

**FOSTERING LEARNERS' SPONTANEOUS TALK
IN EFL CONVERSATION PROGRAM: A CASE
AT ISLAMIC BOARDING SCHOOL**

THESIS

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



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ABSTRACT

Title : Fostering Learners' Spontaneous Talk in EFL Conversation Program

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This research was aimed to explain the conditions created to foster spontaneous talk, and the method employed to encourage spontaneous talk in the conversation program in Al-Fitrah Islamic Boarding School, Meteseh, Semarang. This study used qualitative method and employed descriptive research design recruited five participants out of seventeen of nine grades of Al-Fitrah Islamic boarding in academic 2020/2021 by using purposive sampling. The data are collected through interview and documentation. The result showed that the school created an English-speaking country (abroad) atmosphere in students' daily learning, equipped with regulation. Additionally, role-play and collaboration were the methods used in encouraging students' spontaneous talk. Both methods can encourage students' spontaneous talk in conversation program that held in this boarding school. It is because the students play their role as a foreigner, and they cannot improve their English skills without a partner to practice

Keywords: Conversation Program, Learning Atmosphere, Spontaneous Talk.

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Semarang, 16th of June 2021

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MOTTO

Beginning our activities by *Basmallah*.

(Gilang MP)

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CHAPTER I

INTRODUCTION

This chapter consisted of the background of the study, the research questions, the objective of the study, and the significance of the study.

A. Background of The Research

English becomes one of the main languages used as a communication standard among people in the world. English is an international language¹. We know that English is the easiest way to communicate with each other across the globe. Many people tried to master English because many aspects cannot be separated from English². English is a universal language and one of the simplest and easiest

¹ CD Thai, NT HUYNH - Can Tho University Journal of Science, and undefined 2016, 'An Investigation into English-Majored Students' Attitudes and Motivation toward Speaking Learning with English Volunteers', *Ctujs.Ctu.Edu.Vn* <<https://ctujs.ctu.edu.vn/index.php/ctujs/article/view/216>> [accessed 1 July 2021].

² Muhammad Nafi Annury, 'The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department', *Register Journal*, 6.2 (2013), pages 200.

languages to communicate with in the world³. It also uses English to communicate or establish cooperation in terms of relations among one country, so it becomes a lingua Franca. English becomes one of the subjects in Indonesian schools, not only for the junior high school, senior high schools, and the other general school at the same level, teaching and learning English curriculum from a government but also for a boarding school has own curriculum. It means that typical students in public school are encouraged to learn English and students in boarding school.

The environment is a one of the supporting factors in the teaching-learning process. The background by direct communication with people from other countries or an expert English speaker will improve students' English knowledge. It can build student's mentality and imitate the sound and rhythm from them. Language learning situations present in a boarding school have a significant challenge to improving students' English communication skills.⁴ Conversation can conclude a situation or even various contexts, in practicing English. The condition created

³ Samer Al Zoubi and others, *Improving English Language Speaking Skills of Ajloun National University Students*, *International Journal of English and Education*, 2016, v, pages 3.

⁴ Heba Awadh Alharbi, 'Improving Students' English Speaking Proficiency in Saudi Public Schools', *International Journal of Instruction*, 8.1 (2015), pages 105.

become an essential aspect for students because it can improve their speaking skills to master English.⁵

Conversation program is an example of situation to speak English spontaneously for students. This opportunity has a positive effect to accommodate the student's confidence to speak up. Role-playing as a British and direct conversation can be an example of the situation.⁶ Students are expected to communicate and express their ideas through interpersonal transactions and oral texts. While communicating, students can interact more and can reveal the contexts for the topic.⁷

The research was held in one of the Islamic Boarding Schools in Semarang. It is one of the educational institutions which used a bilingual system. The method used by this school is by using English languages for teaching and

⁵ Farid Noor Romadlon, 'COMMUNICATION STRATEGIES IN THE CONVERSATIONS BETWEEN INDONESIAN UNIVERSITY STUDENTS', *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), pages 5.

⁶ AAA Raba - Creative Education and undefined 2017, 'The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms', *Scirp.Org* <<https://www.scirp.org/journal/paperinformation.aspx?paperid=73454>> [accessed 28 June 2021].

⁷ Betty Kasita Bangun, 'Improving Students' Speaking Skill By Using Show And Tell Method : A Classroom Action Research', *International Journal of Language Teaching and Education*, 2.1 (2018), pages 41.

learning proses. English atmosphere is made to habituate students' spontaneous talk. It is not only in the class but also in the dormitory and daily activities. The students of boarding school are explicitly forbidden from speaking Indonesian or local dialect. They can speak the Indonesian language at a specific place. The students have to speak English to apply word view education in their daily activity. They are planned like in British as an English speaker, they are conditioned to talk, speak, or communicate spontaneously. Because of that, the role of teacher control is very important. The dormitory and Language teachers always control and supervise students' spontaneous talk activity in their boarding school. There are some punishments, evaluations, and treatments for language offenders like memorizing daily expressions or vocabularies. This boarding school's language activities included all English skills, writing, listening, reading, and speaking, but speaking is emphasized more. Conversation or speaking skills that the students must habituate in their daily life by supervising from language staff. Thornbury and Slade explained that conversation is the informal and interactive talk between two or more people.⁸ Conversation

⁸ Mursyid, 'The Implementation of Routine Conversation Technique to Improve Students ' Speaking Ability in EFL

program has a role in an effective environment. Those activities are part of the English program that requires the student to respond to the interaction spontaneously.

Spontaneous talk and communication become a primary intention for numerous language learners studying English that needs to be developed and habituated because those are used for many purposes. In other words, talking, conversation, and speaking skills are directly related to psychology, sociology, and education. Naturally, speech plays a relevant role in conveying emotions, and the human voice can be shaped in very complex ways.⁹ In several situations, conversation is used to make social contact with others or may be used to communicate something to achieve particular goals involving explaining, expressing ideas and opinions, negotiating and or solving problems, even maintaining and establishing the social relationship.¹⁰ Language reveals as an important aspect for human beings. It is needed as a supporting way between participants in

Classroom', *Advance in Social Science, Education and Humanities Research (ASSEHR)*, 82 (2017), pages 127.

⁹ Igor Rodriguez and others, 'Spontaneous Talking Gestures Using Generative Adversarial Networks', *Robotics and Autonomous Systems*, 114 (2019), 57–65
<<https://doi.org/10.1016/j.robot.2018.11.024>>.

¹⁰ Lulut Widyaningrum, 'Pecha Kucha: A Way To Develop', *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 57–74.

communication.¹¹ We may use those all to describe something, make a polite request, interrupt people's arguments, entertain other people with jokes, or get things done.¹² Teachers and language staff have an important role in fostering learners' spontaneous talk, communication, and speaking. The development of spontaneous learners' talk in a conversation program is often exam-focused and typically does not allow learners ever to reach the level of spontaneous talk.

Numerous research explained learners' spontaneous talk. One example is Colin Christie has done the research. This research was conducted to prove that spontaneous language has an important role for learners. This research argued that spontaneous language use is an important part of learners' communicative competence. Encouraging spontaneous language use can help improve learners' levels of agency, risk-taking, and creativity and give them a feeling of communicative success. A qualitative case study approach was adopted for this research. French lessons,

¹¹ Kharisma Puspita Sari, 'Teacher's Directive Speech Acts at Kindergarten School', *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 35
<<https://doi.org/10.21580/vjv7i12735>>.

¹² Wilbur C. Rich, 'Spontaneous Talk, Linguistic Capital, and Diversity: Communication in Knowledge-Based Organizations', *Administration & Society*, 30.3 (1998), 316–30
<<https://doi.org/10.1177/0095399798303005>>.

with school students aged 11–16 years old as the participant. However, this previous research only focused on modern foreign languages (MFL) classroom.

The other example is Rich Wilbur C. This research was conducted to investigate Spontaneous Talk's formal and informal situation in knowledge-based organization.¹³ It is shown that spontaneous communication in work-life is very important. Minorities and women have aware of the instrumental and affective uses of communication. It is because what minorities do not recognize as communication barriers can hurt their careers. This research focuses on the discussion of formal and informal communication that must run spontaneously in the world of work. It is not in the world of education, and it is too inclined to the world of work.

From those two research examples, there are some gaps to fulfil. First, the researcher researched in London, United Kingdom. They observed in the French classroom, with school students aged 11-16 years old. They did it to inspect the particular aspect of learners' spontaneous target language use. And the observation is conducted in the classroom. Second, the writer did not give the method to foster spontaneous speaker talk. The focus was only on the effect of careless spontaneous talk in organizations or the

¹³ Rich.

work world. So, in this research, the researcher explained all about conditions and the methods were used in the ELF conversation program. It observed all activities inside and outside the classroom in the boarding school. Conversation program is needed in boarding school; besides creating an English environment, it can build an appropriate atmosphere to learn English.¹⁴ A conversation programs can encourage the students to use English in their daily life in school.

Currently, English is ranked as the number one international language which means that all the inhabitants on earth are required to have a basic knowledge of English. The use of English can already be found anywhere, ranging from the internet, gadgets, public places, transportation advice, and so on, so that the use of English has become a basic aspect of people's lives. Therefore, students are required to master English, one of which is by fostering their spontaneous talk in EFL conversation program

B. Research Questions

Based on the background above, the researcher is interested in finding out the conversation program to foster

¹⁴ Sachiko Terui, 'Second Language Learners' Coping Strategy in Conversations with Native Speakers', *Journal of International Students*, 2.2 (2012), pages 168.

students' spontaneous talk at an Islamic Boarding School in Semarang, Indonesia. This research aims at answering the following research question:

- a. How are the conditions created to spontaneous talk in a conversation program of nine grades of al fitrah Islamic Boarding School?
- b. What teaching methods encourage spontaneous talk in a conversation program of nine grades of al fitrah Islamic Boarding School?

C. Objectives of The Research

In line with the question of the research, this research has purposed to find out:

- a. To explain the conditions created to foster spontaneous talk in a conversation program of nine grades of al fitrah Islamic Boarding School
- b. To explain the teaching method used to encourage spontaneous talk in a conversation program of nine grades of al fitrah Islamic Boarding School.

D. Pedagogical Significance

1. Theoretical benefit

The researcher wishes that this result of the research will supply useful additional information to the others. They will know more about English, especially in speaking skills.

2. Practical benefit

a. For the teacher

The researcher wishes that this result might be useful for the teachers in teaching speaking.

b. For the Student

The researcher wishes that this result might be useful for the students in learning, understanding, improving their English, especially in speaking skills.

c. For other researchers

The researcher wishes that the result might be useful for the other researchers as a References to do a new research

CHAPTER II: REVIEW OF RELATED LITERATURE

This chapter describes a theory-building used as a basis for research. This chapter contains a review of previous studies and theories.

A. Literature Review

This chapter describes the theoretical review and previous research. The theoretical review below contains an explanation of the research title in detail and references related to the title of this research.

1. Teaching and Learning

a. Definition of Teaching and Learning

Teaching is an art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to so behave. The meaning of teaching being 'an art' is that the teacher must create situations to facilitate learning and motivate learners to be interested in what is being transmitted to them.¹⁵ Teaching is the process of carrying out activities that experience has shown to be effective in

¹⁵ Schlecty A, *The Art of Teaching* (New York: Prentice Hall Inc, 2004).

getting students to learn.¹⁶ Teaching as the process whereby a teacher imparts knowledge, skills, attitudes, and values to a learner or group of learners in a way that respects the intellectual integrity and capacity of the learners intending to change the behavior of the learners. It means that teaching involves how information gets from the teacher to the learner and how the learner receives guidance, interacts with it, uses it, and receives feedback.¹⁷ Exponents of Education have analyzed the concept of teaching and have essayed to differentiate teaching from related concepts such as training, conditioning, and indoctrination. Teaching denotes action undertaken with the intention of bringing about learning in another. In this way, teaching is distinguished from mere telling or showing. Teaching involves face-to-face encounters, and the teacher's actions are conducive to bringing about student learning. Normally, teaching acts fall within a range of activities that explain, describe, demonstrate, exemplify, guide, etc.

¹⁶ Frimpong J A, *Clinical Supervision, The Teacher GNAT* (Accra, 1990).

¹⁷ Frimpong J A.

Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience.¹⁸ Learning is commonly defined as behavioral change, because learning is usually determined by assessing behavioral change. I was learning as a change in behavior that is due to experience. Essentially, a very basic functional definition of learning is that learning is seen as a function that maps experience onto behavior. In other words, learning is defined as an effect of experience on behavior.¹⁹

From all definitions of the meaning of teaching, it can be concluded that there are two types of institutionalized teaching and learning. One is formal teaching where the teacher guides the teaching-learning process with minimal student participation and informal teaching in

¹⁸ Jan de Houwer, Dermot Barnes-Holmes, and Agnes Moors, 'What Is Learning? On the Nature and Merits of a Functional Definition of Learning', *Psychonomic Bulletin and Review*, 20.4 (2013), 631–42 <<https://doi.org/10.3758/s13423-013-0386-3>>.

¹⁹ Sheldon J. Lachman, 'Learning Is a Process: Toward an Improved Definition of Learning', *Journal of Psychology: Interdisciplinary and Applied*, 131.5 (1997), 477–80 <<https://doi.org/10.1080/00223989709603535>>.

which the teacher serves as a guide, facilitator, counselor or motivator. We can infer from the previous discussions that teaching and learning are complicated. The goal of teaching is for the teacher to make sure that students learn what has been taught. Therefore, it behooves the teacher should teach in such a way as to promote learning.²⁰

b. Teaching-Learning in Islamic Boarding School

The challenge facing Indonesia nation today is to prepare qualified human resources equipped with knowledge, skills, attitude, and morals. The human resource needs for the future are concerning the quantity and the quality of human resources with noble characters. An Islamic boarding school is a form of specific educational institution that can install moral values and a positive attitude. Islamic boarding school is a social institution of religious education for Muslims who want to explore religious sciences.

²⁰ BT Ababio - International Journal of Innovation Education and and undefined 2013, 'Nature of Teaching: What Teachers Need to Know and Do', *Academia.Edu* <<https://www.academia.edu/download/40728058/nyandu.pdf>> [accessed 28 June 2021].

Islamic boarding school is one of the Islamic institutions well-known for its education quality and its superior teaching language to its student. Islamic boarding school gives priority to foreign language learning, especially Arabic and English. Islamic boarding school learning system is not only about attending the class in the morning and leaving at mid-day, but also its students learn about the value as the motto said: "What you see, hear and feel is an education." Learning Language itself is memorizing grammar and structure and more importantly, how to practice language. For this reason, students in Islamic boarding schools are obliged to stay in the dorm in the school area and speak English to practice English in their daily life with their friends immediately.²¹

Efforts to integrate the formal education system and Islamic boarding school which is realized with the establishment of Islamic vocational boarding school, are conducted

²¹ I Nurjaman - Jurnal Pendidikan Islam UIN Sunan Gunung Djati and undefined 2013, 'English Learning System in Islamic Boarding School', *Core.Ac.Uk* <<https://core.ac.uk/download/pdf/234030113.pdf>> [accessed 1 July 2021].

because the regular school and Islamic boarding school each have advantages different from each other. Regular schools are superior in the aspect of hard skills, and Islamic boarding schools are excellent in the aspect of soft skills. If combined, it will create a strong education that can produce young Indonesian generations who are superior and reliable with the spirit of noble character who can compete in the global era.²²

2. Speaking

Speaking or spoken language is classified as a productive skill of language. It is one of the four skills of English besides reading, writing, and listening. Like writing, spoken language is categorized as productive skills, which means that they focus on producing language rather than accepting it. Generating language means that learners should be able to construct spoken and written language.²³ Speaking is categorized as the

²² R Adikrishna N. G Yuli, S. Haningsih, 'The Common Room Design of Islamic Boarding School: A Preliminary Research in Yogyakarta Islamic Boarding School', *International Journal of Engineering & Technology IJET-IJENS*, 11.4 (2011), 127–34.

²³ Mary Pratt, 'The TKT Teaching Knowledge Test Course - Google Scholar', 2005, p. 32
<https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=The+TKT+Teaching+Knowledge+Test+Course&btnG=> [accessed 1 July 2021].

effective use of language because people use it to express their thoughts to others to understand them actively. In order to convey the meaning accurately and precisely, a speaker should consider other aspects of language.²⁴

As a productive language skill, speaking is one of the important skills that should be mastered. By mastering speaking, speakers can express their idea and respond to meaning. Speaking is the process of constructing and sharing meaning through verbal and non-verbal symbols in a variety of contexts. The speaking skill needs to be mastered because it helps the listener understand other speaker.²⁵ Speaking is a skill that deserves attention as much as literal skills in both native and foreign languages. To communicate fluently, the teachers need to give attention to speaking skills in language teaching and learning.²⁶

²⁴ Lynne Cameron, 'Teaching Language to Young Learners - Google Scholar', 2001.

²⁵ H Kayi, 'Teaching Speaking: Activities to Promote Speaking... - Google Scholar', 2006, *The Internet TESL Journal*, Vol. XII, No. 11
<https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Teaching+Speaking%3A+Activities+to+Promote+Speaking+in+a+Second+Language&btnG=> [accessed 28 June 2021].

²⁶ W Urrutia Leó, E Vega Cely - Profile Issues in TeachersProfessional, and Undefined 2010, 'Encouraging Teenagers

Meanwhile, Brown defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably coloured by the accuracy effectiveness of a test taker of listening skill, which necessarily compromises the reliability and validity of an oral production test.²⁷ Speaking is the process of building and sharing meaning through verbal and non-verbal symbols in a variety of contexts. Speaking is much more complex. It involves both a command of certain skills and several different types of knowledge.²⁸ To communicate meaningfully, speakers need to know the knowledge of communicative competence consisting of grammatical, discourse, strategic, and sociolinguistic competence.²⁹

In general idea, speaking is defined as having interaction between two speakers consisting of a speaker and a hearer. In the field of research, that general idea has led to some definitions of what

to Improve Speaking Skills through Games in a Colombian Public School', *Scielo.Org.Co*, 12.1 (2010).

²⁷ Brown H D, 'Language Assessment: Principles and Classroom Practices.... - Google Scholar', 2004.

²⁸ Kayi.

²⁹ W. A. Renandya J. C. Richardss, 'Methodology in Language Teaching; An Anthology of Current Practice.' (Cambridge, 2002).

speaking is about based on some experts. Speaking a productive oral skill, and it consists of producing verbal expressions to transmit meaning. He adds that speaking is more difficult than other skills because it occurs in real-time, and the speaker cannot revise or change what he says at that time.³⁰

From the definition above, it can be concluded that speaking is one of the productive skills in which it is used to communicate with others. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge, information, and ideas.

3. Spontaneous Speaking

Spontaneous speaking is interaction without any scripts, and the listeners do not know what language that the speaker will produce. The student, teacher as speaker only has words to say, which is the result of hearing and understanding what has been said to them.

³⁰ D Nunan, *Designing Tasks for the Communicative Classroom* - David Nunan - Google Books (Cambridge: Cmbridge University Press, 1989)
<https://books.google.co.id/books?hl=en&lr=&id=NSIMZp9XkHoC&oi=fnd&pg=PA5&dq=Designing+Tasks+for+the+Communicative+Classroom&ots=1ZTFJgnLOs&sig=NxSiTjADhIRJUa8AutcSa-BkE9s&redir_esc=y#v=onepage&q=Designing+Tasks+for+the+Communicative+Classroom&f=false> [accessed 1 July 2021].

Such an ability is usually obtained after being familiar with the language.³¹ This conversation may be conducted by the speaker or in response to the others they are talking to. It may be within an oral talk or part of daily communication. However it occurs, it will be produced and improvised, not rehearsed or read, and it will often have that element of 'struggle'; attempts to communicate when linguistic resources are expanded.³²

Spontaneous speaking has a very important place in language teaching and learning in the classroom, being one of the targets for learning achievement in the classroom. For students, the ability to speak spontaneously is the real modern language subject target. They believed what they could spontaneously produce while speaking in unplanned situations is what

³¹ Jones B, *Thirty Years of Change*, in A. Swarbrick. *Teaching Modern Foreign Language in Secondary School* (London: Routledge Flamer, 2002).

³² Rachel Hawkes, *Learning to Talk and Talking to Learn: How Spontaneous Teacher-Learner Interaction in the Secondary Foreign Languages Classroom Provides Greater Opportunities for L2 Learning*, 2012
<http://rachelhawkes.com/RHawkes_FinalThesis.pdf> [accessed 28 June 2021].

they do know, which is how good they are in language.³³

Spontaneous speaking activity in a classroom can be crucial and important sometimes. There are three main reasons for getting students to speak spontaneously in the classroom. First, speaking activities provide training opportunities or a chance to practice and habituate speaking safely in the classroom. Next, students try to use any languages they know to provide feedback for them and teachers. Everyone can know how good they are speaking and what language problems they are finding and solving. And finally, if students have more opportunities to speak the various elements of language, they will save and remember in their brains more, and they will more accustomed to using these elements. This means that they will speak any words and phrases fluently without very much conscious thought.

4. Teaching Conversation/Speaking

One of the speaking activities was a conversation which is the most fundamental form of oral

³³ Michael H. Long, 'The Least a Second Language Acquisition Theory Needs to Explain', *TESOL Quarterly*, 24.4 (1990), 649 <<https://doi.org/10.2307/3587113>>.

communication.³⁴ A conversation is an activity that involves two or more people has the right thing to talk about and listen to without any agenda or content. The purpose of the conversation is to receive and giving information, such as social relationships, negotiation of status, or social roles. Some roles are usually followed in normal conversation, such as only one person speaks at a time, the speaker can change, the length of conversation varies, there are some roles to speak in the party, and the speaking content is not specified the content is free. But only a few of them have either the opportunity or confidence in unplanned conversation with native speakers.³⁵

Teaching is a process to give information to learners. When doing the teaching, a teacher transfers his knowledge, message, and skills to the students. Teaching also created the interaction between a teacher and his students. To support their expected goals in teaching, teachers could use some different strategies

³⁴ M Celce-Murcia and L McIntosh, 'Teaching English as a Second or Foreign Language', 1991 <<http://www.tesl-ej.org/wordpress/issues/volume5/ej20/ej20r4/7/>> [accessed 28 June 2021].

³⁵ Maley A, *Resource Books for Teacher* (Hongkong: Oxford University Press, 1988).

to support language skills (listening, reading, speaking, and writing). Teaching speaking was the teacher teaches the students to speak in a language target with a good accent, word, and sentences. The purpose of teaching speaking was to improve the oral production of the students. Teaching speaking means that the teachers teach the students to produce the English speech sound, word, sentence, stress intonation pattern, the rhythm. And also, select the suitable words and sentences according to the proper social, setting, audience, situation, and subject matter.³⁶

Teaching is a process of providing information to learners. When teaching, a teacher imparts his knowledge, information, and skills to the students. Teaching also created the interaction between a teacher and students. In order to support their expected goals in learning process, teachers can use a number of different strategies to support language skills (listening, reading, speaking, and writing). Teaching speaking was the teacher teaches the students to speak in a language target with a good accent, word, and sentences. The purpose of teaching speaking was to

³⁶ KM Bailey and D Nunan, 'Practical English Language Teaching: Speaking', 2005 <<https://tesl-ej.org/pdf/ej40/r8.pdf>> [accessed 1 July 2021].

improve the oral production of the students. Teaching speaking means that the teachers teach the students to produce the English speech sound, word, sentence, stress intonation pattern, the rhythm. At the same time, choose the appropriate words and sentences according to the proper social, environment, context, audience, situation, and subject matter.³⁷

5. Strategies in Teaching Speaking/Conversation

Oxford pocket dictionary defines strategies as a plan of action designed to achieve a particular purpose or overall aim. Teaching strategies are steps or actions consciously selected by teachers to improve the student's skill of a second language and use strategies to improve their use of the language. Teaching strategies can be further differentiated according to whether they are metacognitive, cognitive, social, or affective. Using these terms, teaching strategies for speaking encompass what speakers do to improve their ability to speak.³⁸

³⁷ OY Milova - Освітологічний дискурс and undefined 2015, 'Teaching Conversation in English Language Classroom: Conversational Techniques', *Od.Kubg.Edu.Ua* <<https://www.od.kubg.edu.ua/index.php/journal/article/view/247>> [accessed 1 July 2021].

³⁸ A D Cohen, *Strategies in Learning and Using a Second Language* (Harlow: Longman, 1998).

Strategies used by teachers in the learning process; help teachers make a class more interesting with various activities. If the learning process is run well and the students understand the lesson, it was easier for the teachers to aim the goal of teaching. To teach speaking, teachers need to consider the knowledge required for fluent speaking and the skills needed to automate this knowledge. In addition to this, teachers should be aware that learning occurs in a low anxiety environment and must be aware of the characteristic of speaker performance in conversation if they are teaching conversation effectively. They also need to consider which of the function of conversation are most relevant to the students. These will vary according to level and needs, but most general-purpose students would want to use English to give and receive information, collaborate in doing something, and share personal experiences and opinions to build social relationships. Students need guidance and support in the early stages of conversation or speaking.

English is one of the subjects that learned by students. It is being taught in public schools and Islamic Boarding School as one religious institution. Islamic Boarding School provides English teaching

both in the classroom and out of class. In the classroom, students are guided by the English teacher who lives with students in the dormitory. The teachers who live together with the dormitory students are responsible for nurturing and fostering them in the school campus, and they control students' activities in many aspects, especially the students' English practice in their daily lives.

In Islamic Boarding School students come from different background of education learn, they will stay together at the dormitory and uses languages especially English as the tool of communication, then students should be able to speak English. In this case, teachers as the educator and manager should consider many strategies used in teaching speaking in Islamic Boarding School.

6. Assessment for Learning Outcomes in Teaching Speaking /Conversation

Assessment is a process of gathering information by teachers about students' progress and learning achievement, which is done through various techniques." This kind of assessment can express, prove, or show precisely what the learning objectives have been completely overcome and

achieved.³⁹ Authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructional-relevant activities.⁴⁰ Assessments should resemble meaningful performances in real-world contexts and should involve real-life tasks with multiple solutions for the student. Teachers must be able to determine tasks that are following the needs of students in the real world and improve students' critical thinking and problem-solving skill.⁴¹ Assessment is a process to describe the changes in students after the learning process. Thus, the assessment is no longer merely assessing the

³⁹ M Zaim, Refnaldi English, and Safnil Arsyad, 'Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia', *International Journal of Instruction*, 13.3 (2020), 587
<<https://doi.org/10.29333/iji.2020.13340a>>.

⁴⁰ D Kovacek and ML Bode, 'Authentic Assessment for English Language Learners: Practical Approaches for Teachers', 1996 <<https://puso.pw/03230955.pdf>> [accessed 1 July 2021].

⁴¹ D Holt, *Professional Education Using E-Simulations: Benefits of Blended Learning Design: Benefits of Blended Learning Design*, 2011
<https://books.google.com/books?hl=en&lr=&id=COqeBQAAQBAJ&oi=fnd&pg=PR1&dq=Professional+education+using+e-simulations:+Benefits+of+blended+learning+design.&ots=1jPOM7c6yy&sig=td7EKYM0Kpxda_xDrDqUenJTMq4> [accessed 28 June 2021].

achievement of learning objectives.⁴² However, it is an attempt to obtain a variety of information regularly, a continuous and thorough process, and students' learning outcomes.

In English language teaching, one of the students' skills that needs special attention in the assessment is the speaking. Yet, for some reasons, assessing speaking is usually considered difficult for teachers. Speaking is considered to be the most challenging skill to assess by junior high school teachers.⁴³ Teachers lack of knowledge on how to assess the speaking ability of the students and reluctant to test verbal ability.⁴⁴ When the speaker communicates verbally in a given task, the spoken language should be evaluated directly. When grading students' oral skills, some indicators for assessing oral skills should be examined. As a result, the teacher did not correctly

⁴² Taufina, 'Authentic Assessment Dalam Pembelajaran Bahasa Indonesia Di Kelas Rendah SD', *Jurnal Ilmiah Ilmu Pendidikan*, 9.1 (2009), 113–20.

⁴³ H Navidinia, M Mobaraki, and F Malekzadeh, 'Investigating the Effect of Noticing on EFL Students' Speaking Accuracy', *International Journal of Instruction*, 12.1 (2019), 83–98 <<https://doi.org/10.29333/iji.2019.1216a>>.

⁴⁴ B Knight - ELT journal and undefined 1992, 'Assessing Speaking Skills: A Workshop for Teacher Development', *Academic.Oup.Com* <<https://academic.oup.com/eltj/article-abstract/46/3/294/388540>> [accessed 28 June 2021].

assess the students' oral ability in accordance with the procedures. Therefore, it is necessary to find out the needs and problems of teachers in the assessment of junior high school oral skills, and propose solutions by establishing an assessment model of oral exams that suits the needs of teachers. For assessing oral skills, authentic assessment is an accurate way to measure the ability of students to communicate in the language they have learned orally. It demonstrates students' learning achievements through students' accomplishments and provides opportunities to apply knowledge, skills and attitudes in practice.⁴⁵

B. Conceptual Framework

There are previous researches which have several subjects, objects, and the same discussion. But in this research, the researcher takes several types of research related to the research:

⁴⁵ Judith Ojung'a & Daniel Allida, *A Survey of Authentic Assessments Used to Evaluate English Language Learning in Nandi Central Sub-County Secondary Schools, Kenya*, *Baraton Interdisciplinary Research Journal*, 2017 <<https://birj.ueab.ac.ke/wp-content/uploads/2018/01/Judith-Ojunga.pdf>> [accessed 1 July 2021].

Some previous researches can be reported in this section, and Ari Irfan Fakhruddin conducted the research.⁴⁶ This study indicated the current implementation of the English-speaking Program used in *Attanwir* Language Center, Bojonegoro. The first major finding that the researcher got is that Language Center gives English knowledge to students and improves student's speaking skills in every event outside the classroom. Students are always enthusiastic about Learning English and always trying to create their habitual speaking and mind critically in every problem and situation. The similarities of this research are that both researchers use descriptive qualitative research and the method to encourage students' speaking. The differences of the research that he researched with the Student of *Attanwir* Boarding school to do the research about the implementation of English-speaking program at that boarding school using discussion, and only outside the classroom. It is the same material about speaking but on a different subject.

⁴⁶ Ari Irfan, 'English Speaking Program at Attanwir Language Center (A Study at MA Islamiyah Attanwir Talun Bojonegoro)' (UIN Walisongo, 2019).

Next, the research was conducted by Christie, Colin.⁴⁷ This research is carried out in the form of a case study, which aims to investigate the characteristics of the language teaching method used by the school, which is interactive and encourages learners at the University of Cumbria in London to use the target language. According to observations of two French classes, a 11-13 years old learner and a 14-16 years old learner and teacher made video recordings. The result of this research is that spontaneous language use is an important part of learners' communicative competence. Encouraging spontaneous language use can help improve learners' initiative, adventurousness, and creativity, and give them a sense of communication success. This spontaneous conversation of the learner should not be regarded as an off-topic informal conversation, which distracts the attention of learning more formal languages, and motivation to communicate and interact in a foreign language.. The similarities between the research are that the researcher used a qualitative method and focused on investigating Learners' spontaneous talk as an object of the research. The differences are previous the

⁴⁷ Colin Christie, 'Speaking Spontaneously in the Modern Foreign Languages Classroom: Tools for Supporting Successful Target Language Conversation', *Language Learning Journal*, 44.1 (2016), 74–89 <<https://doi.org/10.1080/09571736.2013.836751>>.

researcher only use one step to collecting data: interview, by interviewing ten advisor teachers, and this research focused on spontaneous learner talk in the target language in the modern foreign languages (MFL) classroom. In this research, the researcher used two steps: interview and documentation. And the focus is not only in the classroom but also outside the classroom in the students' daily activities or conversation program.

So, the research was conducted by Wilbur C. Rich.⁴⁸ This research was conducted to investigate the formal and informal situation of Spontaneous Talk in knowledge-based organizations.⁴⁹ It is shown that spontaneous communication in work-life is very important. Minorities and women have aware of the instrumental and affective uses of communication. It is because what minorities do not recognize as communication barriers can hurt their careers. This research focuses on the discussion of formal and informal communication that must run spontaneously in the world of work. It is not in the world of education. It is too inclined to the world of work. The similarities between the research are that the researcher used a qualitative method and focused on investigating Learners' spontaneous talk as

⁴⁸ Rodriguez and others.

⁴⁹ Rich.

an object of the research. The differences are previous the researcher only use one step to collecting data: interview, by interviewing ten advisor teachers. The focus of Wilbur's research is on an organization and the work world. The focus of this research is on education for students. In this research, the researcher will use three steps: observation, interview, and documentation.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, time and setting of the research, source of the data, focus of the research, participant, data collection technique, data validity, and data analysis technique.

A. Research Design

The research design used in this research is a qualitative descriptive research method. The descriptive method is a method used to examine the status of a group of people, an object, a set of conditions, a system of thought, or an event class in the present. Furthermore, qualitative research describes and analyzes phenomena, events, social activities, beliefs, perceptions, thoughts individually or in groups.⁵⁰ The researcher only collected the data, analyze, and interpret the phenomenon from the interview and documentation. The researcher described the role of a conversation program in one of institutional education in the conditions created to foster spontaneous talk in a conversation program and see the teaching method is used

⁵⁰ John W. Cresswell, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Educational Research*, four (Pearson: 2012).

to encourage spontaneous talk in the conversion program in the Indonesian Islamic Boarding School

B. Research Setting and Context

The researcher needed some months to do the research. It was started on the 15th of February until the 20th of May 2021 Al-Fitrah Islamic Boarding School, Semarang, Indonesia. The participants of this research were the students and teachers in the Academic Year of 2020/2021 purposively. The researcher looked for the information from this school in which this school used bilingual languages and will take the data from the conversion program. The researcher selected this school because it had a system for English implementation and got access from one of the teachers in that boarding school. The researcher used two selected classes and some teachers to get the information and data to solve the problem by doing some interviews and adding some documentation conducted on February-May 2021.

C. Participant

The participants of this research were the students and teachers of Al-Fitrah Islamic Boarding School Meteseh, in the Academic year of 2020/2021. There are some teachers and 17 third grade students which is divided into two classes were be the participant. But, the teacher only permit 5

students to be participant because of Covid-19, not all students are allowed to participate in the research. The researcher asked the students to be a participant through informed consent by the permission from the teacher. The third grade was elected as the participant because they are willing to be a participant, their activities are not busy as other classes, they have a conversation program as their weekly agenda, and the last because the researcher got permission from the teacher.

Furthermore, in this research, the researcher as an instrument needs to validate how much far the researcher is ready to research further plunging into a field. The validation of the researcher as an instrument includes validation on understanding qualitative research method, mastery of insight to the field under research the readiness of the researcher to enter the object to be studied.

In the research process, the researcher didn't use observation guidelines in the field observation to get supporting data relevant to the problem research. The researcher only uses the interview and documentation to find out direct information from the informants because of Covid-19. This boarding school management forbid all guest to enter the boarding school. In addition, the researcher used data collection tools such as notebooks, a

document of teaching interview guidelines, photos, and lesson plan.

D. Research Focus

This research focused on explaining the conditions created to foster spontaneous talk in a conversation program, and teaching methods are used to encourage spontaneous talk in the conversation program at Al-Fatrah Islamic Boarding School, Meteseh, Indonesia.

E. Data collection technique

The data gathering of this research took place at an Islamic Boarding School in Semarang, Indonesia. In this research, the researcher uses data collection methods as follows:

1. Interview

An interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words.⁵¹ This is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. The researcher used a list of guided questions for the interview collecting data (*See Appendix 1*). The targets of the interview are teachers

⁵¹ Chris Sorensen Donald Ary, Lucy Cheser Jacobs, *Introduction to Research in Education*, Eight (Wadsworth, 2010).

and students of an Islamic Boarding School in Semarang, Indonesia. The teachers gave all the information about how English Language Teaching fosters spontaneous student talk in the EFL conversation program. At the same time, the students gave all the information about their view of this program. The researcher used this technique for investigating and collecting the data by giving some questions and a list. The researcher applied the interview to ask for some information to collect the appropriate data for the second research question. The participants are five of nine grade students and a teacher. The way to do the interview is by giving the teachers list of questions to ask the student immediately because guests are banned from facing the student because of Covid-19. Then the researcher gave list of interview question to the teacher. So, the teacher gave the students this list of question and the student has to answer all question. And the last, the teacher gave it back to the researcher to be analyzed. For the teacher, interview is held by using voice note. The interview conducted in Bahasa to make the interviewees easier to answer, and the interview

results were submitted to the researcher to be processed.

2. Documentation

Documentation is a technique of data collection by gathering and analyzing documents. The documentation in this research is data such as teaching and learning's photos process, handbook, lesson plan teaching, and learning outcomes, from the beginning of the lesson to the end of the lesson. The documentation can be seen in *appendix 2*. The method use by the teacher in lesson planning is role play and collaboration.

The researcher did not conduct the observation because the regulation of Boarding schools forbids someone who came in a pandemic Covid-19 situation. Hence, the researcher only used two instruments "interview and documentation."

F. Methods of Analyzing Data

The researcher used descriptive qualitative research based on data collection. The researcher collected, arranged, and presented data because the qualitative method is a kind of research without using any calculations or statistical procedures. The researcher taken the steps as follow:

1. Data Reduction

After reducing all of the data, the next step was displaying the data. In this step, the researcher classified answers and other data according to the variable group. Then it was classified again according to certain indicators as set before. By doing this, the data would have a suitable place within the framework of predefined reports.

2. Display Data

Qualitative data can be reduced and transformed in many ways; through selection, through summary, or paraphrase. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.⁵² At this step, the researcher checked all of the data collected from informants' responses, selected an image, and other records.

3. Conclusion Drawing/ Data Verification

The preliminary conclusion is still tentative in the verification step and will change if not found evidence supporting strong data collection on the next stage. Even at this verification step, some

⁵² Huberman Miles, *Qualitative Data Analysis_ An Expanded Sourcebook*, Second, 1994.

researchers sometimes hesitate to convince themselves to reach the final level, where the data collection step is declared to end. This is to describe and explain the conclusions. A researcher is generally faced with two possible strategies or important tactics: (1) interpreting specific analyzes, (2) drawing and explaining conclusions. In addition, the conclusion is the last step in the data analysis technique.⁵³ At this stage, researchers presented data that was previously analyzed by enriching information through comparative analysis not eliminating all original context. Finally, the researcher got the result and conclusion of the research.

⁵³ Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2014).

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher described the conditions created to foster spontaneous talk in a conversation program and teaching approaches to encourage spontaneous talk in the conversation program in Indonesian Islamic boarding schools in terms of course material, learning method, teaching-learning process and assessment, and discussion.

A. Findings

1. The Conditions Created to Foster Spontaneous Talk in A Conversation Program in Indonesian Islamic Boarding School.

The researcher got some data based on the interview and documentation. The researcher used the interview to foster spontaneous talk in a conversation program and documentation to support the data.

The conditions created to foster spontaneous talk in a conversation program in Indonesian Islamic boarding school are designing a language atmosphere in the boarding school like in abroad country that uses English such as the United Kingdom. To support this condition, teachers have been pasting vocabulary in various places. For example, the vocabulary affixed

around the mosque is a vocabulary related to the mosque, the vocabulary affixed around the class is a vocabulary related to the class, etc. Then, students must bring a vocabulary pocketbook to write and read vocabulary when they forget or do not know the vocabulary to be spoken. This condition is deliberately created to get used to speaking English as they are in the United Kingdom. This condition is created inside and outside classroom. Language rules inside and outside of the classroom are no different. Students and teachers are required to use English, familiarize themselves with English, improve the quality of their English, and achieve the boarding school's mission to form students to master the language to face the world.

Interactions by teachers and students in the classroom greatly influence this program. Students and teachers are required to communicate in English during learning and teaching activities. Students can ask if they have difficulty in teaching and learning activities. This also applies to interactions between students. All of this is done by using English to create an English atmosphere to be familiar with English in their daily lives. The students seemed very attentive when the teacher explains the material, not infrequently some

fell asleep because they were too focused on paying attention. They are very enthusiastic from the beginning of the teacher's entry until the completion of the learning. They are very excited when the learning process as if they show that they really like English. Sometimes, teachers do the learning process outside classroom, such as in parks, mosques, and even dormitories, so that students do not feel bored. (*Appendix 3*)

Several regulations are applied to support the language atmosphere program like in abroad country that uses English such as the United Kingdom. Supervision and punishment are the regulation used by boarding schools to obtain maximum results from the English language learning process. This regulation includes language development activities and punishments that support the enforcement of these disciplines. Supervision conducted by language teachers becomes an important factor in creating a good condition to improve students' language skills. Teachers interact with the students using English to become *Uswah Hashanah* and exemplified by the students. As a result, applying this condition in English learning in the boarding school can create a habit and

students' spontaneous talk. This is the same as the language teacher Ustadzah Ilma (pseudonym) said:

"Creating a language atmosphere by getting used to interacting with fellow students or teachers using bilingual language. Punishment for language violators also plays an important role because they are afraid of being punished for violating the language. This is as effective as coercion, but a compulsion for good will be a good habit."

However, sometimes punishment does not deter students from violating language rules. They will again violate the language rules repeatedly if there is an opportunity when there is no teacher watching. This happens because most students implement the rules because of the fear of punishment, not because of a sense of responsibility and a sense of likeness towards the orderly rules. Then they'll break the rules again when no one's watching.

It is difficult to enforce a language program in this boarding without and punishment for the offenders. This punishment becomes one of the important ways to create a conducive language atmosphere. A side effect of this method is students become accustomed to punishment. They consider getting punishment is commonplace. Therefore, the punishment given to

language violators is educational. The language teachers deliberately design this to get lessons and wisdom from the punishment and not repeat the mistake.

Punishment for language violators is not corporal punishment, such as push-ups, punches, or punishments that can be dangerous, but rather educational punishments such as memorizing vocab, making sentences from vocab. The most severe punishment is the punishment given to language violators who always repeat their mistakes despite frequent punishments. The penalty is driving around the boarding school carrying violation boards. This is the same as the language teacher Ustadzah Ilma (pseudonym) said:

"We give penalties to language violators called the courts. The trial was held on Tuesday night, where language violators were punished according to their offenses, for the first offenders to get a penalty for memorizing some vocab, for which several times the offense got the penalty of memorizing vocab and making sentences, and for gross offenses, getting punishment for memorizing vocab, making sentences, and driving around the cottage carrying violation boards. And so far, it's gone well."

Generally, In everyday life outside the class, the students must use English following the language week, so the boarding school has special language rules or can be said to have a language system. Disciplining the students to keep getting used to using the language is difficult because some students don't comply with the rules or often violate them by using the Indonesian language or worse by using regional languages such as Javanese, Sundanese, Betawi, etc. This is seen when the teacher found some students use a mixed language that is between regional and English or English and Indonesian. This is as some students say when they are interviewed:

"When we practice, the people we talk to still use Javanese / Indonesian language. That's what makes me discouraged when talking to people who speak Indonesian / Javanese Language"
(Participant 1)

"It still feels difficult to practice the language because there are still many students who do not use the language that has been determined"
(Participant 2)

Therefore, for the language regulatory system to run well and achieve the vision of the objectives of the Boarding school, the Head of the language field collaborates with students who are considered to have

good language skills among other students, to keep the language up to life, and familiarize the students to speak. This is as conveyed by some students:

"There are special language rules or programs so that students continue speaking English outside the classroom. By assigning some students to motivate other students to continue speaking English, and living up the daily language atmosphere outside the classroom" (Participant 1)

Each language activity is carried out by the language teacher, who instructs all students to carry out language activities in the dormitory, and for the activities to run well. Then, every activity in the dormitory is also guided by selected teachers and students in each dormitory. In the existing regulations, students are required to speak a bilingual language when outside the dormitory room. To make the students can quickly master the English conversation, get used to speaking English spontaneously. Then, every morning, the students are given additional vocabulary and punishment for students who use the local language or speak Indonesian. Punishment is also following the level of violations committed by the students. The punishment is given in the form of memorization of vocabulary and making sentences

from the vocabulary. The heavier the offense, the more vocabulary to memorize. Usually, the penalty will be given on Tuesday night, which is commonly called the court. It all aims to make students alert when they want to speak and get used to the atmosphere of the language in the cottage to foster their spontaneous talk. This is as said by the language teacher ustadzah Ilma (pseudonym):

"We give penalties to language violators called the courts. The trial was held on Tuesday night, where language violators were punished according to their offenses, for the first offenders to get a penalty for memorizing some vocab, for which several times the offense got the penalty of memorizing vocab and making sentences, and for gross offenses, getting punishment for memorizing vocab, making sentences, and driving around the cottage carrying violation boards. And so far, it's gone well."

"Creating a language atmosphere by getting used to interacting with fellow students or teachers using bilingual language. Punishment for language violators also plays an important role because they fear being punished for violating the language. This is as effective as coercion, but a compulsion for good will be a good habit."

Teachers always guide students to obey the rules of the language. Always create an agenda that can improve students' language skills, and supervise the

program to create a pleasant language atmosphere like the abroad country that students can use to improve and familiarize themselves with the language. By this language festival also makes the students more used to speaking English, so that they become accustomed and not difficult to communicate, and the students become more confident in communicating. This is evidenced when this event began. Many contributed by participating in the event like telling the story, speech competition, public speaking contest, etc. It is expected that the language of students will increase by participating in this festival. The increase of language skills of students indirectly will also improve the achievement of Boarding Schools. This is as said by the student and the language teacher Ustadzah Ilma (pseudonym):

"There is a language festival which is held once every semester where students will take part in the competition to improve their language skills"
(Participant 1)

"There is a Language festival that supports the success of this program. In the festival, many competitions such as speech, telling the story, poem, and others. They will be motivated to become champions. Indirectly this will help the development of their language" (pseudonym)

So, language conditions created are expected to encourage students in their learning motivation, especially in improving English language skills to encourage students' spontaneous talk. However, it is necessary to know that these language rules do not help students fully improve their language skills. If these language rules have gone well but from themselves are not passionate in language, do not like English. Still, often violate language rules using regional or Indonesian language, then the result will not be maximal. This language regulation only encourages students to be more motivated to improve their English skills back to their students. Many students are motivated to always develop their language, but many have not been motivated.

2. The Teaching method in Encouraging Spontaneous Talk of The Conversation Program in Indonesian Islamic Boarding School.

In addition to the issue served, the researcher focused on how the teacher's methods to encourage spontaneous talk in the conversion program were procedurally applied to maximize the competence of speaking. The study of this academic report was the teachers and the third grade of Indonesia Islamic

boarding school in the academic year of 2020/2021. Then, the researcher interviewed the Student and English teacher, which aimed to answer the research problems. Based on the interview, the researcher provided some authentic phenomenon that generally described what detailed data of the interview and documentation showed and how the teaching method was employed to foster students' spontaneous talk.

The students in this boarding school have a wide scope of learning, not only learning in the classroom but also study outside the classroom. All the activities they do in the boarding school are invaluable life lessons. As well as English activities. English activities in this boarding school are divided into two: formal and informal. Formal language is a language activity in the classroom. This is as said by the language teacher Ustadzah Ilma (pseudonym):

"Here (the boarding school), there is formal and informal English. Formal English is English that is usually applied in school learning. Informal English is English that is taught outside the school by giving the students the foundation of language to get used to speaking English."

The teacher usually delivered the opening speech to begin the teaching where the students were paying

attention and enthusiastic to respond. Before starting the next material, the teacher was eager to ask the students about the previous material, which functioned to strengthen the previous lesson. This situation truly helped the learners to remember what the learners learned. This English learning activity is usually held outside the classroom, such as inside the mosque, park, or in front of the student dormitory. In addition to the students are not saturated, it also aims to get a comfortable atmosphere to learn English. So that students do not get bored with the atmosphere of the classroom.

The teaching method usually used to teach English in the classroom is role play and collaboration. Role-play and collaboration can be a very successful way in the hands of teachers. Because the main purpose is to increase student interaction in the classroom, teachers should not forget to include such speaking activities to reflect the learner's theoretical knowledge of the language in practice.

Role-play activities range from highly controlled guided conversations at one end of the scale to improvised drama activities at the other, from simple rehearsed dialogue performances to highly complex

simulated scenarios.⁵⁴ Role-play is a method designed where educator uses the target language (English) in the classroom. Role-play can encourage students' spontaneous talk in the conversation program held in this boarding school. The teacher and the student play their roles as foreigners to get used to speaking English. The teacher gives an example, usually called *wah Hashanah* to his students by always practicing English. This method can create an atmosphere that fosters students' spontaneous talk.

The collaboration method is principally the essence of learning because there is no learning done that may be accomplished in reality. Collaborative learning provides students a right to learn how students were present in the learning process to study in learning and bring the expected results.⁵⁵ Collaborative learning is the educational method to enhance learning through working together in a group or pair. The collaboration method can encourage students' spontaneous talk in the conversation program held in this boarding school. It is because the students cannot improve their English

⁵⁴ GP Ladousse, *Role Play* (Oxford: Oxford University Press, 1987).

⁵⁵ Manabu Sato, *Reforming School-Concept and Practice of Learning Community* (Tokyo: Pelita-JICA, 2014).

skills without a partner to practice. They need interaction to familiarize themselves with English conversation. Teachers use this method because the atmosphere of the cottage is suitable with this method, where they live in one place inside and outside the classroom. This method can create an atmosphere that fosters students' spontaneous talk.

Implementing role-play and collaboration activities develop students' speaking skills. They find it funny to play someone else's role and collab with their friends. The majority of the students claimed that their speaking skills increased. If some students do not know the meaning of what the teacher speak, the teacher may not translate, but the teacher uses visual aids or demonstrations to illustrate the meaning of the words.⁵⁶ Students will be motivated to improve their speaking ability through this method.

Giving vocabularies, conversation or speaking, writing or dictation, reading is material that is usually taught to students in a typical day, but it changes when Covid-19, (Monday: Vocab, etc. Tuesday: practice,

⁵⁶ TS Rodgers JC Richards, *Language Teaching-" Approaches and Methods in Language...* - Google Scholar (Cambridge: Cambridge University Pres, 2001).

Wednesday: evaluation). The materials provided are deliberately connected with daily life so that the students are used to speaking and speaking spontaneously. Giving vocabularies is a schedule of English lesson materials on Monday. The students were given vocab for them to memorize. The teacher instructed them to repeat the vocab until they memorized it and make a vocab sentence. For conversation material, the teacher gives them the theme to talk to their partners. While the students are making conversations, the teacher pays attention and checks their grammar, speech skills, and pronunciation. This is as said by the language teacher ustadzah Ilma (pseudonym):

"Reading, and writing/dictation. Monday: Vocab, Tuesday: vocab, Wednesday: conversation, Thursday: writing/dictation, Friday: reading, Saturday: evaluation). This schedule has been changed to (Monday: Vocab, etc. Tuesday: practice, Wednesday: evaluation). This is because of covid-19."

For evaluation, the teacher usually assesses the student. Teachers provide assessments to see the progress of students. The assessment is a daily assessment which is held on Wednesday, and a semester assessment which is held every six months.

The assessment is given in oral and written assessments form. This is as said by the language teacher ustadzah Ilma (pseudonym):

"There are two assessments for students. Daily assessment and semester assessment. Daily assessment as usual if he is active, doing tasks, etc., he will get a score. for monthly assessment by conducting an evaluation once every six months to review the progress of students."

Lessons plan, and English materials in this boarding school are different from what is taught in general. It does not follow the curriculum that the education department has determined. The teachers have made their materials that have been designed more efficiently to improve students' language skills further. It can be seen in *Appendix 2*. This is as said by the language teacher ustadzah Ilma (pseudonym):

"Materials provided to students are not like school materials in general"

This boarding school is emphasized more on produced skills, such as writing and speaking. This skill is prioritized based on the vision of the mission of the boarding school that wants to shape the students into people who are ready to face the world with

language. This is as said by the language teacher Ustadzah Ilma (pseudonym):

"So, the main skill is the skill that has a product that is speaking, because according to the mission of the boarding school to equip students the ability to communicate with English and Arabic."

Outside the classroom, English activities are not much different from those in the classroom. All students must still use English when speaking. This is motivated by the encouragement of the interests of an increasingly sophisticated era, then the quality of human resources produced by the boarding school must be able to compete. Although the cottage students, the cottage expects the graduates of the cottage, and the students are not insecure when dealing with the outside community, be it in terms of education, language, or intellectual.

B. Discussion

The discussion of How are the conditions created to foster spontaneous talk in a conversation program in Indonesian Islamic Boarding School, What teaching method are used to encourage spontaneous talk in the conversation program in Indonesian Islamic Boarding School supported with the information data which each of the information

came from the students and teacher who taught English in ninth grade.

This research shows that condition created in conversation programs can improve students' spontaneous talk in the boarding school. The created condition is by designing a language atmosphere in the boarding school like in abroad country that uses English such as the United Kingdom. Role play and collaboration are chosen to foster students' spontaneous talk. The active role-play process is, in a certain sense, the consolidation of sperate imaginative entities into a whole that is coherent, acceptable and meaningful for everybody.⁵⁷ Role-play is the same as the activity in which students imagine themselves in situations outside classroom, sometimes playing the other roles. This adjusts the condition created foster spontaneous talk in a conversation program of Indonesian Islamic boarding school are designing a language atmosphere in the boarding school like in abroad country that uses English. In role-play, student are given special role in the target language. This role-play method gives student room to practice their speaking use the target language and they can improve it outside classroom. English spontaneous talk can be

⁵⁷ F Thorbiorn W Tobias, *Role, Play, Art* (Stockholm: Foreningen Knutpunkt, 2006).

improved by familiarizing yourself with English as applied to this conversation program. Other method is collaboration. Collaborative Learning Approach is an approach that optimize students' participations in exploring and/or applying selected course materials, which reduces teacher's domination in classroom.⁵⁸ It is the method that emphasize in minimizing teacher's presentation and encouraging students to work with their friends to certain target. Collaborative learning is suitable for encouraging students to improve their Speaking skills. In this study, the students' spoken language has made the most progress skills are in comprehension and pronunciation. Collaboration learning enables students to share their ideas. They always practice speaking and control their pronunciation in spoken language because they can self-correction. Students can discuss anything with their friends freely. So, if they have difficulty in understanding new words, they can ask their friends and discuss it together. Practice more and you will have Improve their speaking skills. Both method are used to encourage students' spontaneous talk in EFL conversation program.

The result of this research was suitable with theory as stated in the literature review, this is in line with Jones. He

⁵⁸ Ari Lalu Irawan, *A Guide Book for Prospective EFL Teachers from Theories to Practice*, ed. by Second (Mtaram: Penerbit Genius, 2015).

said that Spontaneous speaking is an interaction without any scripts, the listeners didn't know what language that the speaker will produce. Students and teachers as speakers only have words to say, which results from hearing and understanding what has been said to them. Such a ability is usually obtained after being familiar with the language.⁵⁹ This conversation program can create a good language atmosphere condition to improve students' spontaneous English.

The result of this research also had similarity with a research by Ari Irfan, He conducted a research about the role of discussion in helping students to improve their English skills.⁶⁰ His result showed that discussion method used by this program can improve students' language skill, and by familiarizing themselves with English with the interlocutor when discussing, allows them to have spontaneous conversations in their daily lives.

Moreover, a research was conducted by Colin.⁶¹ He conducted a research about the formal and informal situation of Spontaneous Talk in knowledge-based organisations. It shown that spontaneous communication in the work life is very important. Minorities and women have

⁵⁹ B.

⁶⁰ Irfan.

⁶¹ Rich.

aware with the instrumental and affective uses of communication. Good Informal communication must run spontaneously in the world of work.

Conversation program in the boarding school has some purposes similar to the purposes of both research discovered by Ari Irfan and Colin, so that students can improve their English language skills, speak English spontaneously, and get used to the use of English. The condition and method in conversation programs also can increase students' confidence, motivation, and braveness in speaking to familiarize students in speaking English, to increase vocabulary mastery, and to facilitate students in English. Through the conversation program, the students can practice their speaking directly with their friend, teacher or all boarding school's elements, because they live in the same place (boarding school area).

To conclude, this program has a good environment in speaking practice inside and outside the classroom, it has the same language rules. The student can enrich their vocabulary when joining the program. In the conversation program, the teacher has some activities, they were discussion, making conversation, games, and etc. Those activities support the student to foster their spontaneous talk. The implication of this research is the teachers must

pay attention to how the students process, what language they are learning, and provide a good learning environment. It can be used as information for teachers and prospective teachers who want to educate students to get used to the language. It supports them to become good speakers in spontaneous talk in EFL conversation. Improving ourself in relation to the teaching that has been and student learning achievements that have been achieved by paying attention to the right learning methods and learning motivation students to improve students' language skills.

C. Limitation of The Research

The researcher realized that this research had not been optimal, there were obstacles faced during the process, some limitations of this research are:

1. This research was limited at Al-Fitrah Islamic Boarding School and the focus of this research in fostering students' spontaneous talk in EFL conversation program.
2. This research is conducted in a short time. The researcher is forbidden to go to the boarding school because of Covid-19 condition. It makes this research could not be done maximally. Qualitative research requires a long time to get more complete data. When the same research was conducted for a longer time, researchers could get different results.

3. Considering all those limitations of this research, the researcher hopes there will be more optimal for the result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conditions created to foster spontaneous talk in a conversation program of Indonesian Islamic boarding school is by designing a language atmosphere in the boarding school like in abroad country that uses English such as the United Kingdom. This condition is deliberately created so that students can get used to speaking English as they are in United Kingdom. There are supervision and punishment as the regulation to support that condition. It used by boarding school to obtain maximum results from the English language learning process. This regulation includes language development activities and punishments that support the enforcement of these disciplines. Supervision conducted by language teachers and become an important factor in creating the condition to improve students' language skills. Language rules in and out of the classroom are no different. Students and teachers are required to use English, to familiarize themselves with English, to improve their English, and to achieve the mission of the boarding school to form students to master the language in order to face the world.

These condition can encourage students' spontaneous talk in conversation program that held in this boarding school. It is because the supervision and punishment from the teacher. The students will be careful in speaking. Indirectly, they are forced to follow the rules so as not to get punished. However, from this coercion, they will become accustomed to speaking English.

The method that teachers usually use in teaching students is the role play and collaboration method, where the teacher interacts with the students directly. Role-play is a method that educators deliberately design by using the target language (English) in the classroom. Role-play can encourage students to be active in learning activities and make students enthusiastic, because students are directly involved so that students experience for themselves the ongoing learning process and develop potential in themselves, students can better cooperate in groups, foster confidence, improve speaking skills students' English, and students' understanding of learning. Collaboration methods are the essence of learning because no individualized learning can be achieved in reality. Collaborative learning is the educational method to enhance learning through working together in group, or in pair. Collaboration method can encourage students' spontaneous talk in conversation

program that held in this boarding school. It is because the students cannot improve their English skills without a partner to practice. They need interaction to familiarize themselves with English conversation. Teachers use this method because the atmosphere of the cottage is suitable with this method, where they live in one place inside and outside the classroom. This method can create an atmosphere that foster students' spontaneous talk.

B. Suggestion

About the findings, there are some suggestions that the researcher considers after conducting this research. The suggestions bellow:

1. The language teachers

This research contains additional knowledge about what can be used to foster spontaneous student talk. It also can be used as an example of how the condition created by the teacher is, how the method used to encourage spontaneous student talk is. By learning and understanding the concept of learning, students are expected to create better spoken English products.

2. The other researchers

The topic of the students' spontaneous conversation is very interesting. Therefore, the

researchers suggest that other researchers study this topic from different perspectives, or combine it with other issues.

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APPENDIX

APPENDIX 1: Interview Guideline for Teacher and Learners

Interview Guideline for Tutor

No	Interviewer	Question	Answer
1	Teacher	<ol style="list-style-type: none">1. Sejak kapan program Bahasa Inggris di pondok ini diterapkan? Apa alasan penerapan program ini?2. Apa tujuan penerapan program ini?3. Bagaimana teknis program ini dilaksanakan, meliputi materi, kondisi peserta, peran pembimbing?4. Apa hambatan bapak/ibu guru dalam mengajar atau menerapkan sistem Bahasa Inggris di pondok ini?5. Apa saja materi yang diberikan kepada siswa didalam kelas?6. Apa assessment yang diberikan ketika di kelas?7. Skill apa yang lebih prioritaskan di pondok ini? Mengapa?	

		<p>8. Bagaimana metode belajar yang bapak/ibu guru gunakan dalam mengajar Bahasa Inggris?</p> <p>9. Pendekatan apa saja yang dilakukan untuk membantu/memacu siswa berpartisipasi dalam program?</p> <p>10. Bagaimana Penerapan Spontaneous talk (berbicara secara spontan atau terbiasa) dalam program?</p> <p>11. Bagaimana cara bapak/ibu guru dalam menangani santri yang kesulitan dalam berbahasa Inggris atau kesusahan dalam mengikuti pelajaran Bahasa Inggris?</p> <p>12. Apa yang bapak/ibu guru lakukan ketika ada santri yang melanggar peraturan kebahasaan?</p> <p>13. Bagaimana cara bapak/ibu guru dalam menciptakan suasana berbahasa di luar kelas?</p> <p>14. Apa perbedaan peraturan berbahasa didalam dan diluar kelas?</p> <p>Adakah factor pendukung untuk mendukung program ini?</p>	
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Interview Guideline for Learners

No	Interviewer	Question
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1	Learners	<ol style="list-style-type: none">1. Bagaimana anda mengikuti program ini, apakah mudah diikuti atau susah?2. Apakah kondisi yang diciptakan dalam program memotivasi anda?3. Apakah program yang di jalankan mempunyai pengaruh terhadap kemampuan berbahasa?4. Bagaimana proses pembelajaran Bahasa inggis setiap harinya?5. Apa program pendukung sehingga program ini berjalan dengan lancar didalam dan diluar kelas?6. Bagaimana effect program ini terhadap kemampuan berbahasa inggris anda?7. Apa yang anda rasakan setelah beberapa tahun mengikuti program ini?8. Apakah anda merasa lebih percayadiri dalam berbahasa setelah mengikuti program ini?9. Bagaimana hambatan yang dialami dalam mengikuti berjalannya program ini?
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Result of Teachers' Interview Transcript		
No	Question	Answer
1.	When did the English language program in this cottage start to be applied? What is the reason for the implementation of this program?	The initial application of the language program in the boarding school on August 01, 2018. The reason for having a mission vision is to make a bilingual hut of Arabic and English. Kyai Ashrori and kyai Habib Umar (founder of the cottage) who have a mandate for the students besides they practice wadzifah (obligation) cottage to study, also in order to be able and able to speak Arabic and English to face the world when they graduate from the boarding school.
2.	What is the purpose of implementing this program?	Carrying the mandate of the leader of the boarding school who wants to make this boarding school into a bilingual cottage, focus with Arabic and English. So that students can follow the development of the times, one of them by mastering English Arabic.
3.	How the technical program is implemented, including materials, conditions of participants, the role of supervisors?	Technically the program adapts the existing boarding school system on campus UIN Walisongo. The vocabulary material given focuses more on the language used daily. At the beginning of this program, many students did not respond well with the implementation of this bilingual program, they assumed that boarding school are more identic with krama language so they consider this program is not very important. However, all as expected

		<p>after the explanation and the benefits received from this program.</p> <p>The role of the supervisor is very important in the implementation of this program, because the continuity of this program is in dire need of direction, motivation, good example, and supervision from the supervisors.</p>
4.	What are the obstacles of teachers in teaching or implementing the English system in this boarding school?	<p>There are some obstacles in implementing this program such as students who still cannot get used to the language, still do not accept the existence of this program. There are still students who are very left behind in following the learning materials so teachers must find a way for all students to understand all the materials that have been given. There is still a lack of human resources teachers in this boarding school.</p>
5.	What are the materials taught in the classroom?	<p>Materials provided to students are not like school materials in general. The material is giving vocabularies, conversation, Reading, and writing/dictation. Monday: Vocab, Tuesday: vocab, Wednesday: conversation, Thursday: writing/dictation, Friday: reading, Saturday: evaluation). This schedule has been changed to (Monday: Vocab, etc. Tuesday: practice, Wednesday: evaluation). This is because of covid-19</p>
6.	How about the assessment?	<p>There are 2 assessments for students. daily assessment and semester assessment. daily</p>

		<p>assessment as usual if he is active, doing tasks, etc. he will get a score. for monthly assessment by conducting an evaluation once every 6 months to review the progress of students. this assessment is oral and written.</p>
7.	<p>What skills are prioritized in this cottage? Why?</p>	<p>Here (the boarding school) there is formal and informal English. Formal English is English that is usually applied in school learning. Informal English is English that is taught outside the school by giving the students the foundation of language to get used to speaking English. So, the main skill is the skill that has a product that is speaking, because according to the mission of the boarding school to equip students the ability to communicate with English and Arabic.</p>
8.	<p>How the learning method that the teacher uses in teaching English?</p>	<p>In formal English activities in the classroom, the learning methods used by each teacher differ according to the creativity of the teacher itself, but still in accordance with the standards in the teaching process and the materials that have been set. For informal English activities outside the classroom in the design is fun so that students do not feel pressured by the existing rules.</p>
9.	<p>What approaches are taken to help/encourage students to participate in the program?</p>	<p>Using motivation system and uswah hasanah. By motivating students to master the language and set a good example by participating in English is a very effective way, because</p>

		students need figures to be exemplified.
10.	How to Implement Spontaneous talk in the program?	Its application as usual by interacting with students in English, familiarizing them to respond to every conversation using English, and familiarizing students to not be afraid of wrong when speaking, because we will not be able to develop if we are still afraid of wrong speech, even from that mistake we can be better.
11.	How do teachers handle students who have difficulty in English or difficulty in following English?	There are some characteristics of students who have difficulty following this program. First, students who have difficulty because of their disinterest in language. Then students who have difficulty because of lack in academics, difficult to understand what is explained by the teacher in class. So, the way used to handle students who have difficulty in language varies according to the difficulty of the student. Therefore, there are additional lessons in the evening so that the students find solutions to the difficulties that they face.
12.	What teachers do when a student violates language rules?	We give penalties to language violators called the courts. The trial was held on Tuesday night, where language violators were punished according to their offenses, for the first offenders to get a penalty for memorizing some vocab, for which several times the offense got the penalty of memorizing vocab and

		making sentences, and for gross offenses, getting punishment for memorizing vocab, making sentences, and driving around the cottage carrying violation boards. And so far, it's gone well.
13.	How teachers create a language atmosphere outside the classroom?	Creating a language atmosphere by getting used to interacting with fellow students or teachers using bilingual language. The existence of punishment for language violators also plays an important role because they are afraid of being punished for violating the Language. This is as effective as coercion, but compulsion for good will be a good habit.
14.	What are the differences in language rules in and out of the classroom?	It is same
15.	Is there a supporting factor to support this program?	There is a Language festival that supports the success of this program, in the festival many competitions such as speech, telling story, poem, and others. They will be motivated to become champions, indirectly this will help the development of their language.

Result of Students' Interview Transcript

1st Student

Name: Dinda

Time: 16:00

Date: 18th Of March 2021

No	Question	Answer
1.	How do you feel when you join this program, it is easy or difficult to do?	Depend on my opinion, this program is easy to do, I can adapt to this program and I feel happy.
2.	Do the conditions created in the program motivate you?	Yes. This program motivated me. The teacher as a motivator. What the teachers say always has meaning that can motivate and uplifting of the students.
3.	Does the program run have an effect on your language skills?	This program has a big effect for me. I feel like my skills are honed and developed of this program.
4.	How is the process of learning English every day done?	Learning process is running smoothly. The material presented can be understood by the students. This was one of the reasons why the students were very excited to enhance their language.
5.	What is the support program so that this program runs smoothly inside and outside classroom?	There is special language rules or programs so that students continue speaking English outside classroom. By assigning some students to motivate other students to continue speaking English, and liven up the daily language atmosphere outside the classroom.
6.	How does this program affect your English language skills?	I like English, this program affects my ability because it helps me to hone my language.
7.	What do you feel after	I never get bored with the English

	several years following this program?	program because the teachers are fun and because I love English.
8.	Do you feel more confident in talking after joining this program?	I am certainly motivated by teachers who are proficient in language, and make me more confident to speak because I already have more capital (Language) than before I entered the Boarding school.
9.	What are the obstacles in joining this program?	Sometimes teachers who cannot attend to teach or monitor students' language activities have to go to college. However, there are still students who are assigned to enforce language which keeps students' language activities running

Result of Student's Interview Transcript

2st Student

Name: Bella

Time: 16:00

Date: 18th Of March 2021

1.	How do you feel when you join this program, it is easy or difficult to do?	For me personally, this program is easy to follow because I also have a passion for growth. This also applied to all students, it will be easy if there is a will to do so.
2.	Do the conditions created in the program motivate you?	Yes. Conditions that require me to speak motivate me to keep trying even though sometimes I am afraid to make mistakes, however, I try to keep trying.
3.	Does the program run have an effect on your language skills?	I feel that this program has an impact on my language skills. This is due to the daily practice which has led to my improving language skills. For example, like interacting with other people so that we will get new vocab and expressions to speak to.
4.	How is the process of learning English every	The learning process was fun. Besides being taught about language material, we

	day done?	also practice language such as having conversations. Sometimes we play games that support our language skills which are very fun, so that students don't get bored.
5.	What is the support program so that this program runs smoothly inside and outside classroom?	There is a language festival which is held once every semester where students will take part in the competition with the aim of improving their language skills.
6.	How does this program affect your English language skills?	I feel that my skills have improved because I am familiar with speaking English, are more familiar with grammar and have more vocabulary or expressions.
7.	What do you feel after several years following this program?	I am happy with skill improvement. I know more about many things, from previously only a few English words, until now I know more vocabulary.
8.	Do you feel more confident in talking after joining this program?	I feel confident because I am used to the daily practices that I do in this Boarding school.
9.	What are the obstacles in joining this program?	Sometimes, I lose my enthusiasm and motivation. Sometimes I am confused about how to convey what I mean through English because I don't know what I mean in English.

Result of Student's Interview Transcript

3rd Student

Name: Nuzul

Time: 16: 00

Date: 18th Of March 2021

1	How do you feel when you join this program, it is easy or difficult to do?	This program is easy to participate.
2	Do the conditions	Yes, this program very motivated me.

	created in the program motivate you?	
3	Does the program run have an effect on your language skills?	yes, it does. even though I am not proficient in language.
4	How is the process of learning English every day done?	The material presented is easy to understand, fun to follow, and inspiring.
5	What is the support program so that this program runs smoothly inside and outside classroom?	There is a rule where students must speak Arabic and English in a place that has been determined to speak.
6	How does this program affect your English language skills?	Alhamdulillah, this program gave a good effect.
7	What do you feel after several years following this program?	I am grateful that I can speak the language in this program, my language is more developed.
8	Do you feel more confident in talking after joining this program?	Alhamdulillah, this program has increased my confidence, even though I am not very good at speaking.
9	What are the obstacles in joining this program?	When we practice, the people we talk to still use Javanese / Indonesian language. That's what makes me discouraged when talking to people who speak Indonesian / Javanese Language.

Result of Student's Interview Transcript

4th Student

Name: Fadhila

Time: 16:00

Date: 18th Of March 2021

1	How do you feel when you join this program, it is easy or difficult to	It was a bit difficult at the beginning, but now I'm used to it and it feels easy.
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	do?	
2	Do the conditions created in the program motivate you?	Yes, it does. I became motivated to speak because the atmosphere was very supportive.
3	Does the program run have an effect on your language skills?	Yes, it does. I feel that my language is developing and improving by knowing more vocabulary that I can get from this Boarding school, because I get used to speaking.
4	How is the process of learning English every day done?	The Learning Process varies. It's not uncommon to learn by using games so you don't get bored. Students are very enthusiastic about taking part in learning because students have been given an understanding that we need language to face the world.
5	What is the support program so that this program runs smoothly inside and outside classroom?	The biggest support program is the inner desire to continue to develop in language. Punishment is also one of the supporters of this program. Because most students are afraid of punishment, so they apply language.
6	How does this program affect your English language skills?	The program increased my confidence in speaking, and the addition of vocabulary
7	What do you feel after several years following this program?	Javanese language is the language I usually use at home. After I entered the Boarding school and joined the language program at this Boarding school, I felt foreign to the local language when I returned home. It is not uncommon for the language I use to mix with the language I usually use at the Boarding school.
8	Do you feel more confident in talking after joining this program?	Yes I do, I am motivated. This language program is great to implement. I am more confident and not afraid to make mistakes when I speak.

9	What are the obstacles in joining this program?	Sometimes, there are students who do not want to participate in speaking. They do not respond or give feedback to their friends who invite them to speak. This will complicate the development of language because conversation requires reciprocity or a response from the interlocutor.
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Result of Student's Interview Transcript

5th Student

Name: Izza

Time: 16:00

Date: 18th Of March 2021

1	How do you feel when you join this program, it is easy or difficult to do?	Alhamdulillah, this program is easy to participate.
2	Do the conditions created in the program motivate you?	Yes, because it can improve language skills. Therefore, language activities are very interesting and exciting to participate in.
3	Does the program run have an effect on your language skills?	Alhamdulillah, this program has had an effect on my language skills. however, there is still a lot that I don't know about language.
4	How is the process of learning English every day done?	The program implemented is good for students to get used to the language, but sometimes I am not excited to learn and speak.
5	What is the support program so that this program runs smoothly inside and outside classroom?	There is a Language spirit program. Every day students are given motivation / information about language. There are also activities where students are listened to in language conversations so that students get used to listening to English conversations. There are also language children who are assigned to

		turn on the language in their daily activities outside the classroom.
6	How does this program affect your English language skills?	This program increases my confidence in language. Addition of vocabulary even though it is still often wrong when speaking.
7	What do you feel after several years following this program?	Alhamdulliah I feel lucky to be in a suitable place to practice the language, and my language is a little better than me before entering this Boarding school.
8	Do you feel more confident in talking after joining this program?	My abilities are more developed than before I entered the lodge. However, I don't feel confident to speak because I am still afraid of making mistakes when I speak.
9	What are the obstacles in joining this program?	It still feels difficult to practice the language because there are still many students who do not use the language that has been determined.

APPENDIX II: Lesson Planning and Student Pocket book

Lesson Planning

School : Al-Fitrah Islamic Boarding School
Lesson : English
Class : IX
Material : Giving Vocabularies

A. Learning Objectives

Through this learning, learners are able to increase their vocabulary, be able to apply it in sentences, and use it when speaking.

B. Learning Steps

1. Opening

The teacher opens the class with salam, and prays to begin the learning. So, the teacher check on the student's attendance. The teacher relates the learning materials to the previous material, and asks the student to memorize the previous vocabularies.

2. Main Activities

The teacher gives 5-10 vocabulary to the students, by mentioning one by one. Students repeat the vocab spoken by the teacher and make a sentence from the vocabulary. From the first, to the last vocabulary. Students create short essays using the vocabularies that has been given. The teacher repeats all vocabulary, and orders the student to memorize. Students memorize the vocabulary that has been given.

3. Closing

Learners report memorizing their vocabulary in front of the teacher.

C. Assessment

1. Attitude : responsibility and team work.
2. knowledge and activeness.

Known by,

Principal



Teacher

A handwritten signature in black ink, consisting of a cursive 'I' followed by 'lma' and a horizontal line.

Ilma Amalina, S. Pd

LESSON PLANNING

School : Al-Fitrah Islamic Boarding School
Lesson : English
Class : IX
Material : Conversation

A. Learning Objectives

Through this learning, learners are able to increase their english speech or communication, and be able to apply it in their daily life.

B. Learning Steps

1. Opening

The teacher opens the class with salam, and prays to begin the learning. So, the teacher check on the student's attendance. The teacher relates the learning materials to the previous material.

2. Main Activities

The teacher divides the class into small groups of 2-3 students.

The teacher shares the theme with each group, in order to arrange a conversational dialogue

Students create short dialogue using the theme that has been given.

Students practice dialogue in front of the class according to the theme that has been given.

3. Closing

The teacher gives some evaluation.

The teacher closes the class by salam.

C. Assessment

1. pronunciation, fluency, dan grammar

Known by,

Principal



M. Hidayat, S. Th. I, M.S.I

Teacher

Ilma Amalina, S. Pd

Students pocket Book

Daily Expressions

العبارات اليومية

Indonesia	English	Arabic
Selamat pagi	Good morning	صَبَاحُ الْحَيِّرِ
Selamat siang	Good afternoon	نَهَارُكُمْ سَعِيدٌ
Selamat sore	Good evening	مَسَاءُ الْحَيِّرِ
Selamat malam	Good night	لَيْلَتُكُمْ سَعِيدَةٌ
Bagaimana kabarmu?	How are you? How do you do?	كَيْفَ حَالُكَ
Saya baik-baik saja	I'm fine, I'm good, I'm okay	أَنَا بِحَيْرٍ
Apakah kamu sudah selesai?	Have you done?	خَلَّاصٌ
Apakah kamu baik-baik saja?	Are you fine?	هَلْ أَنْتَ بِحَيْرٍ

Apakah kamu yakin?	Are you sure?	حَقًّا
Jangan malu	Don't be shy	لَا تَحْجَلْ
Jangan repot-repot	Don't bother	لَا تُرْعِجْ
Duluan saja	Go ahead	سَابِقْ
Apakah kamu baru datang?	Have you just come?	-
Baru saja	Just now/ I've just come	-
Apa yang terjadi?	What's going on? What's up? What's wrong?	مَاذَا حَدَثَ
Teruskanlah!	Go on!	إِسْتَمِرْ
Benarkah itu?	Is that so?	هَلْ ذَلِكَ صَحِيحٌ
Kapan kamu datang?	When did you arrive?	مَتَى جِئْتِ
Tidak ada apa-apa	Nothing/ no problem/no worries/never mind	مَا الْمَشْكَلَةُ
Biasa-biasa saja	Just so-so/ nothing special	لَيْسَ الْخَاصُّ
Apa-apaan ini?	What the hell are you doing here?	-
Coba saja	Give it try	حَاوَلْ

Talking about Number

- Andi : “Hello sinta, how are you?”
Sinta : “Hi, andi. I am great”
Andi : “May I ask some questions to you? I have homework from my teacher to be a reporter”
Sinta : “Of course, you may”
Andi : “How many brothers do you have?”
Sinta : “I have five brothers”
Andi : “How old is your father and your mother?”
Sinta : “My father is fifty five years old and my mother is forty six years old”
Andi : “How many students in your class?”
Sinta : “There are thirty five students in my class”
Andi : “That’s all, thanks for your answer and time sin”
Sinta : “You are welcome”

Talking about Date and Month

- Rizki : “Hi, Sofia”
Sofia : “Hello, Kiki”
Rizki : “You will go to Singopere, won’t you?”
Sofia : “Yes, I will go to Singapore. What happened?”
Rizki : “When will you go there?”
Sofia : “I will go there the day after tomorrow”
Rizki : “What day is today?”
Sofia : “Today is Monday”
Rizki : “So, you will go there on Wednesday”
Sofia : “Right, you will go to Singapore too, right?”
Rizki : “Yes, I will go there next month”

Sofia : "You will go there in February. My friends will go there in March and April"
Rizki : "I see. Good luck, Sof"
Sofia : "Thanks"

Talking about Fruits and Vegetables

1

Fefe : "Assalamu'alaikum, Tik?"
Tika : "Wa'alaikumussalam, Fe"
Fefe : "Long time no see. How are you?"
Tika : "Alhamdulillah, I am pretty good. How's about you?"
Fefe : "I am so well. Please, enter to my house. I have your favorite fruit"
Tika : "What is that? I like some fruits"
Fefe : "There are kiwis and apples"
Tika : "Oo I like it"
Fefe : "I know it. Let's enter"
Tika : "Oke. May I taste it?"
Fefe : "Of course"
Tika : "Wow, it's so delicious"

2

Seller : "Morning mam. May I help you?"
Buyer : "Good morning. Yes please, I want to make a soup but I don't really know the ingredients"
Seller : "What soup do you want to make? Corn, asparagus, or ordinary?"
Buyer : "I think I want to make corn soup"

APENDIX III: Teaching and Learning

(Teaching and learning in the classroom)



(Teaching and learning outside the classroom)





CURRICULUM VITAE

1. Personal Details

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2. Education Details

- a. TK
- b. SDN 1 Manggarmas, Godong, Grobogan (2004-2010)
- c. Pondok Modern Darussalam Gontor Ponorogo, Jawa Timur (2011-2016)
- d. Education and Teaching Training Faculty of Walisongo State Islamic University Semarang (2017)

Semarang, 9th of June 2021

Sincerity,



Gilang Muhammad Pahalawan