

**TEACHING ENGLISH SPEAKING SKILL AT ELEVENTH GRADE  
STUDENTS' AL-MUBAROK BOARDING SCHOOL SERANG  
(ETHNOGRAPHY RESEARCH)**

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**ABSTRACT**

This research aims to understand comprehensively about the process of teaching learning English in Islamic boarding school of Al-Mubarak – Serang - Banten, especially speaking skill. The method used in this study is qualitative research with ethnography design. The data were collected through observation, interview, field notes, and document analysis. The data were analyzed based on Spradley's terms: domain taxonomic, component analysis, and discovering cultural theme. The results of the study show that (1) analyzing the needs and the environmental context in the formulation of learning objectives, (2) using 2 curriculums, they are the curriculum of 2013 for general subjects and special curriculum, (3) practice and using Muhadasah treatment in daily extracurricular, (4) affecting factors in speaking learning, such as supporting factors, a) the obligation of english language in classroom and in boarding, b) there is speaking english program twicw a week, and obstacle factors such as lack of allocation of time and lack of english teacher. (5) english teachers also active and support in every english programme. The conclusion of the teaching learning process in Al-Mubarak boarding school especially speaking skill is appropriate with the national curriculum and special religion curriculum.

**Keywords:** Qualitative research, Ethnographic, Curriculum, Speaking.

**INTRODUCTION**

Education is one of the key vehicles for the intellectual and professional development of our people and plays an increasingly important role in supporting a

stronger and more globally competitive Indonesia. However, education in Indonesia still has several problems related to quality and access as well as the even distribution of well-trained teachers. One of Indonesia's effort to enhance human resource is education itself. In good education, Indonesian young generation can compete in every sector.

Nowadays, many parents want their children active in written and speaking in English. One of the ways to make it possible is making their children practice not only in school, but also in their daily life, that's why they prepare to enter their children in many Islamic boarding schools in Indonesia.

Banten province is one of Islam religion in Indonesia. It has many famous and best Islamic boarding schools, for example in Pandeglang, Tangerang, Lebak, and Serang. In Serang city, one of the best Islamic boarding schools is Senior High School Al-Mubarak Islamic boarding school. Many parents come with their children to be students there to develop their talent especially language talent. Not only intracurricular activities, but also extracurricular activities that the students can follow to develop and increase their interest.

English is divided into four skills which are as follows: listening, speaking, reading, and writing; therefore, speaking is the second skill and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language. One of the most important factors about language is that it deals with social contexts and culture (Schmitt, 2012).

Brown and Yule (1999: 14) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

### **Research Focus**

This research focusses only in teaching learning of english speaking skill. How does teaching learning speaking skill in Al-Mubarak Islamic boarding school develop skill of English?

### **Research Questions**

1. How does curriculum SMA Al-Mubarak boarding school formulate the purpose of teaching learning English in speaking skill?
2. Does the use of daily conversation make the students of SMA Al-Mubarak boarding school fluent in English speaking?
3. How does teacher's of SMA Al-Mubarak boarding school role in developing students potensial in English speaking?

### **The Benefit of Research**

From this study, it is expected that the result of the research can give a contribution to the language teaching, and learning activity. (1) Theoretical benefit To improve knowledge for either teacher or student, the researcher hopes that this research will give contribution for the development education. (2) Practical benefit: a) To students of English department. The result of this study can be used as an additional knowledge to improve the ability of speaking in learning speaking process. And the students can speak more effective after they applied the strategies. b) To teacher: The result of this study can be used as additional information in teaching speaking to student. c) To other researcher. The result of this study can be used as the references for those who want to conduct a research in English teaching Learning Process.

### **THEOROTICAL REVIEW**

Learning English speaking is interesting to study. Speaking is the skill that the students will be judged upon most in real-life situation, it is an important part of

everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly (Liao, 2009: 11).

### **Conceptual Descriptive of Focus and Sub Focus of the Research.**

#### **1. Islamic Boarding School**

Islamic Boarding School interpreted as a small house or dormitory where students come from different or same regions who stay inside and learn holy book Al-Qur'an and other Islamic teachings together (Haedar, 2004: 7).

#### **2. Language acquisition**

A major difference in first and second language acquisition stems from the initial position of the learner in each instance. Simply put, the initial state of First Language (L1) learning reflects an innate capacity and desire for language acquisition, but the prior knowledge of L1 cannot be negated when considering the 'initial state' for Second Language (L2) learning (Saville-Troike 2012).

#### **3. Kinds of Learning Activities in the Islamic Boarding School**

According Efrizal (2012: 127-134), the activities between islamic boarding school and Ordinary school are different. They are: **(a) Morning Vocabulary.** English vocabulary is given to students each morning, with regard to the necessity of students in teaching and learning process in the classroom and in daily conversation. **(b) Morning Conversation.** Morning Conversation held once in a week instead of vocabulary in the morning, with the aim to rain and familiarize students in English usage. **(c) Self Development.** Self development is given to students with the aim to train students to be capable of competent, creative, hero mentality, broad-minded and able to compete with students outside the school and boarding school. **(d) Deepening Language.** Deepening language guided by class supervisors and the court of language, where both them play an active role to help the

students in constructing coherent sentences for daily conversation. **(e) Speech Training.** The purpose speech training activities held in English and Arabic language is to encourage students to improve the quality of language learning, motivate students to master English and Arabic, and improve self-confidence, competitive attitude, discipline, and hard work of students in learning process in the classroom, so students able to speak Arabic and English language well in public. **(f) Bilingual Contest.** Bilingual Contest is English and Arabic competition that consists of debate, speech, storytelling and reading news that followed by all students in accordance with the personal development that they have chosen and followed. **(g) Bilingual Fun.** Bilingual Fun is one of the activities in which games using Arabic and English that can be entertaining and exciting to eliminate fatigue and students boredom, but not out of existing education norms. So that the desired target is reached and the students can absorb what the teacher gave well. **(h) Awards.** This award aims to give students motivation in carrying out language disciplinary..

#### **4. Speaking Skill**

Hughes (2006: 7) explains that speech is primarily an aural/oral process which takes place through the dimension of time in a strictly linear time and cannot persist through time without a secondary recording apparatus such as a tape recorder. It may say that speaking is a direct way of giving information.

As Rikkenbach in Murcia (1991:133) stated, basically, speaking has four aspects that the students should learn the materials. They are pronunciation, vocabulary, grammar, and fluency. The discussions of four aspects in speaking are: a) Pronunciation, b) Vocabulary, c) Grammar, and d) fluency.

#### **The Types of Classroom Speaking Performance**

According to Brown (2004: 141) there are five basic types of speaking performance: 1) Imitative, 2) Intensive, 3) Responsive, 4) Interactive, and 5) Extensive (monologue). As conclusion, speaking ability is a natural tendency to be able to speak well, with the consideration of the ability to use word appropriately, well pronunciation, intonation, accuracy and fluency. One is able to speak when he is able to giving and answering questions or produce words orally. In speaking ability also there are some types of speaking performance; imitative, intensive, responsive, interactive, and extensive.

### **Teaching Speaking Skill.**

Aungwatanakun (1994) stated that in foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Sumin (2002) also stated that speaking English is the most difficult for learners.

According to many teaching theorists, speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and Role-playing. In addition, Hedge supported this idea that the activities that can assist better speaking skills are free discussion and role-playing.

### **Research Methodology**

In this study, the researcher uses qualitative research method. According to Babu (2008 : 11) Qualitative research method was developed in the social sciences to enable researchers to study social and cultural phenomena: observe feelings, thoughts, behaviours and the belief of the mass society.

### **Objectives of the Research**

Based on the research question above, this objectives of the research are to find out the school formulate the purpose of teaching learning English in speaking

skill, the use of daily conversation that make the students fluent in English speaking, the factors that make students good in English speaking, factors that make students bad in English speaking, and teacher's role in developing students potensi in English speaking.

### **Site and Schedule of the research**

#### **1. The Site of the Research**

This research conducted at science class eleventh grade Islamic boarding school Senior High school Al-Mubarak Serang on the second semester of the academic year of 2017-2018. This research also will be conducted in students' dormitory and school environment.

#### **2. Time of the Research**

The writer chooses the time of the research on the second semester of the academic year of 2017-2018. This research will start to be conducted on the second week in the march.

#### **3. Place of the research**

The researcher was observe the teaching learning process of speaking skill on students of eleventh grade science class SMA Al-Mubarak boarding school. The research conducts in SMA Al-Mubarak boarding school Serang – Banten. It is located in Jl. Kyai H. Abdul Latif No.7, Sumurpecung, Kec. Serang, Kota Serang, Banten 42117

## **RESULT AND FINDING DATA**

### **General Findings**

SMA Al-Mubarak Formed as a Foundation Implementation Foundation which establishes 3 years of implementation of education in Madrasah Tsanawiyah as a guidance of religious aqidah, morals and spiritual spiritual, so it is expected to have a

foundation of established faith, including keasil, well established, as acceleration of educational needs in Masa Home, so that later this Institute can produce graduates who are ready in various aspects of life.

June 25, 2004, with the legalization of Serang District Education Office and educational institutions legal entity notary Ny Subandiyah Ammar Assof, SH, Number 23 on October 10, 1997, Al-Mubarak Foundation attacked with self-funded Al-Mubarak Foundation and the donors Stand Al-Mubarak High School. As for those directly involved are: 1. Drs. H. Safe Sukuko, 2. KH Mahmudi, 3. M. Suradi Hanafi. And the governing body, among others: 1) Drs. H. Aman Sukarso, 2) KH. Mahmudi, 3) Muhit Achyuni, 4) Abdul Salam, S.Sos.I, 5) Society around. It was through these people that SMA Al-Mubarak was founded. On July 5 SMA AL-MUBAROK was inaugurated by the Chairman of Al-Mubarak Foundation Drs. H. Aman Sukarso, for the first time SMA Al-Mubarak operated on July 17, 2004.

Along with its development on December 14, 2007 SMA Al-Mubarak attended High School Accreditation organized by National Accreditation Board of schools / Madrassah (BAN / S / M) Banten Province, and obtained accreditation with rank B (Good), SMA Al-Mubarak in the future continue to try to improve the better quality, so that the future of SMA Al-Mubarak can achieve Vision and Mission optimally.

### **Special Findings**

Based on the findings, the results of this study are analyzed into several categories related to English learning, especially speaking in the classroom, as follows: objectives, methods, and instructional techniques, syllabus forms, facilities, and instructional media, the role of teachers, students and the role of learning materials, syllabus, and assessment systems, as well as factors affecting the effectiveness of language learning.

**Table 1. Cultural Character in SMA Al-Mubarak Serang**

No	Sub Focusses	Cultural Themes in Class	The Cultural Theme at boarding	Student Character
1.	Learning Objectives English	-Behavior of students and teachers want to achieve the same goal: students are able to communicate in English both oral and written. -English and Arabic behavior habits have been around since the establishment of the Al-Mubarak High School	-Habits are obliged to speak English and Arabic every once a week alternately. -The habit of doing English Conversation every morning starts at 6:00 am until 7:00 pm -the habit of conducting Public speaking activities (Muhadhoroh) every Saturday night after the Isha prayer	- The spirit of competing - Diligent - High curiosity
2.	English learning methods and techniques	- Direct method, Communicative Method '- The interaction of teachers and students using English communicatively	Habits of students conversing and asking in English both in class and in the boarding	Skilled students
3.	Curriculum and Syllabus	- Using curriculum 2013 and Special Curriculum (integrated curriculum)	-Curriculum to boarding	-Obedient and obedient
4.	The role of teachers, students	-Teachers as mentors, teachers as facilitators,	-Guardian of the Boarding	- Mutual respect - Mutual

	and teaching materials in the learning process	teachers as motivators, students as learners, repeating lessons, doing tasks etc.		sharing
5.	Student Independence	-Students repeat the lesson every day both in class and in dorm, doing the task	-Repeat the lesson	- Cooperate - Help each other
6.	Instructional Media	-Media has been prepared by teachers and students in the learning process	-Individually each student uses a laptop in the learning process	- Independent
7.	Evaluation of Learning	-evaluation used is test and non test	-Students repeat questions and lessons in the dormitory to get satisfactory results	- A strong sense of discipline - Work hard - Diligent
8.	Learning Independence	-Students undertake and experience individual learning process and use the language as communication if there are lessons that are not understood	-Students repeat the diasrama lesson -Students discuss with peers or diasrama teachers	

## DISCUSSION

After describing the data, the researcher needed to analyze the data because the data were still raw draw. It deals with the answered of the problem

statements. The explanation will be presented below:

1. How does curriculum SMA Al-Mubarak boarding school formulate the purpose of teaching learning English in speaking skill?

### **The Curriculum in SMA Al-Mubarak Boarding School Serang.**

SMA Al-Mubarak Boarding School uses K-13 curriculum or 2013 curriculum. Learning at the Primary School level in the 2013 Curriculum is presented using a thematic-integrative approach. The subject, which is then called the content of the lesson, consists of: Religious Education and Character. Pancasila and civic education.

### **Intracurricular**

Intracurricular activity is a teaching-learning process that is generally done in the form of an in-class session program. In general, the material content provided is a subject matter that collaborates between the pesantren curriculum, the Religious Department curriculum and the Ministry of National Education. With a period of 6 years of education for primary school graduates or equivalent and 3 years for graduates of Senior High School or equivalent. At the Upper Secondary School level, there are two choices of in-class session programs: 1) Madrasah Aliyah with Social majors, 2) Madrasah Aliyah with Science majors

### **National Curriculum**

SMA Al-Mubarak boarding school uses 2013 curriculum. There are 10 lesson hour in a day, 1 hour consist of 45 minutes. The lesson starts at 07.00 o'clock in the morning and finish at 15.00 in the afternoon. The rest will be students' activities in develop their self.

### **Special curriculum and Local subject**

#### **Coculiculer**

Learning activities in SMA Al-Mubarak through scheduled learning by implementing moving class learning model, acceleration, contextual teaching learning and mastery learning. in the learning

process in the classroom, the teaching and learning strategy in the communicative approach is based on students' own activeness techniques in finding or solving problems through their learning experiences.

### **Extraculiculer**

SMA Al-Mubarak has extracurricular activities which is an activity that is always done by students outside the school hours activities, this extracurricular activity aims to develop students' skill potential, mangalurkan talent and interest to become self-sufficient and whole students.

Extracurricular activities that are offered to students after school hours after covering teen scientific work, sports, PMR, scouting, marchingband, LDKS,English Club, and OSIS.

2. Does the use of daily conversation make the students of SMA Al-Mubarak boarding school fluent in English speaking?

Based on the data, the researcher can conclude that the use of daily concerssation SMA Al-Mubarak students” Serang especially science class can make the students fluent in English speaking.

3. How does teacher’s of SMA Al-Mubarak boarding school role in developing students potensial in English speaking?

Based on the researcher finding in SMA Al-Mubarak boarding school, students’ potential in English speaking can be developed by practicing in the class or out of the class. The students can involved in many english club avtivities. The students also can discuss with their supervisor of “dewan bahasa”

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the researcher's description and analysis in the previous chapter the researcher concludes that teaching learning speaking skill used by the students of eleventh class of science in SMA Al-Mubarak to improve their English ability in the speaking apply three main classification of learning strategies by O'Malley and Chamot. The three main classifications of learning strategies are metacognitive strategy, cognitive strategy and social-affective strategies.

### Suggestion

1. For the teachers

The teachers should give more motivation to the students in order that the students can be motivated in use their learning strategies to improve their ability by using some method in teaching learning process.

2. For the students

The students have to do more practice English exercise in order to improve their English achievers

3. For other researcher.

This research study was about learning strategies used by student in SMA Al-Mubarak boarding school Serang. It is expected for the other researcher that the result of this study can be used in additional reference for the new research about learning strategies in other source.

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