helps students practice pronunciation and enrich their vocabulary. Daily sentence drilling is done because vocabulary is important to improve speaking skills, and students can practice sentences received from everyday communication with their peers. This program can give students more vocabulary so they can speak English more easily in everyday communication. This program can help students memorize and understand vocabulary to support their

speaking skills. Based on the observation in the place and interview, the researcher conclude that media which is used is a poster and small book.

d) Reporting

Reporting is one of the most important programs in supervising and maintaining the English-speaking program system. Reporting is spying on students as long as they carry out the language in their daily lives. For students who are found to be offenders of their language, they will be punished according to the regulations. The English day control system came from a tutors and offenders before. There were many rooms for students. Each room consists of 35-40 students and one tutor/staff of the section. The tutor's job was to be aware of the mistakes students made when speaking. If a student speaks the wrong language, the tutor will punish them.

Every day, students' proverbial mistakes were noticed by their friends who have been punished in previous time. In addition, every day, each tutor in each room reports to punish the students who get a lot of marks during the day. Students are embarrassed to be fined because the punishment was carried out in a public space. There are 11 chances to become a linguist/offender in a month. If this capacity is exceeded, parents will be called in and their hair will be shaved. At some point, they will be stopped for a while. If he does not give up to the punishment and wholeheartedly repeats the wrong words, they will be dropped out of the school. It can be cautious when students speak and

can help students form good speaking habits. We can make an analogy that reporting is one of the fuels used to run language programs here.

2) Weekly Language Program

A weekly language program means some programs which are conducted at a certain time. Those are Friday Conversation and the little speech.

a) Friday Conversation

English Conversation is the routine program conducted every morning after Shbuh prayer at 05.00-06.00 p.m. before gymnastics. The students are given a topic of conversation. At first, the tutor gives some example of the conversation based on the topic. Then students stand up in pairs then they start the conversation. For example, the topic is on the payphone, so the students in pairs can speak as a son and parents. The tutors and J Dantion members monitor the students 'speaking. If a student makes an error, the tutor can correct its error.

According to Mr. Faiq, "This program is sometimes filled with additional material in English such as grammar. Sometimes it is also used to fix everyday language that is not quite right, such as the word "*jangan tergesa-gesa / kesusu*" which in the social cottage "don't to

milk". This as an evaluation for students who misunderstood to use it.⁴⁶

Students can explore their speaking ability by this program because the conversation is free for the students. Because of the partner of each student, this activity gives more chances for the students in speaking skill and additional material make better English for a student in English knowledge. They use media a small book's Conversation with many sentences. The media used to participate in the morning drill. This little book will help students learn sentences and vocabulary for their daily conversation.

b) The Little Speech

Tahfidz Yanbu`ul Qur'an Menawan Islamic Boarding School runs a speaking program to improve students' oral skills. The Speech Program is a program where some students give a speech in English as public speaking. According to Salman, the goal of this program is to make more confident for students to perform in public. Additionally, students can explore their ability to speak using English as best they can without a doubt.

⁴⁶ Interview with Mr. Salman Rofiudin as The President of OSMYQ at Islamic Boarding School Tahfidz Yanbu`ul Qur'an Menawan Thrusday / November 25th 2021

This speech is the routine program which is conducted every Saturday Morning in the class. The topic is about religion such as the functions of fasting, tasawwuf, etc. The performance is limited for 5 students. So, other students can perform on the following Saturday. Each student can perform for 10 minutes. After finishing the students' performances, the tutors give comments and suggestions from their performances. This program motivates students in developing speaking in public speaking.

3) Monthly English Program

The monthly English language program is a program that is held once a month at the charming tahfidh yanbu'ul Qur'an cottage as a means to increase the English speaking skills of the students of Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan. There are several activities, those are the great speech and writing test.

a) Written test

The evaluation of the language program of speaking at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan is written test. The written test is an evaluation in which the tutors assess the students' knowledge. The written test is conducted every month on Friday at 05.00a.m.-06.00 am exactly in every 5 week. The technique of writing test is a questionnaire. These questions contain the material and vocabularies that have been given to students in the previous days

which must be answered by each student. The student will be read the question by a tutor and continue to work on them.

Based on observation, According to Mr. Salman “the result of the test was taken on madding together with the offender’s paper of language”. The students can understand how their rating. If the student’s rating is low, they can be able to be part of remedial take a look at this manner makes the students who've terrible rating shy due to the fact their call is taken on madding. So the students usually examine tough for purchasing higher rating in each week. But the tutors offers extra guides for the students who've low rating.⁴⁷

b) The Great Speech

This program is almost the same as a little speech in front of the class. The difference between this program and the weekly program is that it has a bigger place and more audiences such as masjid. That way they will prepare carefully what has become their obligation as lecturers who have been appointed according to the schedule by the tutor. Usually, these speakers are taken from a higher class. Such as grade 9 grade 10 and so on. But it does not rule out the possibility that the

⁴⁷ *Interview with Mr. Salman Rofiudin as The President of OSMYQ at Islamic Boarding School Tahfidz Yanbu’ul Qur’an Menawan Thrusday / November 25th 2021*

Tsanawiyah madrasa students will also have their turn to be public speakers.

According to Mr. Salman, “it is hoped that with a bigger place and more audiences, they will be more prepared and bolder to explore their potential without hesitation. Their performance will be seen by all students of Islamic boarding school of Tahfidz Yanbu'ul Qur'an”.⁴⁸

4) Annual Program

The annual English speaking skill program is a program that is held once a year and is the mainstay of the program for students. Those are: drama contest, speech contest, Seminars and tengkomando/command bell.

a) Drama Contest

Drama contest is a competition that is contested for all classes and will be selected as a champion. They will represent their class with all their best performance in group form and will compete with other groups. This will trigger the fighting spirit of a student who has a young soul who likes to compete. According to Mr. Faiq, “the

⁴⁸ *Interview with Mr. Salman Rofiudin as The President of OSMYQ at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan Thrusday / November 25th 2021*

drama contest is a competition for prestige between each class, just like the El Clasico finals in Barcelona and Madrid⁴⁹”

b) Speech contest

The annual speech contest is no less lively than the drama contest, even though they are in different places and at different times, exactly when the holiday of the first Semester. According to Mr. Fahrul, “There is a speech contest. Usually it is held on the sidelines when they are on holiday. There is no learning process. So it will be replaced by a speech contest so that they have activities. And usually the scale radiates so it's not just in class. Then later there will be a big stage, there will be performances, the main thing is that it is very lively. When else do you want to have a lot of fun, if it's not on a holiday⁵⁰”. This speech contest was livelier and more excited and was enlivened by applause and cheers from friends between classes. They both have almost the same roaring power because this is a prestigious competition for every class and individual class. Individuals who are appointed to be representatives of each class who have won in several of their selections will appear as finalists who cannot be underestimated by

⁴⁹ Interview Mr. Maulana Faiq Arsyada as tutor of coordinator of language program OSMYQ at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan. Monday / November 22nd 2021

⁵⁰ Interview with Mr. Fahrul as the supervisor of language coordinator of language program at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan. Tuesday / November 23rd 2021

other opponents. They are champions who face champions who represent the soul and body of each class. Sometimes this speech contest is held at the same time as the *sambangan* day/the day of invitation which means that they are not only seen by all the students but also by many of their parents.

c) Seminar

This annual seminar is a seminar filled with 4 language experts. 2 from within the country and the other 2 from abroad. This program is not intended for every student. Because this program is intended for new students from grade 7 and some new students from grade 11 Madrasah Aliyah. This event is filled with some material that is very useful for provisions in daily conversation. This event is usually held in December after Christmas for 2 days and will end with the inauguration of the command bell (*tengkomando*) ceremony.

d) *Tengkomando*

This program is a turning program point for new students as a sign of the start of the language obligations of new children who have studied half a year since their first entry. According to Mr. Faiq, “They started in the ban on regional languages, Wajib to speak Indonesian and also in the sunnah muakkad to speak Arabic and

English. After the bell rings they will be bound by the same rules as their brothers”.⁵¹

b. The Strength And Weaknesses of English Speaking Program At Islamic Tahfidz Yanbu’ul Qur’an Menawan

Everything has strengths and weaknesses. as well as humans who are like that with everything. This program that is made by humans which has a strengths and weaknesses;

a) The students can increase vocabulary mastery

It's also supported by the statement below: “in every daily activity. That every evening before going to bed there must be giving of vocabularies at 10 pm and there is also giving of vocab in class. So every evening study at the beginning, there must be one from us, the language team enters the class. Then we deliver vocabulary at 8.30.” “after muhadasa, maybe after 4 meetings we will have a test”. “yesterday muhaddasah exam material that they have received so that they are under pressure to understand. That's every 5 weeks”⁵²

From these statements, we can conclude that PTYQM students have more vocabulary. Students have several programs to increase their

⁵¹ Interview Mr. Maulana Faiq Arsyada as tutor of coordinator of language program OSMYQ at Islamic Boarding School Tahfidz Yanbu’ul Qur’an Menawan. Monday / November 22nd 2021

⁵² Interview Mr. Maulana Faiq Arsyada as tutor of coordinator of language program OSMYQ at Islamic Boarding School Tahfidz Yanbu’ul Qur’an Menawan. Monday / November 22nd 2021

vocabulary. One day they get a new vocabulary from the drilling sentences/giving vocab program. They have to remember the vocabulary given by the tutor. They will take the test within a month exactly once in 5 weeks, so they need to remember the previously given vocabulary. One of the most important parts of speaking is vocabulary. However, while speaking, students were given some PTYQM vocabulary every evening to improve their vocabulary mastery.

b. Fluent in speaking English

This statement is supported by the interview with Mr. Faiq: “now for students who are exposed to language violations 11 times in 1 month, they will be given a punishment called BO. I mean the best offender. It will be bald and amal sholeh (cleaning surround)”⁵³

“There is a daily weekly monthly program and also an annual program. Like us, in the daily program, there is an English punishment for language disobeyers will be punished perhaps memorizing vocab. The weekly one is internally for the next week, our monthly one is the same as the direct supervisor. That's what we usually talk about statistical data about decreasing or increasing”

⁵³ Interview Mr. Maulana Faiq Arsyada as tutor of coordinator of language program OSMYQ at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan. Monday / November 22nd 2021

The statement above shows that these programs force students to speak English in their daily conversations. Also supported by observations in the boarding school environment, it turns out that only very few students have bald hair. This shows that the program is running well and can also show that the students speak according to the rules and also in statistics when condemning language, no more than 30% if observed. Because only about 80 children were caught violating the language.

c. The students can increase confidence and braveness in speaking

This statement is supported by the result of the interview below “There was something called Khitobah Sugra in class. If monthly is Kubro's speech, it's Mega. If khitobah sugro is in class. If khitobah kubro in the mosque. On Saturday, after the flag ceremony, all the students went to the mosque for the Dhuha prayer for a while. Some of the santri who have been appointed as speakers or speakers come forward in front of the mosque and then they give speeches.”

“For annual ones, we usually hold it like a competition. There was something called Khitobah Sugra in class, khitobah Kubro at the mosque and there was called a speech contest that was a competition. It's the same as other speeches, the place is different and this is contested.”

“There is a program that is a drama contest. So all the Santri were trained to participate in a competition called a drama contest”.⁵⁴ From the statement, we can conclude how students are motivated to overcome problems, encourage them to speak courageously, and are always motivated to learn. Many programs motivate and push them to be brave people. Students use English in their daily lives to help them feel confident in speaking English, no matter in wrong grammar.

Beside the strengths, the students in Islamic boarding school of Tahfidz Yanbu’ul Quran Menawan also face some difficulties or weaknesses. This program has a weakness like humans in having strengths and weaknesses. Although this program has been equipped with various ways to better support it. In the grammar section, students are still difficult to use it in daily speaking. They tend to use Indonesian grammar rather than English grammar. They just speak English in the way they want or sometimes by mixing, like I want eating eating in canteen etc

B. DISCUSSION

Discussion is the explanation of data analysis based on the research problem of the study. Based on the research findings, the researcher finds two sub divisions, these are; the activities and the

⁵⁴ *Interview with Mr. Salman Rofiudin as The President of OSMYQ at Islamic Boarding School Tahfidz Yanbu’ul Qur’an Menawan Thursday / November 25th 2021*

purpose of the language program of speaking at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

1. The Purpose of English Speaking Program At Islamic Boarding School Tahfidz Yanbu'ul Quran Menawan Gebog Kudus

Islamic boarding school Tahfidz Yanbu'ul Qur'an Menawan used English as its daily communication language. To improve students' speaking skills, the Speaking Language Program has several speaking implementations focused on speaking training. This allows students to learn to speak easily and efficiently. Based on interviews and observations, researchers have discovered three objectives for the purposes of implementation. They are described as follows:

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

Pronunciation and grammar are of paramount importance when speaking English. Speaking without correct grammar and pronunciation cannot understand what is being said. Therefore, students need to create grammar when speaking. By practicing correct pronunciation and grammar, students will be able to successfully acquire full communication skills. Pronunciation instructions become a little irrelevant during the learning process. In the mid-1980s, pronunciation became apparent as the key to achieving complete communication skills. This is because the

grammatical structure has become more important as an important element of discourse, a balance between fluency and accuracy, and an explicit specification of the educational task that the learner should do execution⁵⁵

The implementation of a language program that trains students through correct grammar and pronunciation is giving vocabularies/a drill sentences. It happens every night. In the evening practice vocabulary, students are taught to speak with correct pronunciation and grammar. By running a speaking language program, students will be able to speak through correct grammar and pronunciation.

- b. To train the students to speak confidently in daily conversation and public speaking

Self-confidence is an important factor influencing language learning. "Confident people are often easier to learn a language than unconfident people"⁵⁶. This means that when students are confident in speaking, they can easily explore their thoughts and thoughts without being nervous.

⁵⁵ Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman.

⁵⁶ Woolley, J., Kloeden, C. N., Lindsay, V. L., Ponte, G., & McLean, J. (2006). The Adelaide metropolitan indepth crash investigation study 2002-2005. In *Proceedings of the Australasian road safety research, policing and education conference* (Vol. 10). Monash University.

Some speaking language programs are designed to help you speak with confidence when speaking in public or daily. English speeches and announcements are programs that help students speak in public with confidence. These activities are performed in or around the audience. For example, in a language activity, each student presents his or her speech in front of an audience. Therefore, students need to speak with confidence when exploring speech. The instructor will correct each student's grades. In the last program speech, the tutor will make suggestions and comments on performance. In addition to activities, speaking language programs have been developed to speak with confidence in everyday conversations such as English Day, English Conversation and drama. These activities give students more opportunities to practice with other students. By talking to other students, they are accustomed to speaking with confidence. In conclusion, students are expected to speak with confidence by completing language programs for both everyday conversation and public speaking.

- c. To create A good English environment to learn and speak the target language

A good English environment is designed to motivate students to use English as a means of daily communication. “One of the best ways to learn is to immerse yourself in the environment in which the target language is used, the ability or need to use the

target language in everyday life.⁵⁷ “Good conversation can and should be very motivating. If all students are fully engaged and teachers can set up activities correctly and provide sympathetic and helpful feedback. They will get tremendous satisfaction from this. Therefore, good conversational activity can and should be very motivating to create an environment conducive to communication in the target language”.⁵⁸

A good environment can provide students with learning pleasure and speaking practice. Some of the activities in the Speech-Language Program are designed to be conducive to speaking English. English Day, English conversation, and seminar. Also, there are many posters with English expressions in public places. It is like a medium that can enrich students' vocabulary. Students can practice with their partners in good conditions. They support each other in conversation. Proper implementation of the speaking language program motivates students to speak English in a conducive environment.

2. The Implementation of English Speaking Program At Islamic Tahfidz Yanbu’ul Qur’an Menawan Gebog Kudus

⁵⁷ Lindsay, C., & Knight, P. (2006). *Learning and teaching English: A course for teachers* (Vol. 11, No. 3). New York: Oxford University Press.

⁵⁸ Harmer, J. (2001). The practice of English language teaching. *London/New York*, 401-405.

There are four kinds of language implementation program. Those are daily language program, weekly language program, monthly program and annual Program.

a. Daily Language Program

The Daily Language Program is one of the obligated programs that students must practice and learn English in their daily activities. Includes English day, delivery/giving vocab, reporting, and English announcement.

1) English Day

The English day commits the students to speak English in their daily communication. If the students make an infraction/breake the rules, they will get punishment. So the students have to speak English in daily activities. English day is implement 14 days/month in the first and third week. Through the English day, students can communicate confidently with each other daily. Therefore, English day is a program that creates a good environment to support students' English skills.

2) English Announcement

The announcement in English is a program to orally inform students and teachers of the Tahfidz Yanbuul Quran Menawan Islamic Boarding School. An announcement in English is important information that students need to understand orally. Announcing in English uses this

technique because it is intended to inform the listener. "In one interesting work that shows the symbiosis between speaking and listening, they found that previous listening experiences helped the speakers improve their speech as a speaker"(Gundersen, 1999:237). English announcement is a program that develops speaking and listening skills.

3) Giving Vocabularies/Drilling Sentences

The Drilling Sentence is a program where students can learn more about pronunciation and vocabulary in everyday conversation. This happens at 8:30 PM before evening classes and 10 PM before bedtime. Repeated practice of teaching and learning methods. Students are encouraged to follow the teacher model as quickly and closely as possible. In repetition practice, students are asked to repeat what the teacher says over and over again. Also, another technique is to use minimal pairs. Teachers work with word pairs that differ in only one sound. For example, "ship/sheep". (Larsen, 1986: 47) At least a couple can teach students correct pronunciation. The goal is to memorize the correct pronunciation and improve students' vocabulary.⁵⁹

4) Reporting

⁵⁹ Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University. Page. 47

Reporting is monitoring students who use the language in their daily life. Students who disobey the language will be punished according to the rules. English day control systems come from tutors and offenders the day before. There were many student rooms. Each room has 3540 students and 1 teacher/department staff. The mentor's job was to know what mistakes students make when speaking. If a student speaks the wrong language, the teacher punishes him.

Reporting is a program for depositing minimum 2 names of students who disobey the language by students who violated the previous day to the language division. According to Mr. Faiq “it start at 13.30 to 14.00 before take a nap”⁶⁰.

The students that caught disobeying their language will be punished with cleaning the surround pondok and also told to memorize a few sentences that have been set by the OSMYQ language staff. Besides that, they were also assigned to be spies for their friends who violated the language the next day. It aims to remind students to keep going according to the existing track and it is hoped that violators will be deterred and return to the right path.

b. Weekly Language Program

⁶⁰ *Interview Mr. Maulana Faiq Arsyada as tutor of coordinator of language program OSMYQ at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan. Monday / November 22nd 2021*

Weekly Language Program means some programs that help students practice speaking at specific times. There are 2 programs consisting of English conversation and little speech.

1) Little Speech

Little Speech is a speaking activity in the public to explore the speakers' idea or describe something important which should be discussed. In this case, a little speech activity is conducted in class where students will give speeches by their friend according to their schedule using English and it is supervised by a homeroom teacher. This program is held every Saturday morning in a time of lessons 1-2. The students can explore their speech ability and braveness by using English as well as possible.

2) English Conversation

English Conversation offers a pair depending on the topic you choose. It is held 20 minutes before the joint cleaning of the boarding school every Friday morning. This program uses role-playing. Role-playing is also an excellent conversation practice in a relatively safe classroom setting.⁶¹ In role-playing, students are assigned specific roles in the target language. For example, a student plays a tourist who calls the police and reports a wallet theft. Another is a police officer who

⁶¹ Nunan, D. (2003). Practical English. *Language Teaching*. New York: Mc Graw Hill. Page. 56

helps support tourists. Role-play allows student to practice speaking in the target language before speaking in a real environment. Conversational English is used to enable students to communicate in their target language on a given topic.

c. Monthly Program

The monthly program is the implementation of language activities that are held every month in Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan. Those are writing test and great speech.

a) Written test

The Written test is an evaluation in which tutor assesses the students' speaking skill orally. The Written test is conducted every month. The technique of oral test is a questionnaire. A tutor usually give the questions related the material in a week which must be answered by a student. "They will write the question that tutors give and answer the question Individuals. The student who cannot answer correctly under the score 7, they will get remedial. In short, the tutors evaluate students' speaking skill by conducting a questionnaire to check the students' memorization of the material and vocabulary.

b) The Great Speech

The great Speech is a continuation of the little speech program, but this program is bigger in increasing students' courage. According to Mr. Salman. "The great speech was held in the last Saturday every a month. This program is implemented in the mosque and is followed by all students"⁶². The tutor has appointed students who will appear to speak for about 7 to 10 minutes for public speaking. For students who have been appointed by their tutors, they will be trained first. They will also be evaluated after they do the speech.

d. Annual Program

The Annual English Skills Program is an implementation program that held every year once and this is the mainstay of the program for students. Many mega programs here such as drama contest, speech competitions, seminars, tengkomando/command bells.

a) Drama contest

Drama contest was held to develop students' creativity in speaking ways and increase their courage in acting as an artist. According to Mr. Fahrul, "The drama contest is

⁶² Interview with Mr. Salman Rofiudin as The President of OSMYQ at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan Thrusday / November 25th 2021

held on the day of the holidays of first semester⁶³”. They will be given a theme by the tutor and they will develop it with their respective teams. Sometime, they only need to act as their idea. Because tutors did not give any theme. Drama contest is a prestigious event between classes like the struggle for the world cup.

b) Speech Contest

This program is the top-level program of all speeches. They will be made a stage to make speeches according to a predetermined theme. According to Mr. Fahrul “Speech contest is held every holiday of the second Semester”⁶⁴ and it is placed in the day of invitation. This program is almost the same as a contest drama but it is an individual representing the class. This is a competition event for 1 person carrying the name of one class, which will automatically preparation of their material, skills, mental courage is needed. Not only cup

⁶³ Interview with Mr. Fahrul Muzakki as Supervisor of coordinator of language program at Islamic Boarding School Tahfidz Yanbu’ul Qur’an Menawan Tuesday / November 23rd 2021

⁶⁴ Interview with Mr. Fahrul Muzakki as Supervisor of coordinator of language program at Islamic Boarding School Tahfidz Yanbu’ul Qur’an Menawan Tuesday / November 23rd 2021

are matched here, but the name of class, their parent and self-respect.

c) Seminar

The seminar is a language development followed by all students, especially new students from grade 7 and some students from grade 10 who are still early in learning before getting to know the language more deeply. Six months they are practicing English which is sunah and it will be wajib.

They will be presented by 4 tutors: 2 from native speakers and 2 from language supervisors to boost their motivation in language and provision to live socially in an environment that uses languages outside of their daily language before at the Islamic Boarding School Yanbu'ul Qur'an tahfidz.

d) Tengkomando/bell command

This program is a ceremony at night to remind them of the importance of language, the history of the founding of the cottage which is accompanied by a language program that has been based on the Dawuh pengasuh of the foundation and will also be ended by a bell which is a sign that new students are required to speak the language of pondok. The program which was

originally held every 12 pm to coincide with newyear, has now been evaluated to 8.30 because it is considered unethical to wake up santri at 12 pm and in the morning there is still a halaqah of the Koran

3. The Strength and Weaknesses English Speaking Program At Tahfidz Yanbu'ul Quran Menawan Gebog Kudus

Based on observations and interviews, researchers conclude that students have strengths when implementing programs with speaking skills. Her first strength is that students learn many new vocabularies in Tahfidz Tahfidz Yanbu'ul Qur'an Islamic boarding school.

Hornby defines that vocabulary is a range of words used or known by a people in the profession, trade, etc. If students have a lot of vocabulary, it will be easier for them to express their thoughts. ⁶⁵Vocabulary is a set of words that people know and use, such as business and occupation. It will be easier for students to express their thoughts if they have more express his idea⁶⁶. he students in an Islamic boarding school of *Tahfidz Yanbu'ul Qur'an* get many new vocabularies in speaking English because environmental program

⁶⁵ Horby, A. S. (1974). *Oxford advanced learner's dictionary of current English*. Oxford. Oxford University press. page 979

⁶⁶ Vocabulary <https://digilib.ump.ac.id/files/disk1/17/jhptump-ajstiatimus-848-2-chapter-i.pdf>. Accessed at 28th November 2021

influences applied by language program and they have their way to learn English.

The second strength is the students in Islamic boarding school of *Tahfidz Yanbu'ul Qur'an* fluently in speaking English. Hornby defines fluency as the quality of being able to speak smoothly and easily⁶⁷. The students in The Islamic boarding school of *Tahfidz Yanbu'ul Qur'an* are able to speak English fluently in their daily conversation although they still have errors in grammar and pronunciation.

The last strength is the students in the Islamic boarding school of *Tahfidz Yanbu'ul Qur'an* more confidence in speaking English in the public. . They are trained in many levels to increase their courage and braveness in different programs. According to Hornby, Self-Confidence is an important element in conversation. Students at the Islamic boarding school *Tahfidz Yanbuul Quran* confidently express their ideas, suggestions or questions in English. They know what they have to say and how to express their thought in conversation.

Besides the strengths, the student in the Islamic boarding school of *Tahfidz Yanbu'ul Qur'an* also faces the difficulty or weakness. Their weakness was in the grammar. Hornby stated

⁶⁷ Hornby, A. S. (1974). *Oxford advanced learner's dictionary of current English*. Oxford. Oxford University press. Page. 330

that grammar and pronunciation have a close relationship. In the boarding school, the students focused on their speaking or new vocabulary. When they speak English, they ignore the grammar, so that is why their grammar lower than their speaking. The students ignore English lessons about grammar. Although they have programs that increase grammar knowledge.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of an English speaking program at Islamic boarding school Tahfidz Yanbu`ul Qur'an Menawan has three goals for students. The first is to teach students to speak with correct grammar and pronunciation. The next goal is to teach students how to speak confidently in everyday and public speaking. The end goal is to create a good environment for learners to enjoy speaking practice. Therefore, the speaking program is intended to enable students to speak confidently with correct grammar and pronunciation in a conducive environment. The English-speaking program not only improves their speaking skills, but also their results in English.

To achieve the goals in English, the Islamic boarding school Tahfidz Yanbu`ul Qur'an Menawan runs a speaking language program that develops English skills including listening, speaking, reading and writing. It emphasizes speaking skills. Therefore, many language programs have been organized to help students create a good English environment, increase their braveness, and teach students to speak easily. In implementing the English program, the

students participated several activities such as memorizing new vocabularies, speeches, conversation skill, using English in their daily conversation and others. This implementation is very helpful for all element especially for students and makes students speaking English actively, passively, and confidently.

Based on research results, the researcher also finds strengths and weaknesses. The strengths are; students acquire more new vocabulary than other students, and they are more confident when speaking English in front of a crowd/public area and the weakness is in the grammar. Students often ignore grammar when speaking.

B. Suggestion

After conducting the research, the researcher would like to give suggestions:

1. For the headmaster

To the headmaster, continue to supervise the implementation of the school's English program to provide students with a better support environment so they could practice English consistently as a daily language

2. For the teacher

The teacher should be able to manage, motivate and arrange a time as well as possible, so the target of English speaking program can be reached optimally.

3. For the Supervisor

To the Supervisor, give the students with better media to further demonstrate their English ability to make significant progress.

4. For the students/tutors organization (OSMYQ)

For student organizations/tutors, please reiterate the applicable rules of the English speaking program, because this program is very good for students, and this is one of the program organized and designed by The Boarding School. There is no good control before it becomes a system. Do all for your devotion to the school. Hopefully, it will be barakah in the future.

5. For the student

Students should practice more spoken English outside and in the classroom. They must understand the importance of English in the age of globalization. Realize the importance of English. Students should always have a strong motivation and

do all with sincerely when learning English. Hopefully it will be useful and barokah in the future.

6. For the other researchers

The researcher hopes this study can be as reference to other researchers to do beneficial research in the future.

C. Closing

The researcher realizes that the result of this research is still far from perfect. Accordingly, the researcher will be always waiting for constructive critics and suggestions from everyone. May we become holders of the wellspring of Knowledge that has been obtained, added to our sense of faith and immunity and delivered and gathered into a mental world where we feel the pleasure of Tauhid, the wonder of the religious, freshness of friendship, mental balance, justice of thought, peace of mind, wisdom in behavior and overall a kind of guidance to step before and after going home, Amen. The researcher hopes even though this research is still far from perfect, it can be useful for everyone. Wanakhtatim bil hamdulillahi rabbil alamin.

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APPENDIX 1

Interview

Implementation

1. Siapa objek yang dikenakan program bahasa inggris?
2. Kapan pelaksanaan program bahasa inggris?
3. Bagaimana pelaksanaannya? Wajib atau tidak?
4. Apa yang di persiapkan sebelum dan sesudah pelaksanaan program?
5. Adakah pemberlakuan reward dan punishment?
6. Siapa yang mengawasi jalannya program bahasa?
7. Bagaimana teknik evaluasi program bahasa?
8. Apa perangkat/media pembelajaran yg digunakan oleh guru ?
9. Bagaimanakah tingkat ketercapaian pelaksanaan program?

PURPOSE

1. Apa yg menjadi ciri khas dari pondok
2. Program kebahasaannya apa saja?
3. Mengapa ada program berbahasa di pondok? Urgensinya apa? Perannya bagaimana?

STRENGHT AND WEEKNESSES

1. Program sudah berjalan berapa tahun?
2. Bagaimana cara lembaga mengatasi kelemahan dan ancaman yang merusak program berbahasa Inggris di PTYQM ?
3. Bagaimana cara lembaga untuk meningkatkan dan mengoptimalkan kekuatan dan peluang dalam program?

Appendix 2

Interview with coordinator of language program OSMYQ at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

Time : Monday / November 22nd 2021

Informant : Mr. Maulana Faiq Arsyada as tutor of coordinator of language program OSMYQ

Researcher: Assalamualaikum Mr. Faiq

Mr. Faiq: Waalaikumussalam

Researcher: ada interview untuk melengkapi penelitian saya. tentang program bahasa yang ada di pondok tahfidh Yanbu'ul Qur'an menawan. disini objek yang dikenakan bahasa itu siapa aja?

Mr. Faiq: objek yang dikenakan bahasa itu semua Santri. seluruh santri di pondok tahfidh Yanbu'ul Qur'an menawan

Researcher: itu wajib semua

Mr. Faiq: wajib semuanya dimulai dari kelas 7 sampai kelas 12 SMA
Ma

Researcher: Ada berapa gelas

Mr. Faiq: Kelas MTS itu ada sekitar 13 kelas

Researcher: kalau yang Madrasah Aliyah

Mr. Faiq: kalau yang MA 11 kelas jadi ada 24 kelas

Researcher: Kiraan jumlahnya Kamu tahu enggak Yang

Mr. Faiq: 879 santri di sini

Researcher: hampir 1000 ya

Mr. Faiq : Iya Ambil 1.000 hehehe he

Researcher : Itu ada program bahasa Arab dan bahasa Inggris pelaksanaannya Bagaimana terkhusus bahasa Inggris?

Mr. Faiq: Kalau itu kita mingguan. Santri wajib pakai bahasa Inggris. minggu depannya Bahasa Arab

Researcher: Jadi uda dievaluasi ya. dulu aku pas di sini. Kan gantian 3 hari dengan 4 hari

Mr. Faiq: Saya menangi waktu itu terakhir kelas 7

Researcher: Dalam implementasi bagaimana pelaksanaan bahasa inggris?

Mr. Faiq: ada Program harian mingguan bulanan dan juga program tahunan. Seperti kita dalam program harian itu ada English panismen. bagi pelanggar bahasa akan dikenakan sanksi mungkin menghafal vocab. Apa mungkin amal sholeh dan yang lainnya

Researcher: sebelum kita masuk ke yang punishment kita bicara yang program dulu. itu sepertinya reporting,

Mr. Faiq : iya itu masuk reporting.

Researcher : kalau yang announcement ada ndak?

Mr. Faiq : ada. Itu setiap malam pasti ada

Researcher : Terus yang harian itu aja?

Mr. Faiq : untuk yang harian itu aja

Researcher : untuk yang mingguan bagaimana?

Mr. Faiq : ada

Researcher : Contohnya

Mr. Faiq: Contohnya khitobah Sugro. Biasa kita lakukan di kelas Setiap hari Sabtu pagi

Researcher: cuma itu aja?

Mr. Faiq: Cuma itu. sama Jumat pagi. Itu ada yang namanya muhadrasah. yaitu para santri belajar bahasa langsung di bawah Kementerian bahasa, OSMYQ.

Researcher: Katanya di sini ada pemberian mufrodat setiap hari?

Mr. Faiq: Oh iya saya lupa. jadi di setiap kegiatan harian. Itu setiap malam sebelum tidur itu pasti ada pemberian vocabullaries Jam 10 malam dan ada juga pemberian vocab di dalam kelas. jadi setiap belajar malam ketika permulaan nya itu pasti ada dari biar kami pihak bahasa masuk kelas Kemudian menyampaikan vocabulary kosakata jam 8.30.

Researcher: ada dua kali berarti. biasanya pemberian itu berapa vocabulary ?

Mr. Faiq: Ada dua. bahasa Arab dan bahasa Inggris bergantung jadwal

Researcher: Kalau yang bulanan?

Mr. Faiq: kan tadi ada yang namanya itu khitobah Sugra di kelas. kalau bulanan adalah khitbah Kubro jadi yang Mega. kalo khitobah sugro kan di kelas. Kalo khitobah kubro di masjid. Kalau yang hari Sabtu itu setelah upacara bendera semua Santri ke masjid salat Dhuha sebentar. dari beberapa Santri

yang memang sudah tunjuk sebagai speaker atau pembicara maju di depan masjid lalu mereka speech.

Researcher: itu kelas berapa?

Mr. Faiq: rendem. jadi dari kita akan memilih. Ataupun ada juga yang mengajukan diri terserah.

Researcher: Biasanya berapa menit?

Mr. Faiq: standar 7 sampai 8 menit

Researcher: kulturem berarti

Mr. Faiq: Iya seperti kulturem tapi menggunakan bahasa Inggris

Researcher: berapa siswa?

Mr. Faiq: Biasanya sih 3-4

Researcher: berarti setengah jam-an?

Mr. Faiq: iya setengah jam-an dan disaksikan seluruh penduduk sini hehehe

Researcher: Untuk yang tahunan?

Mr. Faiq: Untuk yang tahunan Biasanya kita adakan seperti lomba. tadi kan ada yang namanya itu pidato Sugro di kelas, pidato kubro di masjid ada Yang namanya speech contest yang lomba itu. itu Sama aja seperti pidato yang lain tempatnya aja yang beda dan ini diperlombakan

Researcher: Itu saja?

Mr. Faiq: ada yang namanya drama kontes. jadi semua Santri itu digembleng ikut lomba yang namanya drama kontes.

Researcher: Jadi akan saya simpulkan yang program harian itu ada reporting. Reporting itu implementasinya bagaimana?

Mr. Faiq: Jadi lebih tepatnya begini ya ... para santri pondok yang ketahuan melanggar bahasa kemudian disuruh mencari pelanggar lain 2 orang. 1 orang mencari 2 orang pelanggar bahasa

Researcher: itu setorannya Setiap kapan?

Mr. Faiq: kita mau nanya jam 1.30 sampai jam 2 Lebih dikit

Researcher: ok. menuju jam tidur siang ya ?

Mr. Faiq: iyaa

Researcher: kalo yang weekly? tadi kn ada khitobah sugro? little speech yaa ...hahaha

Mr. Faiq: haha iya intinya itu ,masuk kedalam pelajaran sekolah

Researcher: oh di kelas kelas ya.. Pengampunya siapa?

Mr. Faiq: sekarang yang megampu dan jaga langsung wali kelas

Researcher: setelah itu friday muhadasah itu gimana?

Mr. Faiq: Biasanya kita berlatih percakapan jadi setelah setelah seminggu kita mendapatkan vocab dari bagian bahasa. mungkin itu aja menjadi ajang untuk meningkatkan skillnya di bahasa

Researcher: Itu didalamnya ngapain?

Mr. Faiq: bisa latihan ngomong di depan publik atau kadang mengajar Meereka dengan rumus-rumus bahasa jadi flexible.

Researcher: Berarti terserah dari pihak bahasa

Mr. Faiq: kadang juga listening.ya Everything tentang English

Researcher: persiapan apa saja yang biasaya dipersiapkan sebelum pelaksanaan program?

Mr. Faiq: contohnya ketika muhadasah. Seblum program, yang di persipkan pasti materi. Itu kita persipakan

Researcher: itu sama pembina ndak?

Mr. Faiq: kalo itu kita khusus sendiri. Jadi setiap malam jumuah kita ngadai kayak meeting nentuin materi yang mau kita sampein satu minggu kedepan.

Researcher: kalo yang harian?

Mr. Faiq: kalo harian kita nyebutnya briefing. Jadi lebih bebas. misalkan kita hari ini vocab yang mau disampaikan ini ini ini aja.

Researcher: kalo yang sesudah program?

Mr. Faiq: kalo sesudahnya mungkin ketika sesudah muhadasah mungkin setelah 4 pertemuan kita akan ujian.

Researcher: ujian apa?

Mr. Faiq: ujian muhaddasah materi kemarin yang telah kami terima supaya mereka ada tekanan untuk benar-benar memhami. Itu 5 minggu sekali

Reaseracher: Itu berarti masuk program bulanan?

Mr. Faiq:.. iya bulanan

Researcher: Ada pemberlakuan reward ndak?

Mr. Faiq:. Biasanya satu bulan sebelum Ulangan kita mengadakan sebuah reward. Jadi bagi santri yang dalam segi bahasa paling oke dan paling taat berbahasa dan dia memang punya skill yang bagus

Researcher: itu gimana mengukurnya?

Mr. Faiq:. pertama dari data pelanggar bahasa. Mungkin ketika dari pihak luar sekolah mengadakan lomba dia ikut. Orang itu kadang terlihat dari sana. Itu kita kasih reward sebagai apresiasi dan penyemangat bagi santri yang lain. Biasanya berupa piagam mungkin juga plakat. Kalo dulu diajak di jawa timur pare kampung inggris. Biasanya di ambil 6 orang terbaik.

Researcher: saya juga dulu pernah kesana dan juga di kasih hadiah dari kampus dari lomba prince and princess alhamdulillah saya bisa berangkat dengan pasangan temen hahaha....terus yang mengawasi jalannya program siapa?

Mr. Faiq: Biasanya itu collab diantara dari Kementrian bahasa dan Pembina bagian bahasa dari Ustadz

Researcher: ini ada yang punishmentnya ada yang fatal ndak' ? seperti sampai di keluarkan mungkin..

Mr. Faiq: sekarang bagi Santri yang terkena pelanggaran bahasa 11 kali dalam 1 bulan itu akan diberikan hukuman yang namanya

BO. maksud saya best offender. Itu akan di botak rambutnya dan amal sholeh

Researcher: amal sholeh itu apa?

Mr. Faiq: amal saleh itu bersih-bersih lingkungan pondok. jika dikasih itu belum Jera, kita akan panggil orang tuanya

Researcher: fatalnya bisa sampai keluar nggak?

Mr. Faiq: pernah ada

Researcher: misal saya satu bulan terkena 10 kali Bulan besok adalah bulan depan dan besoknya saya terkena pelanggaran lagi
....

Mr. Faiq: ndak ndak. semacam itu kita namai Syafaat. atau penyucian

Researcher: oh kebaptis hahaha

Mr. Faiq: hahaha

Researcher: terus teknik evaluasinya tadi di setiap minggu.....

Mr. Faiq: kita punya sistem evaluasi mingguan ada bulanan juga ada

Researcher: itu gimana?

Mr. Faiq: yang mingguan dalam rangkaa ya internalnya untuk seminggu kedepan kalo yang bulanan kita sama dengan pembinna lngsung. Itu biasa kita ngomongin data statistic tentang penurunan atau kenaikan

Researcher: terus evaluasinya?

Mr. Faiq: kalo missal di liat mungkin ada penurunan.d bulan ini. Kita liat apa yang membuat menurun. Mungkin dari kita ada

penurunan dalam pengawasan. Atau mungkin dalam mengasih vocab kita kurang daily

Researcher: seperti itu bisa membuat penurunan ya

Mr. Faiq: makanya kita mengasih vocab kira-kira kepake ndak ya

Researcher: sekarang ini km kalian bahasa di bawah pimpinan OSMYQ ya. Lah itu ada rapat bareng osmyq ndak?

Mr. Faiq: jadi biasanya sebulan sekali

Researcher: berarti rapatmu sebulan 3 kali

Mr. Faiq: eh 6 kali itu dari osmyq

Researcher: yang lain contohnya apa yang mengenai bahasa

Mr. Faiq: biasanya kalo ada kunjungan dari orang luar

Researcher: orang luar dalam artian turis?

Mr. Faiq: turis bisa jadi. Mungkin orang yang ahi bahasa tapi orang indonesia bisa jadi. Yang meeting osmyq tadi sebulan sekali yaitu semua kementerian .

Researcher: itu yang mimpin siapa?

Mr. Faiq: presidennya. Kang salman

Researcher: itu ada pendampingan dari pembina?

Mr. Faiq: Pasti itu

Researcher: kalo pimpinan pondok ?

Mr. Faiq: pernah sekali tapi sangat jarang mungkin kalo ada problem yang besar baru beliau turun tangan.

Researcher: tapi setoran hasil rapat kalian kasihkan ke ust. Faiz?

Mr. Faiq: kita serahkan ke pembinannya dulu. Di saring bagi problrn yang mungkin menyentuh ke bagian sistem yang menjadi gagalnya sistem nanti kita seorkan ke ustadz faiz

Reasercher: terus perangkat/ media yang di gunakan biasanya apa?

Mr. Faiq: yaa sekrang kita sama masih makai kamus. Tapi sekrang digitalisian, seeptri laptop, proyektor biar belajarnya lebih maju.

Reasercher: tapi kn itu ndak di gunakan di semua kalangan siswa

Mr. Faiq : iya. Itu khusus pemerintahan

Reasercher: terus tingkat ketercapaian pelaksanaan gimana? Maksudanya diliat dari segi hasil dari mengasuh mereka dalam bahasa. Contohnya seperti mendapatkan pnghargaan, menang kontes...

Mr. Faiq: alhadulillah kita sering di jadikan perwakilan lomba kabupaten, provinsi, bahkan nasional. Contohnya kemaren ada santri pondok ini, namanya zulva kamal kelas 12 kemren juara a olimpiade bahasa arab.

Reasercher: kalo yang bahasa inggris?

Mr. Faiq: bahasa inggris pernah ada essay tingkat provinsi, ada juga debat bahasa inggris. Tingkat provinnsi juga

Reasercher: dimana Itu?

Mr. Faiq: wah saya lupa. Pokonya di kampus

Reasercher: kalo lomba yang terkahir?

Mr. Faiq: speech kontes di airlangga surabaya.

Reasercher: tau ndak si ciri khas pondok disini?

Mr. Faiq: karena saya ndak tau bagaimana bisa menggabungkan Alquran bahasa dan sains. Kuran sebagai sumbernya, baahsa itu kuncinya, sains itu pengaplikasiannya. Kan sekrang yang megang ilmu sain kn orang eropa, maka dari itu kita ambil ilmunya kita sinergikan dengan Al Qur'an

Reasercher: apa organisasi bahasa disini? Padahal Kan disini pondok quran

Mr. Faiq: pertama adalah mandat dari buya ulinnuna. Buya pengen sekali santrinya di samping menghafal quran namun juga bisa berbahasa. Tetap membumikan Alquran namun kita terbang. Akhirnya dari beliau dari gus faiz mendirikan bahasa disini.

Reasercher: saya dengar gus faiz pimpinan kedua sebelum ini..

Mr. Faiq: iya dulu ustadz faiz ketika masih belajar S3 di turki. Beliau di ganti ustadz mansur alumni gontor. Jadi sistem gontor itu kurang lebih sama dengan menawan tapi bedanya kita kitabullah sana kitabunnas. Hahaha

Reasercher: hahaha. Program ini sudah berjalan tahun?

Mr. Faiq: sejak awal berdirinya pondok. Jadi sudah 13 tahun.

Reasercher: bagaimana Sitem disini mengatasi kelemahan dan ancaman?

Mr. Faiq: saya pernah mendengarkan nasehat dari ustadz. Kita manusia. Kita ngomong bagaimana pun yang bisa

mengubah mereka adalah Allah. Pertama kita nasehati dulu. kita hukum. Kita doakan kita tidak bisa mengubah hati mereka

Reasercher: kalo semua itu udah di kerahkan kok masih ndak bisa bagaimana ?

Mr. Faiq: kita panggil orang tuanya. Kita bilang kalo susah diatur. Tolong di nasehati. Kok masih ndak bisaya dengan terpaksa kita pulangkan. Lebih baik tumbang satu dari pada yang lainnya hancur.

Reasercher: Bagaimana mengoptimalkan kekuatan dan peluang ?

Mr. Faiq: Kita melakukan peningkatan bahasa dengan mengawasi dan meningkatkan skill bahasa. Seperti muhaddasah. Jadi mereka ndak ngomong aja tapi juga tau rumusnya.

Reasercher: terus mengoptimalkannya gimana?

Mr. Faiq: untuk itu biasanya kita melihat lembaga luar yang mengadakan lomba kita ikut. Kalo kata ustadz yuniar “selama Lomba itu bagus dan bergensi, kita ikut” kita ndak mengikuti lomba yang besar tidak yang abal-abal dan alhamdulillah kita menang.

Reasercher: selain itu ada ndak?

Mr. Faiq: Oh iya saya lupa jadi setiap tahun itu ada yang namanya seminar. jadi santri baru di pondok ini kan tidak langsung berbahasa Arab dan berbahasa Inggris. jadi mulai dari bulan

Juli sampai bulan Desember itu ada yang namanya pengemblengan bahasa.6 bulan

Reasercher: Tidak bisa berbahasa Arab dan bahasa Inggris jadi mereka mendapat hukuman terus?

Mr. Faiq: ndak. Untuk kelas 7 dan kelas 10 yang baru Kita masih kasihkan kebebasan bahasa tapi tidak boleh menggunakan bahasa daerah. boleh berbahasa Indonesia, kalau bisa berbahasa asing itu sangat dianjurkan dan sunnah muakkad. setelah 6 bulan digembleng nanti setelah tanggal 1 Januari di tahun baru ada yang namanya teng komando.Seperti pelantikan peresmian bahasa untuk kelas 7.

Reasercher: Berarti masuk program tahunan? nya

Mr. Faiq : iya. tapi bel komando mereka punya acara yaitu atau daurohlughowiyah /seminar. selama 2 hari kita kita memiliki 4 tutor. 2 dari dalam negeri 2 lagi dari luar negeri atau native

Reasercher: jadi channelnya di sini banyak hahaha

Mr. Faiq : hahaha dulu pernah dari Australi, dari Jerman juga aja,

Reasercher : Bapaknya Bilal juga di sini ya?

Mr. Faiq : hahaha iya native si native tapi ndak gitu juga. bukan bidangnya

Reasercher : jadi 2 hari 4 speaker

Mr. Faiq : iya. Dua dari native speaker 2 dari Pembina sendiri

Reasercher : disini aktivitas tahunan banyak ya

Mr. Faiq : Iya memang banyak

Reasercher : speech sama drama kontes itu jadi satu?

Mr. Faiq : tidak beda-beda alokasi waktu. Speech itu kita adakan di awal tahun kalau drama kontes ikut di akhir tahun mepet hari perpulangan

Reasercher : kalo tengko tanggal 1 Januari?

Mr. Faiq : event ketika tahun baru biar sedikit wah. Di sini juga ada wisata waktunya terserah yang terpenting di daerah banyak native seperti Bali, di Little Venice di daerah Bogor

Reasercher : Apa itu?

Mr. Faiq : Sepertinya di Italia itulah, Sungai tapi dijadikan tempat wisata

Reasercher : di rumahmu ada?

Mr. Faiq : hahaha itu kali

Reasercher : hahaha. Rob. nanti aku minta catatan offender sama rules kalau ada

Mr. Faiq : Insya Allah

Reasercher : terima kasih ya Mr. Faiq

Mr. Faiq : Sama-sama

Appendix 3

Interview for Supervisor coordinator of language program OSMYQ at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

Time : Tuesday / November 23rd 2021

Informant : Mr. Fahrul Muzakki as Supervisor of coordinator of language program.

Researcher: Assalamualaikum Wr. Wb

Mr. Fahrul: Waalaikumussalam Wr. wb

Researcher: ustadz disini siapa yang wajib berbahasa arab dan inggris ?

Mr. Fahrul: Semua Santri jadi. semua Santri yang masuk di sini itu wajib berbahasa Arab dan bahasa Inggris

Researcher: termasuk santri baru?

Mr. Fahrul: kalau murid baru itu aja namanya toleransi 1 semester mereka ada pelatihan agar mereka bisa berbahasa Arab dan bahasa Inggris. setelah tet masuk Semester 2, 1 Januari mereka wajib berbahasa. tidak boleh tidak berbahasa apabila tidak berbahasa mereka akan terkena taksir

Researcher: Kapan pelaksanaan program Inggris?

Mr. Fahrul: programnya di sini aja program harian mingguan bulanan dan tahunan. kalau yang harian pertama ada mufrodat atau vocabulary itu daily jadi setiap hari anak-anak mendapatkan

kan vocabulary atau kosakata, lah mereka itu wajib menggunakannya selama 1 hari itu paling enggak 1 kali 2 kali. tanah kita menggunakan kosakata yang lazim atau yang mereka sering digunakan di keseharian. Ada pelaporan bahasa, reporting. Kalau yang mingguan ada yang namanya muhadasah pagi conversation morning. pada jumat pagi. Jadinya mereka itu ditambah wawasannya dengan latihan percakapan. itu setiap minggu pasti ada

Researcher: itu menggunakan metode apa?

Mr. Fahrul: itu menggunakan metode role play. kita memberikan acuan atau memberikan panduan terus nanti mereka praktik dan praktiknya ini pengembangan dari mereka sendiri jadi mereka itu berpasang-pasangan, mereka saling bercakap-cakap seperti itu

Researcher: yg mingguan itu ada lagi enggak?

Mr. Fahrul: kalau yang bulanan itu kan ada rapat evaluasi terus ada ujian setiap 2 bulan sekali Apakah anak ini menguasai materi yang telah diberikan 2 bulan tersebut. Misal hasilnya kok kurang bagus mereka akan dievaluasi Apanya yang kurang

Researcher: terus cara penilaiannya gimana?

Mr. Fahrul: ada indikatornya sendiri kan kalo misal januari-februari misalkan itu kan 2 bulan itu kan berarti kan kosakatanya atau kalimatnya yang simpel dulu kan seperti itu. nanti

setelah bulan Maret April kosakatanya harus lebih panjang lagi dan seterusnya. dan setiap jenjang ya indikatornya beda-beda. kelas 7 berbeda dengan kelas 8....

Researcher: Oh mereka dibedakan. tidak 1 kelompok MTS semuanya....

Mr. Fahrul: tidak itu beda perjenjang.

Researcher: Walaupun kelas 1 yang anak baru SMA?

Mr. Fahrul: kalau kelas 1 MA yang baru. itu ada perlakuan khusus ya. perlakuan Spesialnya seperti ini mereka saat 6 bulan di sini itu teman-temannya anak dari kelas 1 MTS cuman setelah mereka tanggal 1 Januari itu mereka sudah harus berbaur dengan kawan-kawannya akan tetapi mereka diberi keringanan tidak seperti kan istilahnya “the fair is not always same” jadi adil itu tidak mesti sama. Adil itu sesuai dengan proporsinya masing-masing

Researcher: Berbahasa Inggris itu wajib semua kalangan an atau hanya Santri saja. kalau sama Ustadz nya?

Mr. Fahrul: Nah jadi begini. sumber daya kita yang dari rasa itu masih belum mumpuni ya. jadi ya yang bisa berbahasa Inggris tidak semuanya Ya wajib ke sesama teman Dan assatidz yang menguasai bahasa Inggris. bukan cuma asatidz yang mengajar bahasa Inggris loh ya. Tetapi semua asatidz yang menguasai berbahasa Inggris jadi ada beberapa ustadz yang

notabene bukan lulusan dari bahasa Inggris tapi dia bisa berbahasa Inggris. It is ok. It is better.

Researcher: Itu berarti bersifat sunnah atau wajib?

Mr. Fahrul: wajib. kadang mereka itu lupa kadang-kadang mereka berbahasa Indonesia dengan Ustaz nya. saya sebagai guru berbahasa Inggris. Jadi saya bilang “ Pakailah bahasa yang berlaku di sini, kok kalian Pakai bahasa planet sih”

Researcher: hahaha.... yang speech ada ndak?

Mr. Fahrul: Kita di sini ada speech khitobah setiap minggu sekali. cuman, pidato ini sendiri punya jam di jam pagi jadi ada dua jam pelajaran yang digunakan untuk khitobah.

Researcher: Ini untuk semua Santri?

Mr. Fahrul: untuk semua Santri tapi mereka dibedakan perkelas

Researcher: Jadi pidatonya di kelas?

Mr. Fahrul: Iya di kelas dan yang mengawasi Itu karena dari koordinator bahasa itu terbatas yang mengawasi dari wali kelas nya.

Researcher: itu hari apa?

Mr. Fahrul: hari Sabtu pagi Jam pertama dan jam kedua berarti jam 7 seperempat sampai jam 8.35

Researcher: berarti sampai 8.30.

Mr. Fahrul: itu pun tidak bisa mencakup semua santri. Modelnya mereka satu kelas di bagi beberpa grup khitobah nanti

mereka ada jadwalnya terus bergilir. Misalkan ini speech bahasa ini, ini speech bahasa ini

Researcher: jadi tidak Minggu ini bahasa Inggris terus bahasa Inggris

Mr. Fahrul: tidak seperti itu, sekarang modelnya sudah terjadwal sejak awal jadinya tidak mungkin kalau kamu minggu ini speech bahasa Inggris Terus berapa minggu lagi kamu sepi bahasa Inggris lagi itu tidak mungkin itu pasti nanti beda bahasa lain. sudah ada jadwalnya mulai dari tahun pelajaran tapi kalau yang khusus MTS itu ada bahasa Indonesia jadi mereka ada 3 bahasa. kalau untuk yang aliah itu tidak ada bahasa Indonya

Researcher: jadi untuk daily itu ada reporting sama giving vocabulary. Yang week itu ada pidato sama evaluasi dan conversation

Mr. Fahrul: kalau yang evaluasi itu di bulanan.

Researcher: Terus yang bulanan ada?

Mr. Fahrul: itu yang 2 bulanan tadi. terus kalau yang selanjutnya itu per semester itu ada lomba. Ada speech contest Biasanya diadakan di sela-sela waktu mereka saat itu libur tidak ada proses pembelajaran. Jadinya Nanti digantikan oleh speech contest itu itu biar mereka ada kegiatan. dan biasanya scalenya memancar jadi tidak hanya di kelas. terus nanti ada panggungnya besar, ada peforma, pokoknya lengkap meriah sekali. karena kan anak-anak disini Mau kapan lagi mau ber meriah Ria kalau ndak di hari libur.

Researcher: ada lagi?

Mr. Fahrul: kalau semester 1 itu speech kontes. kalau yang semester 2 itu tu drama kontes dan dulu ada yang namanya program tahunan namanya dauroh lughowiyah.

Researcher: kalo apel tengko?

Mr. Fahrul: Kita bisa sebut program tahunan. karena hanya ada satu kali setahun pada malam 31 Desember masuk 1 januari.

Researcher: tengah malam itu?

Mr. Fahrul: idealnya memang tengah malam. tapi tidak realistis karena membangunkan anak-anak di jam segitu terus Cuma apel. nanti paginya Malah ngantuk padahal paginya kan ada kegiatan menghafal Alquran. nanti kita yang repot. Jadi acaranya itu jam 8.30 an. jam jam 8 mulai makan sampai jam 8.30. lalu mereka melaju melanjutkannya dengan apel Tengko. Nanti di dalamnya ada ketok palu pengesahan wajib berbahasa istilahnya, setelah itu ada membunyikan... kn eventnya tahun baru mereka bisa membunyikan firework boleh tapi dalam pengawasan.

Researcher: apa yang dipersiapkan sebelum dan sesudah pelaksanaan??

Mr. Fahrul: yang namanya program pastikan ada yang namanya perencanaan titik programnya kita susun terlebih dahulu nanti kita ada RAB tahunan jadinya kita menyusun RAB. nanti RAB kita masukkan ke program madrasah. Setelah itu, pelaksanaannya itu kn dana kn tidak serta merta

keluar langsung. Jadi kita membuat proposal terus ada kelengkapan banyak kita ajukan ke yayasan nanti misal kok proposal tidak sesuai dengan RAB nanti akan di tanya jawab terlebih dahulu. Kalau misal kita punya alasan yang valid Oke kita diperbolehkan.

Researcher: Terus kalau sesudah pelaksanaan?

Mr. Fahrul: ada perencanaan ada laporan. Pelaporan setelah akhir tahun pelajaran nanti dievaluasi Apakah kegiatan seperti ini layak dan tidak, perlu dikembangkan atau tidak seperti itu

Researcher: untuk pelajaran bahasa Inggris di kelas mempengaruhi program pondok?

Mr. Fahrul: dikarenakan materi dari mata pelajaran itu kan Sudah berat ya. kalau kita menggunakan full bahasa Inggris itu untuk semua pelajaran padahal gurunya juga belum menguasai bahasa Arab dan Inggris semuanya seluruhnya itu tidak etis. jadinya untuk pelajaran bahasa Inggris menggunakan bahasa Inggris pelajaran Bahasa Arab menggunakan bahasa Arab adapun yang lain itu disunnahkan. yang menggunakan Selain itu berarti wajib menggunakan bahasa Indonesia.

Researcher: kalau untuk yang bahasa Inggris itu di dalam KBM menjadi pertimbangan Pondok dalam peningkatan mutu berbahasa?

Mr. Fahrul: pasti. Tidak bisa kita pungkiri ya Bahasa Inggris itu kan bahasa internasional Jadinya kalau zaman sekarang tidak

menguasai bahasa Inggris itu pasti ketinggalan. zaman sekarang tak bisa bahasa Inggris....Kalau kita ingin tinggi derajatnya kan pasti Kuncinya kan bahasa yang menjadi lingua franca

Researcher: Apakah di sini juga memakai modul Kemenag?

Mr. Fahrul: begini, kalau dari Kemenag itu kan buku paket itu gitu Mengambil sumber dari salah satu percetakan yang memang isinya itu sesuai dengan Kurikulum pemerintah.

Researcher: berarti ada buku suporting dong

Mr. Fahrul: Iya seperti itu kita tetap mengikuti kurikulum akan tetapi kita juga mempunyai sistem peningkatan tersendiri. Kita punya diktat sendiri punya modul yang di digunakan di luar pelajaran tersebut. kita punya buku percakapan 3 bahasa sendiri

Researcher: berarti ini masuk media. Teknologi di sini ini digunakan Enggak? kan di sini pondok ya yang biasanya kan basisnya tidak diperbolehkan kan ya

Mr. Fahrul: karena kn istilahnya Anak-anak menggunakan Gadget. mereka akan terdistraksi dalam menuntut ilmu di pondok jadinya penggunaan IT itu dibatasi. IT boleh di gunakan selama dalam pengawasan kalau nggak ada yang awasi tidak diperbolehkan itu kan di jam-jam tertentu. itu tidak di dilarang. Kita meminta para santri untuk menguasai untuk menguasai it tapi dalam lingkup pengawasan.

Researcher: pengawasnya bagaimana itu?

Mr. Fahrul: misalnya ada speech contest mereka butuh Mencari sumber sesuai tema selama dalam pengawasan. yang namanya internet zaman sekarang kalau tidak diawasi nanti yang dibuka malah kemana-mana.

Researcher: ada hukuman bagi pelanggar bahasa yang berbahasa Arab di hari bahasa Inggris ataupun sebaliknya?

Mr. Fahrul: kalau untuk kalau untuk sekarang kan seperti ini, biar mereka mereka lelah melanggarnya seperti itu, mereka menggunakan bahasa daerah malahan.jadinya mereka itu nanti kan ada mata-mata. mereka akan dipanggil untuk dikenai hukuman setelah khalqoh ashar sekitar jm 5 ataupun setelah halaqah Isa sekitar jam 8. Kenapa kok ada dua kali waktu Biasanya kan ada banyak. kalau Cuma sedikit mereka akan dikenai di Ashar saja. dan apabila dalam jangka 1 bulan mereka melanggar lebih dari 11 kali mereka akan di botak.

Researcher: Cuman itu aja ya... ada yang dipanggil orang tuanya?

Mr. Fahrul: Oh kalau itu kami hanya merekomendasikan atas persetujuan bimbingan konseling. Biasanya kalau anak yang suka melanggar bahasa, di tempat yang lain juga melanggar bahasa. makanya kami hanya merekomendasikan kepada bimbingan konseling nanti dicek kenakalannya. nanti misal poinnya kok memang sudah banyak. nanti akan dipanggil

orang tuanya dan dikenakan surat peringatan 1. kalau dia dapat surat peringatan 2 mereka akan di skors di rumah. tapi kok setelah di skors masih tidak bisa diperbaiki ya dengan berat hati mereka akan dipulangkan.

Researcher: untuk sistem mata-matanya itu bagaimana?

Mr. Fahrul: Jadi setiap tahunnya kami menunjuk mata-mata sesuai dengan jumlah siswa. Biasanya korelasi 1 mata-mata untuk satu kelas. mata-mata kita sekarang ini lebih banyak biar tugasnya bisa gantian biar tidak jadi sorotan. nah temen-temennya pun tidak tahu. Saat reporting pun juga tidak ada yang tau. Dari bagian bahasa pun cuma 2 orang pengurus yang tahu mata-mata tersebut. Mereka hanya mendapat laporan dari mata-mata mereka dan menyerahkannya di rapat pengurus. Kalo pengurusnya banyak.

Researcher: katanya Anak-anak yang mendapat hukuman bahasa hari ini mereka akan menjadi mata-mata Di keesokan harinya.....

Mr. Fahrul: Nah itu dulu dulu seperti itu. tapi setelah berjalannya beberapa tahun akhirnya menjadi seperti gini, ada yang menggunakan media tersebut untuk balas dendam karena ketahuan melaporkan sebelumnya orang itu jadinya setiap Dia kena Bahasa dia itu langsung melaporkan anak itu tanpa alasan yang jelas. istilahnya fitnah.

Researcher: Apakah ada reward bagi yang memiliki daya offender yang paling rendah, skillyang tinggi tinggi?

Mr. Fahrul: yang seperti itu biasanya kami Kumpulkan dijadikan grup dan kita training. mereka ini kan andalan di masa depan. Kita latih dan kita pupuk terus. Nanti yang paling mencolok kita akan ikutkan lomba. Tapi kalo kita sebisa mungkin tidak cuma satu tapi kita inginkan mereka dapat pengalaman yang penting itu

Researcher: jadi ada perlakuan khusus untuk mereka ya

Mr. Fahrul: iya

Researcher: .untuk evaluasinya bagi anak-anak comite sama pembina itu kadang di temukan apa ndak? Maksudnya seperti ustadz fahrul sama guru-guru yang lain sama osmyq bagian bahasa itu rapatnya kumpul atau sendiri?

Mr. Fahrul: Ke sini kalau rapat itu biasanya Kementerian bahasa. nanti kalau yang ke atas lagi nanti cuma koordinator bahasanya saja.

Researcher: apa yang menjadi ciri khas pondok?

Mr. Fahrul: kalau namanya kan Pondok tafsir jadi santri pasti menghafal Alquran. cuman dari pertama kali pondok didirikan romo Yai sudah dawuh. Ini itu pondok bahasa yang santrinya wajib menghafal quran jadinya didalam pondok itu wajib menggunakan bahasa arab dan bahasa inggris. Romo yai tidak mengungkapkan bahasa arab dan bahasa inggris tapi bahasa yang di tentukan. Saya jadi kita punya planning di masa depan itu ada bahasa yang lain

asalkan bahasa Cina. bahasa Cina kan sekarang meroket,
Bahasa Korea bahasa Jepang mungkin saja

Researcher: Apa tujuan program berbahasa?

Mr. Fahrul: pastinya Memperkuat bahasa yang ada di pondok jadinya kita itu memperkuat bahasa mereka mempertahankan yang sudah ada dan menghilangkan mereka yang ingin merusak bahasa atau ancaman kita inginnya itu anak-anak itu siap saat mereka sudah lulus dari Pondok mereka di dunia luar mereka siap dengan skill yg mereka miliki

Researcher: berarti program ini sudah berjalan dari awal berdirinya pondok?

Mr. Fahrul: iya benar sekali. Cuma Yang namanya teror dan trail pasti ada. yang dulunya seperti ini sekarang berubah seperti itu. sekarang itu banyak sekali perubahan yang sudah terjadi.

Researcher: Bagaimana cara mengatasi kelemahan dan ancaman yang merusak program di pondok ini?

Mr. Fahrul: ya tadi. kita kan ada evaluasi. setiap hari Kita ada laporan, kita ada temuan terus kita adakan rapat kita beri evaluasi. setiap kali ada masalah kita rapatkan kita carikan solusinya seperti itu

Researcher: biasanya yang paling banyak menjadi masalah itu apa? nya

Mr. Fahrul: Kemauan mereka untuk berbahasa. istilahnya dalam hatinya. sesuatu yang tidak sepenuh hati itu kan tidak bagus

jadinya kita sentuh hatinya pelan-pelan. didoakan itu pasti setiap kali saya menghukum anak untuk saya gundul itu pasti saya doakan terlebih dahulu sebelum saya gundul. Dan mereka juga mengaminkan.

Researcher: Terus bagaimana Lembaga ini untuk mengoptimalkan kekuatan dan peluang?

Mr. Fahrul: setelah mereka kelas 12, mereka ada informasi beasiswa ke luar negeri ataupun biasiswa ke mana pun itu biasanya kita mengadakan tes TOEFL. jadi anak-anak ini sejak pertama kali masuk di sini itu sudah teresponse bahasa Inggris. itu sebisa mungkin saat mereka menghadapi tes TOEFL yaamereka dapat nilai yang tinggi. yang pertama seperti itu. untuk yang lainnya pengembanganlah

Researcher: Tolak ukur keberhasilan mengemban bahasa di sini dari segi perlombaan ada tidak?

Mr. Fahrul: ada. kalau kita itu gencar sekali melaksanakan perlombaan bahasa. Setiap kali ada lomba bahasa kita ikut. setelah dievaluasi beberapa tahun Terus kemarin ada pandemi dari pihak yayasan itu membatasi pergerakan kita. jadi lomba yang kita ikuti itu ada kriterianya. 1. Wajib diikuti 2. Resmi. Sedangkan Lomba seperti ini jarang sekali. biasanya Bahasa Inggris diadakan di universitas. Jadinya untuk tahun ini kita sedikit sekali.

Researcher: ada berapa lomba yang di menangkan,sir?

Mr. Fahrul: 2 dari 3 lomba menang semua. Ada yang juara satu.

Researcher: untuk tolak ukur alumni yang sudah keluar dari sini bagaimana?

Mr. Fahrul: saya yakin mereka banyak yang sukses dalam berbahasa. Karena banyak dari mereka banyak yang keluar negeri tidak hanya di timur tengah, ada yang amerika ada yang di Autralia. Ada juga yang di amerika. Kamu tahu?

Researcher: andika

Mr. Fahrul: iya bener. Ada orang amerika disini karena suka dengan program disini. Dulu sebelum kesini hampir setiap malam selama sebulan lebih vidcal tanya-tanya pake bahasa inggris. Terus saya jawab gitu. Ternyata dia bilang” alhamdulillah bahasanya bagus disana. Jadinya saya yakin saya memondokkan Anak saya disana tidak akan bermasalah.

Researcher: begitu dulu, sir...terimakasih untuk seksi wawancaranya

Mr. Fahrul: kembali... see yaa

Researcher: see you too

Appendix 4

Interview President of OSMYQ at Islamic Boarding School Tahfidz Yanbu'ul Qur'an Menawan

Time : **Thrusday / November 25th 2021**

Informant : **Mr. Salman Rofiudin as The President of OSMYQ**

RESEARCHER: Assalamualaikum Mister Salman Man

MR. SALMAN: Waalikumussalam

RESEARCHER : disini saya ingin menanyakan program bahasa inggris untuk melengkapi skripsi saya. Disini sebagai president OSMYQ pasti taulah tentang program bahasa ingris

MR. SALMAN: Insyallah

RESEARCHER: Kan ada program bahasa Arab dan bahasa Inggris. untuk bahasa Inggris objek yang dikenakan program ini siapa saja

MR. SALMAN: semua santri. Mecakup semua MTs dan MA

RESEARCHER: jumlahnya berapa?

MR. SALMAN: 879 Mts 491 MA 389 Santri

RESEARCHER: program itu wajib ya?

MR. SALMAN: iya wajib berbahasa arab dan inggris

RESEARCHER: Itu kapan pelaksanaannya?

MR. SALMAN: pelaksanaannya setiap sebulan

RESEARCHER: sebulan sekali?

MR. SALMAN: bukan maksudnya setiap minggu selang seling. Tepatnya bahasa Inggris ditempatkan di Minggu ke-2 dan Minggu ke-4 jadi satu bulan

RESEARCHER: Berarti dalam jangka 1 minggu itu full. misalkan hari bahasa Inggris Berarti 7 hari berbahasa Inggris dan gantian 7 hari bahasa Arab . apa yang dipersiapkan sebelum dan sesudah pelaksanaan program?

MR. SALMAN: sebelum pastinya mempersiapkan materi untuk disampaikan kepada santri. setelah penyampaian materi tentunya ada evaluasi evaluasi. Terutama terkait program bahasa di pondok

RESEARCHER: ada pemberlakuan reward dan punishment ndak?

MR. SALMAN: tentunya ada. Untuk reward masuknya tahunan kalo punishment harian

RESEARCHER: ini programnya bagaimana? Dan cara mengimplementasiannya bagaimana?

MR. SALMAN: Dari mulai paling dasar itu berikan mufrodat atau vocabulary terlebih dahulu itu harian. karena Santri perlu referensi program giving mufrodat sebelum belajar malam/sebelum masuk kelas?.

RESEARCHER: itu ngapain?

MR. SALMAN: anggota/pengurus OSMYQ kasih vocabularies Yang telah diprogram selama 1 bulan itu apa saja. ada giving panismen Soalnya kita punya acuan bagaimana menjamin para santri itu praktek dalam berbahasa tentunya kita kasih pacuan supaya mereka tidak melanggar tak kasih hukuman. dan mereka ada bantuan untuk tidak melanggar. kita jamin mau tidak mau mereka harus berbahasa

RESEARCHER: berarti sebagai pengawas jalannya berbahasa.Selain itu ada?

MR. SALMAN: Ada Yang namanya reporting card. Untuk keefektifan dalam mengawasi berjalannya praktek bahasa, dari pelanggar bahasa kita kasih Kartu Report untuk menulis Siapa saja yang melanggar bahasa agar lebih efektif Siapa saja yang melanggar mereka agar benar-benar kena. Siapa saja yang terkena akan diberikan hukuman karena hukumannya juga kita kasih vocab tambahan yang lebih dalam.

RESEARCHER: Ada batas maksimal hukuman tidak?

MR. SALMAN: ita kasih 10-11 poin dalam satu bulan kita kasih botak.
Kita merekomendasikan untuk di botak ke BK atau menjadi BO (best Offender)

RESEARCHER: Saya pernah dengar jika sampai ada yang dipanggil orang tuanya, ada penyekorsan juga, dan katanya ada juga yang sampai dikeluarkan bener?

MR. SALMAN: Untuk kasus seperti itu sangat jarang sekali terjadi di pondok.

RESEARCHER: mungkin mereka takut

MR. SALMAN: kita jamin program kerja ini tetap berjalan secara efektif.
kalau botak tentunya sudah ada

RESEARCHER: tadi anak yang menjadi offender dikasih kartu bener ya...
itu mereka mencatat berapa anak?

MR. SALMAN: itu sekurang-kurang dua anak

RESEARCHER: kalau mereka tidak dapat dua anak bagaimana?

MR. SALMAN: ya besok mereka kena lagi

RESEARCHER: berarti setiap hari bertambah terus dong?

MR. SALMAN: ya tidak mungkin. Pasti Ada yang sama. jika sekiranya tidak memungkinkan kita punya komite under language maksudnya ada komite di bawah naungan osmiq mereka juga mengawasi berjalannya keseharian di pondok. Jadi validasinya ada di komite tersebut. Apakah mereka benar-benar melanggar atau tidak

RESEARCHER: Selain itu ada lagi tidak?

MR. SALMAN: ada yaitu namanya program announcement kita melatih listening dan praktek mereka untuk berbicara. itu bentuknya pengumuman jadi kita melakukan program pengumuman. pertama bagi speakernya pasti bahasanya terasah dan yang mendengarkan nya juga secara tidak langsung pasti terasah.

RESEARCHER: karena itu bersifat penting ya karena kan Pengumuman. ada lagi tidak?

MR. SALMAN: lanjut itu program tidak harian tapi mingguan.

RESEARCHER: berarti harian itu ada reporting, ada giving vocab, announcement, giving announcement itu. kalau yang mingguan?

MR. SALMAN: kalau yang mingguan Kami punya muhasabah Friday conversation Jadi kita punya yang namanya material tersendiri jadi kita di sekolah ada yang namanya materi,

di luar sekolah di lingkungan OSMYQ juga ada materi tersendiri.

RESEARCHER: itu diikuti semua siswa?

MR. SALMAN: iya. namun mereka berbeda materi setiap kelas punya level tersendiri. tetapi mereka memiliki materi yang sama misalkan grammer. jadinya tingkatannya yang berbeda namun materinya sama

RESEARCHER: Selain itu ada lagi?

MR. SALMAN: Ada yang namanya little speech. Maksudnya kita mengadakan pidato di kelas. Setiap siswa mengasah pidatonya. mengasah pidatonya dalam praktikum mereka terasah berpidato tidak hanya conversation. Diawasi wali kelas setiap sabtu pagi masuk pelajaran sekolah. 2 jam pelajaran. Perkelas terjadwal sendiri-sendiri.

RESEARCHER: misal saya kelas 10 sabtu pagi di ambil setiap beberpa anggota dari saya. Itu berapa orang yang maju ?

MR. SALMAN: tergantung jumlah siswa di kelas. Satu bulan ada 4 minggu kita gunakan ke siswa 3 minggu untuk kelas. Karena di minggu ke-4 digunakan acara program Monthly great speech. Nanti pesertanya tidak hanya perkelas lagi tapi seluruh santri di masjid

RESEARCHER: itu semacam kompetisi apa penunjukan aja?

MR. SALMAN: penunjukan. Kita kasih skor dalam pengembangan bahasa dalam konteks bahasa. Bukan kompetisi

RESEARCHER: selain itu ada lagi ndak?

MR. SALMAN: lanjut ke program bulanan. Ada yang namanya great speech. Ini pesertanya semua santri. Biasanya di masjid. Seluruh santri ikut menjadi audiens dalam great speech.

RESEARCHER: itu di ambil berapa penceramah?

MR. SALMAN: karena kita Terbatas Waktu kita ambil 3-4 Santri

RESEARCHER: itu penunjukan yang terbaik atau bagaimana?

MR. SALMAN: itu biasanya yang kepepet. Maksudnya kita Kita juga menunjuk yang terbaik selain itu kita juga menunjuk mereka yang terancam botak. Apakah mereka mau ikut atau tidak.... kalau dia ikut kita akan kasih pengurangan poin.

RESEARCHER: biasanya berapa poin?

MR. SALMAN: biasanya sekitar 6

RESEARCHER: berarti kalau di sini saya bisa melanggar setiap hari nanti saya berpidato selesai hahaha

MR. SALMAN: hahaha. Tapi akan ada hukum hukuman terlebih dahulu

RESEARCHER:itu kapan waktunya?

MR. SALMAN: sama yang harusnya little speech mereka akan gunakan di sabtu akhir setiap bulan.

RESEARCHER: ada lagi ndak yang monthly?

MR. SALMAN: ada evaluasi friday conversation. Kita punya kurikulum dan kita juga berlakukan test. Sama kita perlakukan seperti kurikulum sama?

RESEARCHER: itu kapan? Ngetest apa?untuk apa?

MR. SALMAN: test nya terletak di akhir bulan juga. Kn ada program weakly itu evaluasinya di bulanana. Jadi setiap akhir minggu setiap bulan kita test dalam akhir bulan.

RESEARCHER:itu modelnya test apa?

MR. SALMAN:test tertulis

RESEARCHER: pake metode apa?

MR. SALMAN: mereka mengerjakan questionare

RESEARCHER: berapa soal?

MR. SALMAN: 5-10

RESEARCHER: itu jawaban panjang apa sedikit?

MR. SALMAN : kita ambil semua kriteria. Ada yang sedikit ada yang panjang.

RESEARCHER: ada lagi untuk yang monthly?

MR. SALMAN: sudah tidak ada

RESEARCHER: berarti masuk yang annual. Biasanya yang mega-mega

MR. SALMAN: biasanya kita uji seberapa jauh mereka berbahasa. Jadi kita membuat acara besar seperti drama kontes, speech kontes.

RESEARCHER: itu bedanya apa si?

MR. SALMAN: jadi speech itu benar benar membuka. Kita tidak penunjukan lagi kita buat kayak el clasico pertandinag. Kalo litle speech dan great speech mereka di tunjuk.

RESEARCHER: tidak perwakilan kelas?

MR. SALMAN: iya pasti perwakilan kelas hahaha

RESEARCHER: jiwa-jiwa muda memang suka bertanding. Itu kapan?

MR. SALMAN: itu di semester pertama kalo semester 2 drama kontes jadi main nya kita keroyokan

RESEARCHER: el clasico beneran. Itu drama kontes ngapain?

MR. SALMAN: sama. Tapi bentuknya mereka lebih banyak orang bukan individu lagi.

RESEARCHER: mereka bermain peran berarti

MR. SALMAN: Terus yang dinilai itu conversation nya bukan satu orang tetapi juga 2 orang Itu yang lebih ditekankan di drama kontes.

RESEARCHER: jurinya diambil dari mana?

MR. SALMAN: dari asatidz.

RESEARCHER: supervisor kyk mr. fahrul

MR. SALMAN: ya Mr. Fahrul ya Mr. Jo..

RESEARCHER: Selain itu ada lagi nggak yang berkaitan dengan bahasa?

MR. SALMAN: itu ada namanya pendalaman bahasa yang kita namakan seminar new student atau dauroh

RESEARCHER: itu ngapain?

MR. SALMAN: jadi kita kasih motivasi Seberapa penting Bahasa sampai kita panggulkan kita datangkan orang-orang terkemuka dari luar

RESEARCHER: itu berapa speaker?

MR. SALMAN: 4

RESEARCHER: 4 itu semuanya dari luar semua?

MR. SALMAN: 2 dari luar 2 dari dalam

RESEARCHER: berarti yang setiap speaker. Ada bahasa arab dan bahasa inggris. Itu kapan?

MR. SALMAN: itu biasanya terletak di libur uas semester gasal

RESEARCHER: tepatnya kapan?

MR. SALMAN: biasanya desember.

RESEARCHER: itu diikuti semua semua siswa?

MR. SALMAN: diikuti semua siswa. kita Tekankan penanaman bahasa di murid baru baik dari kelas 7 maupun dari kelas 10 yang baru.

RESEARCHER: ada lagi?

MR. SALMAN: kita ada yang namanya innauguration/pelantikan jadi ini khususnya untuk kelas 7. Kelas 7 tidak mungkin masuk langsung berbahasa Inggris wajib. sepertinya kok terlalu keras. acuan di awal tahun kita lakukan teng komando atau inauguration atau pelantikan

RESEARCHER: itu di dalamnya melantik apa?

MR. SALMAN: melantik peresmian bahasa di pondok ini.

RESEARCHER: Biasanya jarak antara tank komando dengan masuknya siswa di pondok ini berapa?

MR. SALMAN: setengah tahun.

RESEARCHER: enam bulan berarti. Ada lagi tidak?

MR. SALMAN: sudah tidak ada

RESEARCHER: menurut pak presiden. Apa yang menjadi ciri khas pondok?

MR. SALMAN: kita mensinergikan bahasa dunia yaitu bahasa Arab Inggris dan juga Alquran sains

RESEARCHER: perpaduan antara sumber ilmu Alquran sama kuncinya bahasa sama sains pengaplikasiannya

MR. SALMAN: benar. Kita sinergikan.

RESEARCHER: menurut Bapak pres... Mengapa ada program ini? program kebahasaan dan bagaimana urgensinya?

MR. SALMAN: tentunya banyak faktor. Dawuh dari kyai. Jadi KH ulil albab dan KH. ulinnuha arwani. Saya wajibkan untuk

memakai bahasa arab dan inggris. Kalo sekiranya tidak mau bisa belajar di pondok lain itu faktor utama.

RESEARCHER: ada faktor yang lain?

MR. SALMAN: visi misi kita agak tinggi yaitu menyambut era baru kejayaan Islam. kita Sudah beranjak di era yang lebih modern. maka kita harus siap Apapun Yang Terjadi dengan modern tersebut kita harus siap di segala kemungkinan. tentunya Berbahasa. karena kita bergelut di satu dunia apa ya bahasa ikonnya adalah bahasa Arab dan bahasa Inggris. bahasa Arab membantu kita dalam Alquran bahasa Inggris membantu kita untuk menjembatani ke dunia luar

RESEARCHER: program ini sudah berjalan berapa tahun?

MR. SALMAN: sudah 13 tahun sejak berdirinya pondok

RESEARCHER: sampeyan itu generasi ke?

MR. SALMAN: saya generasi ke-9

RESEARCHER: Bagaimana Lembaga ini mengatasi kelemahan dan ancaman yang merusak program bahasa di sini?

MR. SALMAN: maksudnya?

RESEARCHER: Anak-anak berbahasa Inggris kok tidak sesuai dengan grammarnya mungkin itu. Mungkin dia salah dalam pernah pronounciationnya. Tapi pernah dengar disini “called” di baca “you are koled” itu bagaimana?

MR. SALMAN: yang kita tekankan itu siswa tau dahulu vocabualies yang dasar dulu. Grammar bisa sambl berjalan. Kita kasih di setiap asrama ada komite under language yang bisa untuk wadah bertanya grammarnya bagaimana. Kita juga mantau kalaupun salah mereka akan menegur.

RESEARCHER: semisal ada ancaman seperti anak yang tidak berbahasa arab dan bahasa inggris. Mereka sukanya berbahasa inggris terus. Itu bagaimana?

MR. SALMAN: kita tekankan dipunishment. Kita tidak hanya modal fisik tapi mereka harus paham. Karena mereka kan sudah melanggar Namun kita kecolongan lalu kita akan menambahi.

RESEARCHER: ada perbedaan tidak antara hukuman satu dengan hukuman 2? maksudnya Hari ini saya terkena bahasa melanggar berbahasa. besok aku terkena pelanggaran lagi. besoknya aku terkena pelanggaran lagi dan seterusnya. Apakah ada perbedaan antara hukuman hari pertama dengan hukuman hari yang kedua.?

MR. SALMAN: sama aja. Yang yang penting kita tekankan bagaimana kita menambal kekurangan tadi. Kn mereka sudah melanggar kan Kita kecolongan maka Kita tambahi di punishment. kita pahami. Misalkan kekurangan di grammar tadi kalo lemah kita ajari.dan punishment kita di ajari di punishment

RESEARCHER: Bagaimana Lembaga ini mengoptimalkan kekuatan dan peluang dalam program?

MR. SALMAN: Kita ada reward di semua bidang tapi disitu ada bahasa. yang Paling pintar, yang paling tidak melanggar, dan juga yang paling aktif. Kita kasih hadiah penghargaan. Juga pernah ada yang dikursuskan di Pare Kampung Inggris. Tmbahn belajar yang lebih dalam. Karena mereka di pare kn sudah terhabitatisasi

RESEARCHER: terimakasih Mr. Salman gitu aja Wawancaranya...
Wassalamualaikum warahmatullahi wabarakatuh

MR. SALMAN: waalaikumussalam warahmatullah wabarakatuh

APPENDIX 5 Documentation

THE DOCUMENTATION OF RESEARCH



Interview with Mr. Fahrul Muzakki Coordinator Of language Supervisor

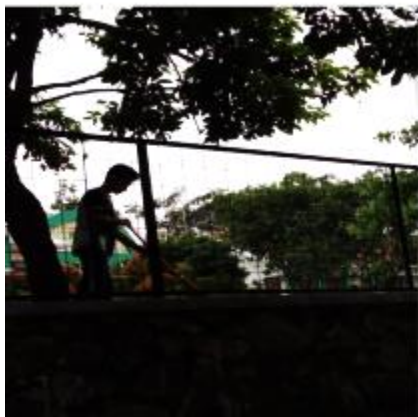


Interview with Mr. Faiq The CO language of OSMYQ



Interview with Mr. Salman, The OSMYQ'S President

Daily



Amal sholeh punishment



push up punishment



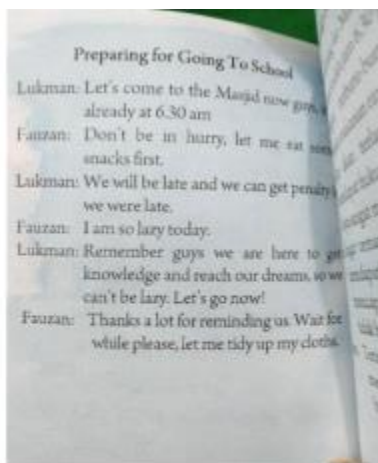
Language punishment

A green reporting paper form with a logo on the left. The text on the form reads: **REPORTING PAPER**
Language Ministry of OSMYQ
Reporter : _____
Day & Date : _____
I testify that I listened the student mentioned below spoke unofficial language
Name : _____
Word : _____
Place : _____
Time : _____

reporting card/paper



Daily Conversation book Book



daily conversation pocket book

Telepon	Telephone
Pernadani	Carpet
Sajadah	Pray mat
R. Makan	Dinning Room
Restoran	Restaurant
Waring kopi	Café
Jamuan	Dish
Piring	Plate
Sendok	Spoon
Garpu	Fork
Gelas	Glass
Cangkir	Cup
Serbet	Napkin
Kulkas	Refrigerator
Termos	Thermos
Rak Piring	Plate Rack
Kompor	Stove
Asap	Smoke

Daily vocabularies



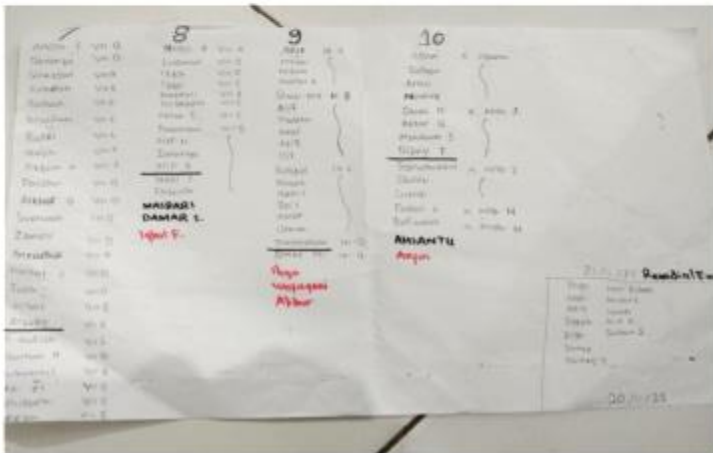
Giving vocabularies at evening



Giving vocabularies before evening class



Public Vocabularies



Data of Offender and remedial



Little speech

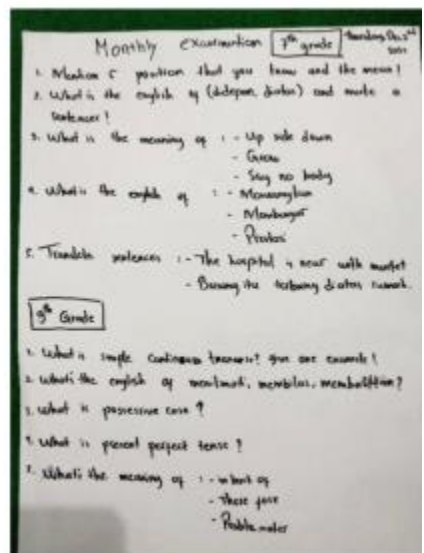
Monthly



Monthly test



The great speech



The Question of test



Drama Contest



Speech Contest



Reward Bahasa



Seminar by Supervisor



Seminar by Native Speaker



Tengkomando Bell command




Selamat & Sukses
 atas diraihnya
Juara 2
Spelling Bee
 Dalam ALSA E FEST UNDIP 2020



Dr. K.H. Ahmad Fala, Lc., M.A.



Ustadz Fadhil Labot, M.Pd.

**"Semoga Barokah,
 Manfaat
 & Mendapatkan
 Ridlo Allah SWT
 Aamiin"**

**Jujur,
 Disiplin,
 & Ikhlas
 adalah Kunci
 Kesuksesan**



Indy Fadhel Ahmed (XB)



 Pondok Tahfidz Yanbu'ul Qur'an Menawan PTYQ Menawan TV

Winner 2 Spelling Bee di Undip



Akumnus studying in Amerika and Europa

CURRICULUM VITAE

1. Personal Detail

Nama : Habib Salim Alkhoir
Student's Number : 1703046103
Place and Date of Birth : Kudus, 10 November 1997
Home Address : Ds. Karanganyar Rt 06/03 Kec.
Karanganyar Kab. Demak
Gender : Male
Marital Status : Single
Religion : Islam
Phone : 085290012328
Email : bibsaleem@gmail.com

2. Formal Education

- a. TK mekar budi, graduated in 2005
- b. SDN Karanganyar 04, graduated in 2010
- c. MTs. Tahfidz Yanbu'ul Qur'an graduated in 2013
- d. MAS. Tahfidz Yanbu'ul Qur'an graduated in 2016
- e. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

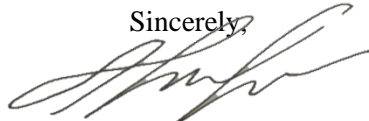
3. Informal Education

- a. Pondok Pesantren Tahfidz Yanbu'ul Qur'an Menawan Gebog Kudus
- b. Pondok Pesantren Ulil Albab Lil Banin BPI P 13 Semarang

This is to state that above information is true and provided here by me, all in good faith.

Seamarang, 17 Desember 2021

Sincerely,



Habib Salim AK