

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Language has an essential role in everyday communication. Language is a way of life, it is the basis of our existence, and interact simultaneously with thoughts and feelings.<sup>1</sup> Every person on earth uses language to communicate, spread knowledge, educate themselves, and express their views and opinions. Especially English because it has become an international language, and students must master it to survive in the global era.<sup>2</sup> With English, they can express and share knowledge with others worldwide. Students should be motivated to learn English because it is now a gateway language to the rest of the world.

One of the four fundamental abilities in learning English is speaking. Speaking is necessary in a social situation to share knowledge with others. Therefore, effective communication skills are a necessity for everyone. Speaking to people is a way to convey thoughts, emotions, experiences, and knowledge.<sup>3</sup> Speaking, in Cameroon's view, is a crucial component of communication because it involves both the speaker and the listener in a two-way process that activates both receptive and productive understanding abilities (also known as hearing with

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<sup>1</sup> Nick Cipollone, Steven Hartman Keiser and Shravan Vasishth, *Language Files: Materials for an Introduction to Language and Linguistics*, *Language Files: Materials for an Introduction to Language and Linguistics*, 2016.

<sup>2</sup> David J. Alano, (2011), *Bahasa Inggris sebagai Bahasa Kedua* : New York, Nova Science Publisher Inc, P.1

<sup>3</sup> Qorina Sulistiowati, "A Descriptive Study of Speaking Activities in English Daily Conversation Club at SMAN 1 Sragen in Academic Year 2016/2017" (2017): 1–14.

knowledge).<sup>4</sup> Speaking is an expressive partner to aid with more complicated abilities, according to Harmer. He emphasized that verbal communication is the most private type of immediate communication.<sup>5</sup>

Speaking English must be everyone's concern. Speaking English has been held in schools, especially in Islamic boarding schools, where foreign languages are used in their daily lives. Islamic Boarding Schools is one of the Islamic educational institutions which is well known to its people for its quality of education and excellence in speaking a foreign language among its students speaking foreign languages is valued in the Islamic Boarding School, particularly Arabic and English.<sup>6</sup> There are many ways to get used to speaking English, including the daily English conversation implemented at the Islamic Boarding School. A conversation is any activity in which two or more people communicate with one another both verbally and nonverbally.<sup>7</sup>

Al Madina Islamic Boarding School is one of the Islamic boarding schools that focuses on Islamic studies and English as a second language. Al Madina Islamic Boarding School has an English daily conversation program to develop students' speaking skills. Apart from that, this program is equipped with grammar lessons, vocabulary and pronunciation by language teachers. Students at this Islamic boarding school are also expected to use English outside their dormitory rooms. With the daily English conversation program, students can easily, effectively, and better

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<sup>4</sup> Lyne Cameroon, "Teaching Languages to Young Learners. L. Cameron," *ELT Journal* 56, no. 2 (2002): 201–203.

<sup>5</sup> Henry Guntur Tarigan, *Teaching and Learning Speaking from Theory to Practice*, 2010, 21.

<sup>6</sup> Mayang Sari, "An Analysis of Students' Speaking Skill in Daily Activity at Darul Azhar Islamic Boarding School" (2021): 13.

<sup>7</sup> Susan E Brenan, "Speech, Conversation and Dialogue," *Studying English Literature and Language* (2021): 269–272.

practice speaking English for daily communication. However, even though this program has been well designed to familiarize students with English, there are still many students who have difficulty in this program. For example, there are students who experience difficulties in vocabulary so that students do not use English when conversing outside the dormitory or only use sentences that they usually use. Therefore, researchers attempt to solve some of the problems students face when learning foreign languages, especially English.

To be more precise, numerous earlier research on the subject include the following: First, based on previous research studies conducted by Ima Agista, the implementation of the English daily conversation program at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo as a strategy to improve students' speaking skills. Language programs come in two different categories: primary programs and supplementary programs. The primary program is a speech-related program, and speaking is directly produced in the program. The course consists of a vocabulary course or vocabulary being generous, a conversation course, a daily conversation course, language course, a speech course, and theater course. Complements, in contrast, are initiatives that do not immediately result in speaking abilities.

Both of these programs are designed to teach students how to speak clearly and accurately, to boost their self-esteem, and to encourage them to enjoy speaking practice.<sup>8</sup> The researcher has come to the conclusion that teaching pupils to speak English through everyday conversation can help them learn the language. Additionally, it seeks to familiarize students with English.

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<sup>8</sup> Ima Agista, "Daily Speaking English Conversation Program At Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo," no. June (2022): 92.

Second, Research was conducted by Linda Amalia entitled “An Analysis of Student Mastery Vocabulary in English Daily Conversation” (A Case study at the first grade of MA Al- Rahmah Islamic Boarding School Serang- Banten). The study's findings show that although there are a few minor pronunciation errors, overall, the students did a decent job of memorizing the vocabulary. The daily discourse of the learner included words learned through memorization. After students acquire some vocabulary, MA Al Rahmah uses practice conversations in first grade. They were required to memorize three words from a set of vocabulary that they were given each day. They might practice the conversation with their pair work regarding holidays once they had some language memorized. It appears that the first-grade kids at MA Al-Rahmah did a decent job of memorizing vocabulary for daily conversation in English; five of the students had really good scores, and 24 received good.<sup>9</sup>

It can be concluded that although previous studies and this study have the same focus on the application of English Daily Conversations, only a few researchers have explained implementation of the English Daily Conversation on speaking skills students' speaking skills and the phenomenon of reasons students have difficulty using English and solving these problems.

From the background of the research above, the researcher is interested in researching "Exploring Students' Speaking Skills in English Daily Conversation at Al Madina Islamic Boarding School”.

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<sup>9</sup> linda Amalia, “An Anlysis Of Student Mastery Vocabulary In English Daily Conversation (A Case Study at First Grade of Ma Al-Rahmah Islamicboarding School Serang-Banten)” (2017).

## **B. Identification of Problem**

Based on the explanation of the background study above, the identification of problems below:

1. Many students speak non-English languages in daily English conversation
2. The lack of students' vocabulary makes it difficult for students to communicate in English
3. Students lack confidence in conveying words, ideas, and their feelings in English daily conversation
4. Students have difficulty speaking English correctly and adequately
5. Lack of student motivation in learning English

## **C. Focus of The Research**

The researchers concentrated on detailing the execution of the English daily conversation program at Al Madina Islamic Boarding School, the obstacles students confront in the English daily conversation, and finding solutions to the problems based on the study background discussed above.

## **D. Research Questions**

Based on the explanation of the background study above, the identification of problems is below:

1. How is the implementation of the English daily conversation on speaking skills at Al Madina Islamic Boarding School?
2. What are the problems faced by students in English daily conversation at Al Madina Islamic Boarding School?
3. How is the solutions to overcome students' problems in English daily conversation?

### **E. The Objective of The Study**

Based on the problem mentioned above, the objectives that want to be achieved by the researcher in this study are :

1. To explain the implementation of the English daily conversation on speaking skills at Al Madina Islamic Boarding School
2. To find out the problems faced by students in English daily conversation at Al Madina Islamic Boarding School
3. To find out the solutions to overcome students' problems in English daily conversation

### **F. The Significances of The Research**

The results of this study are expected to help contribute both theoretically and practically:

#### **1. Theoretically**

Theoretically, the researcher expects the findings of this study will be beneficial and expand knowledge of speaking abilities. Readers who want to learn more about speaking abilities can use this research as a resource.

#### **2. Practically**

##### **a. For the Boarding School**

The findings of this study mandate routine assessments of students' development in daily conversational English speaking at Islamic boarding schools. To assist students at Al Madina Islamic Boarding School who struggle with daily English communication, Islamic Boarding School should establish a consultation area.

b. For the students

1. The author wishes that the English daily conversation program at Al Madina Islamic Boarding School will help students become better conversationalists.
2. Students can practice daily conversations by speaking in public
3. As a motivation for students to improve their speaking practice.

c. For the Future Researcher

This study can aid other researchers who are working on related or alternative research strategies to assist students in the English daily conversation program.

## **G. Organization of the Writing**

1. CHAPTER I Introduction. This chapter the writer describes background of the research, identification of problem, focus of the research, research questions, the objective of study, the significances of the research.
2. CHAPTER II Literatur Review. This chapter contains concept of speaking, concept of English conversation, The Previous Research.
3. CHAPTER III Research Method. This chapter consists of methodology of research, location of research, research design, research instrumental, data collection, data analysis.
4. CHAPTER IV Result and Discussion. This chapter presents research finding and discussion
5. CHAPTER V Closing. This chapter presents conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Speaking

##### 1. Definition of speaking

Speaking is one of the abilities needed to interact with others using language. Speaking is defined as expressing oneself in a situation, accurately describing an event and its circumstances, and being able to talk or effectively convey a series of ideas.<sup>10</sup> Additionally, speaking is interactive and adheres to pragmatic aims by interacting with a speaker of a different language.<sup>11</sup> Brown defines speaking as making language sounds to verbally express or transmit thoughts, ideas, or feelings.<sup>12</sup> Speaking is an expressive partner to support more complicated abilities, according to Harmer. Speaking out loud is the most private way of instant communication, he continued.<sup>13</sup>

Martin Bygate in Lwin's book introduced "interaction skills" as having the capacity to utilize language in specific ways to meet needs. It first had to do with the internal speech condition. Second, it incorporates interpersonal conversation elements. Despite being taken for granted, taking is crucial to daily living in humans. Bygate also

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<sup>10</sup> David Nunan, *Practical English Language Teaching, Language*, vol. 57, 2003.

<sup>11</sup> Astuti, "Analysis of students code Mixing on English Daily Conversation at Islamic Boarding School", Thesis, 2021, 7.

<sup>12</sup> H. Douglas Brown, "Language Assessment Principle and Classroom" (2018): 251.

<sup>13</sup> Jack C Richard, "Teaching Listening and Speaking From Theory to Practice, Available on: [Www. Finchpark. Com/Courses/Tkt/Unit\\_07,](http://www.Finchpark.Com/Courses/Tkt/Unit_07)" *Richards-Teaching-Listening-Speaking. pdf* (2008): 1-37.



claimed that talking is a tool for fostering social cohesion and achieving professional success in business. People are most usually evaluated based on the way they speak. In addition, speaking is another method for learning various languages, including English. Talking involves more than merely pronouncing words in the right order. As long as the speaker can effectively communicate his ideas to the audience and make them his own, he is considered a competent speaker.

Taking into account the aforementioned viewpoints, it can be concluded that the ability to use words to explain goals, ideas, emotions, and feelings that are organized and developed to meet the demands of the listener so that what is described can be understood by the listener observer.

## 2. Teaching Speaking

Teaching speaking is a skill that can help pupils communicate with others in a variety of contexts, convey their feelings and communication requirements, and exert influence. For this reason, in prohibiting speaking skills, understanding is needed to engage in speaking.<sup>14</sup>

David Nunan also states that there are four principles for teaching speaking<sup>15</sup>:

- a. Practicing fluency and accuracy with students.

Being accuracy is not making any grammatical, vocabulary, punctuation, or other mistakes when speaking or writing.

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<sup>14</sup> Nurmawati, "The Implementation Of Daily Conversation Method (Dcm) To Improve Students' Speaking Ability At Ma'had Al Jami'ah Uin Raden Intan Lampung", A Thesis. (2018): 29.

<sup>15</sup> Nunan, *Practical English Language Teaching*, vol. 57, p. .

Accuracy is a fluid movement that connects spoken sounds, syllables, words, and sentences to other occasions. Teachers must provide fluency-building activities and stress that making mistakes is a normal aspect of learning a new language for the benefit of their students.

- b. Giving students the chance to speak by employing pair or group projects and restricting teacher speaking time.

The amount of speaking in class needs to be acknowledged by language teachers. Work in groups and in pairs can give students more practice speaking up while limiting teacher speaking time.

- c. Arranging speaking tasks that demand meaning negotiation.

Because contact entails efforts to comprehend and make teachers understand, learners advance by talking in the target language. The term "negotiation for meaning" refers to this procedure. This entails making sure you comprehend what was stated, asking for clarification, and making sure that your point was understood.

- d. Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

Outside of the classroom, we typically communicate with others for interactional or business-related reasons.

Communicating in a transactional manner entails getting things done, such as trading good services.<sup>16</sup>

### **3. Types of Speaking**

Speaking is used in a variety of types, and each type involves different skills. Type of speaking is an important part of speaking

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<sup>16</sup> Anisa Jati Laksana, "The Effectiveness of Using Chain Story Game for Teaching Speaking at SMP Negeri Jatilawang 2015/2016," *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 6, no. August (2016): 128.

skills, in this section, the writer will explain the type of speaking based on Brown.

Brown describes five categories of speaking skills area. Those five categories are as follows<sup>17</sup>:

1) Imitative

Imitative is the ability to simply reproduce (imitate) a word, phrase, or sentence.

2) Intensive

A brief string of spoken phrases is being produced by Intensive with the intention of showing small groups of payloads a grammatical link.

3) Responsive

Responsive includes testing user interaction and comprehension. Short conversations, standard greetings and small talk, easy inquiries, opinions, etc.

4) Transactional (dialogue)

Transactional language, which is used to transmit or exchange certain information, is expanded from respondent language.

5) Extensive (monologue)

Storytelling, speeches, and oral presentations are examples of tasks requiring extensive oral production. For lengthy jobs, the language style is usually formal and more deliberate.

In conclusion, Brown identified five different forms of speaking, including imitative, intensive, responsive, transactional, and extensive, each of which has examples of its activity. Imitative learning, which involves copying what the teacher says,

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<sup>17</sup> Brown, "Language Assessment Principle and Classroom."

intensive learning, which involves two-way communication, responsive learning, which entails answering questions in a timely manner, and transactional learning, which strives to complete tasks or exchange information, for instance, talks. The last extensive is a one-person conversation that is conveyed to many people.

#### **4. Elements of Speaking**

Speaking is the act of using words and sounds to convey ideas, thoughts, or feelings. Good English speakers must know the elements of speaking. The component of speaking is a crucial thing that cannot be separated from one another.

Speaking in terms of education involves five components, including<sup>18</sup> :

##### 1) Pronunciation

Students can produce clearer language when speaking by practicing their pronunciation. This indicates that even when pupils have a restricted vocabulary, they can still effectively communicate if they have strong intonation and pronunciation.

##### 2) Grammar

A speaker's or listener's optimum level of language proficiency can be calculated and predicted using grammar.

According to David Nunan, grammar frequently consists of a series of rules that specify the proper word order within sentences.<sup>19</sup> It is described as "a description of the structure of a language and how units such as words and phrases are combined

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<sup>18</sup> Nunan, *Practical English Language Teaching*, vol. 57, p.

<sup>19</sup> Nunan, *Practical English Language Teaching*, vol. 57, p.

to produce sentences in the language" by the Longman Dictionary of Applied Linguistics.<sup>20</sup>

### 3) Vocabulary

In order to effectively use a second language, vocabulary is crucial since without it, we are unable to put the structure and functions we may have acquired for understandable communication to use. One of the keys may be thought of as the capacity for verbal communication.

### 4) Fluency

Speaking accurately, fluently, and communicatively is known as fluency. Fluency is usually used to describe the unhindered and unrestricted use of oral language.<sup>21</sup>

### 5) Comprehension

The ability to absorb and understand lengthy conversation in order to create representations of sentence meaning is known as comprehension. Despite the intricacy and potential risks of the procedure, "comprehending" refers to volunteers who completely comprehend the nature of the study effort.

## 5. The difficulties in Speaking

Since it requires a lot of study time to become fluent and have exceptional comprehension, students find it challenging to speak English. They must therefore improve their pronunciation and vocabulary.

According to Chens, pupils' lack of confidence, inadequate

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<sup>20</sup> Nunan, *Practical English Language Teaching*, vol. 57, p.

<sup>21</sup> Jumiati (2009). Error Analysis on Grammatical Aspects in English Speaking of the First Years Students' at English Department of Fkip UIR Pekanbaru: University of Islam Riau: Unpublished Thesis. p.10.

language proficiency, and limited vocabulary are the most frequent issues. According to Juhana, speaking in front of the class can be challenging for students due to a variety of psychological issues, including the fear of making mistakes, shame, anxiety, low self-esteem, and lack of desire.<sup>22</sup>

In addition, Raba'ah in Afisa emphasized that a variety of issues make it difficult to speak English. Some of the factors are the students themselves, the teaching strategies, the curriculum, and the environment. For instance, a lot of pupils can't finish a conversation because they don't have the right terminology to explain their ideas.<sup>23</sup>

Penny Ur said four types of problems in speaking activities consist of<sup>24</sup>:

#### 1) Inhibition

Inhibited students worry about making errors, dread criticism, or worry about coming off as ignorant. They feel embarrassed by the attention their speech garners.<sup>25</sup> Students become nervous when speaking in class and see their audience as lacking confidence because they are not interested in reading, listening to, or writing the English language.

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<sup>22</sup> Juhana, Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia) The English Department, Indonesia Open University-Journal of Education and Practice.

<sup>23</sup> Afisa, Shela Yolanda Pradya. The Students Difficulties in Speaking at The Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year. Surakarta: Muhammadiyah University of Surakarta. (2015)

<sup>24</sup> Penny Ur, A Course in Language Teaching: Practice and Theory. (United Kingdom: Cambridge University Press, 2009)

<sup>25</sup> Penny Ur, A Course in Language Teaching: Practice and Theory.

## 2) Nothing to say

Students struggle when speaking in front of their class. Few students are familiar with grammar and vocabulary; therefore, in order to improve their abilities, they need be able to motivate themselves to talk. Students' speaking is increasingly affected by the grammatical issue as well. Students struggle when speaking in front of their class. Few kids are proficient in grammar and vocabulary, thus it is important for them to be able to inspire themselves to speak in order to develop these skills. The grammatical issue also has an impact on how well kids talk. Grammar-challenged students have difficulty communicating in English as well.<sup>26</sup> According to Shatz and Wilkinson, major grammar issues encountered by English language learners include the incorrect use of prepositions, articles, the past tense, and the third person singular.<sup>27</sup>

## 3) Uneven or Low Participation

Poor or inconsistent participation. In huge groups, this means that everyone will only get to speak for extremely little periods because only one member at a time can speak if he is to be heard. The tendency of certain pupils to dominate while others talk very little or hardly at all exacerbates this issue.

## 4) Mother - Tongue use

The percentage of pupils today who are habituated to speaking their mother tongue is a phenomenon. Since they have

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<sup>26</sup> Oxford, R. L, *Language Learning Strategies: What every teacher should know*. House Publishers. (1990).

<sup>27</sup> Schatz M, Wilkinson L, *Ways to words: Learning a second language vocabulary*. (The education of English language learners: Research to practice. New York, NY: Guildford Press; 2010 in press), 165.

been familiar with it since they were little, they frequently speak to him in his native tongue, making communication simpler. Harmer demonstrates that when pupils explore uncharted territory, that's when they speak in their home tongue.<sup>28</sup>

Students feel more at ease speaking in their native language. They lack drive because they lack the motivation to converse in a foreign language. They are used to speaking foreign languages very well.

## 6. Strategies to Overcome the Problems

Heriansyah advised pupils to focus on fluency and precision when practicing their speech in order to improve their speaking abilities. Furthermore, Christianson, Hoskins, and Watanabe claimed that viewing English-language films can affect listeners' pronunciation since watching and listening to movies encourages students to enhance their language in papers and other presentations.<sup>29</sup> Additionally, Christianson, Hoskins, and Watanabe use peer feedback as a strategy to help students develop their oral communication skills since peers may then evaluate their errors, particularly in vocabulary, grammar, and pronunciation.<sup>30</sup> Kavi claims that a variety of activities, including group conversations, role-playing, storytelling, public speaking, debates, etc., can be utilized to help people learn to

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<sup>28</sup> Harmer, J., *The Practice Of English Language Teaching* (3rd ed.). (Cambridge, UK: Pearson Longman, 2011)

<sup>29</sup> Christianson, Hoskins, Watanabe (2009). Evaluating the Effectiveness of a video-recording based self-assessment system for academic speaking. *Language research bulletin*. 24. 1-15

<sup>30</sup> Christianson, Hoskins, Watanabe. Evaluating the Effectiveness of a video-recording based self-assessment system for academic speaking



communicate.<sup>31</sup>

Juhana suggests the following as potential remedies for the psychological issue:

a. The solution to solve the fear of mistake

Teachers must foster a positive classroom environment and chemistry with their pupils to help them overcome their anxiety about making mistakes when speaking. Thus, when kids speak English, they will feel at ease. The first step in overcoming the fear of making a mistake is to establish an emotional bond between teachers and students. It implies that professors should make pupils feel at ease with them and that they can rely on them to correct their mistakes. Second, teachers need to help their students focus more when studying English. Finally, teachers need to foster a peaceful environment that might lessen student problems.

b. Shyness

Teachers must come up with effective ways to help kids who are shy get over their shyness. Pesce urged instructors to establish a welcoming and open classroom climate.<sup>32</sup> It is hoped that by doing this, shy students will feel at ease making mistakes while learning. Students won't be concerned about their grammar and pronunciation with this method.

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<sup>31</sup> Harvavi Kavi, Teaching Speaking, (<http://unr.edu/homepagehayriyek>, accessed on march 17,2009)

<sup>32</sup> Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3. No 12. 2012

c. The solution to solve the anxiety

Giving pupils incentive and fostering a relaxed environment might help reduce students' fear when speaking. According to Keramida, encouraging student motivation and fostering a relaxed atmosphere in the classroom is crucial to getting the attention of the teacher since it can help students feel less anxious, more confident, and more willing to speak up in class.

d. The solution to solve the lack of confidence

Ye Htwe suggests a strategy for increasing pupils' self-assurance as a remedy for their lack of self-assurance. Increasing students' exposure to English, in his opinion, is a terrific way to increase their confidence.

e. The solution to solve the students' lack of motivation

To offset their lack of motivation, the teacher can engage in activities that foster students' appreciation for the language, their enthusiasm for it, and their self-assurance. In order to increase students' motivation, Aftat advises teachers to consistently encourage and assist them as well as inquire into the causes of their problems.<sup>33</sup>

Since supporting students also makes them feel comfortable and accepted in their study, this becomes highly important.

## 7. Evaluation in Speaking

Phopmam defines evaluation as a process by which a value assessment or choice is produced based on a variety of observations,

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<sup>33</sup> Aftat, Mokhtar, (2008), Motivation and Genuine learning.  
<http://www.englishteacher1.com/motivation.html> (March 15, 2011).

the evaluation's background, and its education.<sup>34</sup> Djiwandano claims that evaluation is a process or set of actions used to record samples of someone's conduct as a testament to their aptitude in a certain field.<sup>35</sup>

Evaluation of the English-speaking program can be through students' tests or exercises. Evaluation in speaking can be done as follows<sup>36</sup>:

#### 1) Pronunciation

A fundamental skill of learning a language is pronunciation. While the majority of second language learners will never have a native speaker's pronunciation, bad pronunciation can impede communication and prevent pupils from clearly communicating their ideas. Look for the right pronunciation of articulated words, and unique spellings, and assimilate and abbreviate as appropriate when assessing a student's pronunciation. Observe the intonation as well. Are pupils speaking with the appropriate intonation for the sentences they are using? Did you realize that asking questions differs from saying things out loud?

Determine which level your pupils fall into by listening for these pronunciation abilities.

#### 2) Grammar

Test results are also evaluated based on the student's ability to govern, use language appropriately and accurately, develop, and avoid making grammatical mistakes when speaking.

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<sup>34</sup> Lubis, Nasidah. *The Effect of Socio Drama Method in Teaching Speaking at SMPN 1 Penyabungan 2013/2014*. Diss. Thesis, 2014.

<sup>35</sup> Susi Fitria, "Speaking Activities in Young Learners Classroom: The Implementation of Project-Based Learning Approach," *Journal of English and Education* 1, no. 2 (2013): 90–102.

<sup>36</sup> Brown, "Language Assessment Principle and Classroom."

As your students speak, pay attention to the grammatical structures and tools you taught. Can you use multiple tenses? Is that correct? Is the word order correct in the sentences? These are all important grammatical items and good speakers can incorporate them into their speech.

### 3) Vocabulary

Both a broad production vocabulary and a broad recognition vocabulary should be encouraged by teachers in their classes. This is why it's helpful to evaluate children based on the level of language they can generate:

Do they use the words you specifically taught them this semester? Do they speak with vocabulary that is appropriate for the situation?

Determine how well kids are doing in this area by listening to the level of language they can generate on their own.

### 4) Fluency

Fluency means being able to speak relatively quickly without requiring many breaks or pauses. This is probably the easiest trait to assess a student's speaking ability. How relaxed are they talking? How easy are the words to come out? Are there large pauses or gaps in the student's speech? In this case, the students is having trouble speaking fluently. Language proficiency is a key factor in language evaluation since it measures how easy it is to communicate.

### 5) Comprehension

Comprehension is the capacity to take in and analyze long lengths of discourse to construct representations of sentence

meaning. Students must comprehend the conversation's context to respond appropriately to questions.

## 8. Speaking Assessment

According to Brown, there are five components of speaking to be scored; Pronunciation, grammar, vocabulary, fluency, and comprehension.

### a. Pronunciation

- 5 = equivalent to and fully accepted by an educated native speaker.
- 4 = Errors in pronunciation are quite rare.
- 3 = errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
- 2 = accent is intelligible though often quite faulty.
- 1 = errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

### b. Grammar

- 5 = equivalent to that of an educated native speaker.
- 4 = able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar are quite rare.
- 3 = control of grammar is good, able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
- 2 = can usually handle elementary constructions quite accurately but does not have thorough or confident control

of the grammar.

- 1 = errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

c. Vocabulary

- 5 = speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

- 4 = can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

- 3 = able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

- 2 = has speaking vocabulary sufficient to express himself simply with some circumlocutions.

- 1 = speaking vocabulary inadequate to express anything but the most elementary needs.

d. Fluency

- 5 = has complete fluency in the language such that his speech is fully accepted by educated native speakers.

- 4 = able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a

high degree of fluency.

- 3 = can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
  - 2 = can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
  - 1 = no specific fluency description. Refer to other four language areas for implied level of fluency.
- e. Comprehension
- 5 = Equivalent to that of an educated native speaker.
  - 4 = can understand any conversation within the range of his experience.
  - 3 = comprehension is quite complete at a normal rate of speech.
  - 2 = can get the gist of most conversation of non technical subjects : topics that require no specialized knowledge.
  - 1 = within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

## **B. Concept of Conversation**

### **1. Definition of Conversation**

Conversation is one of the skills in English. The conversation is a social interaction in which the type of speech occurs informally and symmetrically to build and maintain social relations according to

the rules of social etiquette.<sup>37</sup> Face-to-face interactions are common to all human cultures and offer a fun setting for kids to learn their native tongues. The conversation focuses on the conversation: the ability to engage in and manage a conversation. "conversational skills" and "communication skills" are the pillars of learning. Hartley defines conversation as a speaking action meant to let two people understand one another, as stated by Priyatmojo.<sup>38</sup>

According to Brennan, A conversation is a cooperative activity in which two or more individuals engage in interactive communication using both verbal and non-verbal cues.<sup>39</sup>

According to the definition above, a conversation is an activity between two or more people to convey ideas, thoughts, or points of view using numerous elements of the language to learn from each other. It's a social engagement, the chat. Therefore, everyone should practice proper conversational manners. In addition to acting politely, they also need to pick their words carefully.

## 2. Types of Conversation

When speaking with someone, it helps to know what you're debating. Depending on how the dialogue is going, whether it is one-way or two-way, and if it is competitive or collaborative, this can be done. You are more likely to speak to yourself while you are having a one-way discussion than to another person. Everybody speaks while concurrently listening in a two-way conversation. In contrast to

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<sup>37</sup> Lalu Suparman, "The Effectiveness of the English Conversation to Improve Students' Speaking Skill," *Palapa* 5, no. 2 (2017): 38–52.

<sup>38</sup> Arif Suryo Priyatmojo, "Teaching Transactional and Interpersonal Conversation: A Classroom Action Research," *Language Circle: Journal of Language and Literature* 9, no. 1 (2014): 9–16.

<sup>39</sup> Brennan, "Speech, Conversation and Dialogue."



people who engage in collaborative discussions, those who engage in competitive conversations are more focused on their viewpoints.

David categorized interactions into four groups based on their intent and tone: debate, dialogue, discourse, and diatribe as follows<sup>40</sup>:

- a. A debate is a contested, two-way discourse. The objective is to prevail in a debate or persuade someone, such as another participant or outside observers.
- b. Dialogue is a two-way conversation in which everyone participates. The objective is for individuals to establish contacts and exchange information.
- c. Discourse is a two-way conversation that is cooperative and one-sided. The speaker's or writer's objective is to inform the audience or reader.
- d. Diatribe is a one-sided conversation that is competitive. The objective is to convey feelings, browbeat opponents, and motivate supporters of your viewpoint.

### **C. The Previous Research**

Several studies have investigated topics similar to this study. They are :

1. Research conducted by Linda Amalia in 2017 entitled *An Analysis of Student Mastery Vocabulary in English Daily Conversation* (A Cash study at the first grade of MA Al- Rahmah Islamic Boarding School Serang- Banten). The study's findings show that although there are a few minor pronunciation errors, overall, the students did a decent job of memorizing the vocabulary. The daily discourse of the learner included words learned through memorization. After students acquire

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<sup>40</sup> David W. Angel, "The Four Types of Conversations: Debate, Dialogue, Discourse, and Diatribe", (Chicago: Squarespace, 2016)

some vocabulary, MA Al Rahmah uses practice conversations in first grade. They were required to memorize three words from a set of vocabulary that they were given each day. They might practice the conversation with their pair work regarding holidays once they had some language memorized. It appears that the first-grade kids at MA Al-Rahmah did a decent job of memorizing vocabulary for daily conversation in English; five of the students had really good scores, and 24 received well.<sup>41</sup>

2. Research from Ima Agista in 2022 entitled “Daily Speakin[g English Conversation Program at Al-Mawaddah Modern Islamic Girl Boarding School”. The results of the research shown that Language programs come in two different categories: primary programs and supplementary programs. The primary program is a speech-related program, and speaking is directly produced in the program. The course consists of a vocabulary course or vocabulary being generous, conversation course, daily conversation course, a language course, speech course, and a theater course. Complements, in contrast, are initiatives that do not immediately result in speaking abilities. Both of these programs are designed to teach students how to speak clearly and accurately, to boost their self-esteem, and to encourage them to enjoy speaking practice.<sup>42</sup>
3. Research from Nurul Hakimah in 2020 entitled “Speaking Skills Problems in Daily English Conversation Faced by Students of Fadhlul Fadhlul Islamic Boarding School from their own and their Mentors’

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<sup>41</sup> Amalia, “An Anlysis Of Student Mastery Vocabulary In English Daily Conversation (A Case Study at First Grade of Ma Al-Rahmah Islamicboarding School Serang-Banten).”

<sup>42</sup> Agista, “Daily Speaking English Conversation Program At Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo.”

Perspectives”. The findings of this survey suggest that students at PPF experience the most frequently reported speaking competence issues in casual English conversation. Speaking issues that first- and fourth-year PPF students encounter on their own include a lack of sufficient grammar knowledge, a lack of speaking class time, a fear of making a mistake, a lack of English proficiency, poor pronunciation, and speaking difficulties. These are shyness and low self-esteem. The students have mentioned a few of them. Lack of conversational time, poor grammar skills, and fear of mispronouncing words are the three main reasons. The aforementioned problems could prevent students from honing their English-speaking skills.<sup>43</sup>

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<sup>43</sup> Nurul Hakimah, “Speaking Skills Problems in Daily English Conversation Faced By Students of Pondok Pesantren Fadhlul Fadhlun (Ppf) From Their Own and Their Mentors’ Perspective” (2020).

## CHAPTER III

### RESEARCH METHOD

#### A. Methodology of Research

Researchers employed qualitative techniques in this study. In qualitative research, the sort of data that is primarily collected is qualitative data, and the research process is carried out honestly and organically in the field while adhering to objective conditions.<sup>44</sup> With a case study research design, this study employs a qualitative methodology. An in-depth description and explanation of numerous characteristics of a person, a group, an organization (community), a program, or a social situation are contained in a case study.<sup>45</sup> Researchers who do case studies aim to look at as much information as they can on the topic they are studying. A case study, according to Nunan and Bailey, is a thorough assessment of one person or entity (or a few people or entities), frequently over a lengthy period of time.<sup>46</sup>

This study will know the implementation of English daily conversation on students' speaking ability at Al Madina Islamic Boarding School, students' difficulties in the English daily conversation, and solving the problems.

#### B. Time and Location of The Study

The research entitled "Exploring Students' Speaking Skills in English Daily Conversation" will be conducted at Al Madina Islamic

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<sup>44</sup> Arifin Zainal, *"Penelitian Pendidikan"*, Bandung: PT. Remaja Rosdakarya, 2014

<sup>45</sup> Mulyana Dedi. 2013. "Metodologi Penelitian Kualitatif" Bandung: PT. Remaja Rosdakarya, p.201

<sup>46</sup> David Nunan and Kathleen M, Bailey, *Exploring Second Language Classroom Research: A Comprehensive Guide* (Boston: Heinle, 2009), 158.

Boarding School Jl. Raya Cibiuk km.7 Kadubincarung, Desa Kadubale, Kec. Banjar, Pandeglang- Banten from June 2 to June 9 2023.

### **C. Research Subjects**

The subjects in this research were fifteen eleventh-grade students at Al Madina Islamic Boarding School and one language teacher. The informant determination technique carried out by research is a purposive sampling technique. Data source sampling technique with certain considerations, for example the person is considered to know best about what we expect. The criteria used in determining the subjects of this research are as follows:

1. Fifteen students consisting of class eleven
2. Mastering the language
3. Able to provide the information researchers need
4. Fluent in speaking English
5. Eleventh grade English teacher

### **D. Research Design**

This research is included in qualitative research with case studies. According to Thomas in Prashant, A case study uses one or more approaches to investigate people, events, decisions, periods, projects, policies, institutions, or other systems. In this case, the researcher conducted a case study to find or investigate problems in depth regarding the English daily conversation program at Al Madina Islamic Boarding School and solve the problem, exploring students' speaking skills in English daily conversation at Al Madina Islamic Boarding School.

Design research in this study is to seek the data needed to be able to answer the questions of the investigation. To make this research

objective and accurate, the researcher will interview students and language teachers at Al Madina Islamic Boarding School.

## **E. Research Instruments**

### **1. Observation**

In this study, researchers conducted non-participant observation. A Non-participant observer is when someone is acting as an observer but not participating in the subject's life. In this case the researcher came to Al Madina Islamic Boarding School to observe how the activity was going not take part in the activity. Researcher will observe the implementation of English daily conversation on students' speaking ability, which involves direct activities at the research location at Al Madina Islamic Boarding School. In this instance, the researcher merely notes, examines, and makes deductions regarding the object under study.

### **2. Interview**

In this step, the researcher will interview fifteen students and a language teacher. The informant determination technique carried out by reseacher is a purposive sampling technique. According Sugiono purposive sampling is a data source sampling technique with certain consideration. These specific concerns, such as the person who is thought to know the most about what we may expect, or perhaps he is the ruler, will make it simpler for the researcher to investigate the social object or scenario under study. First, researchers will interview fifteen students of the Al Madina Islamic Boarding School to learn about the students' difficulties in daily English conversations at the Al Madina Islamic Boarding School and solutions to overcome these

problems. Second, researchers will interview language teachers to obtain information about solutions to overcome students' speaking problems.

### 3. Documentation

The researcher took documentation to complete observation and interview. The researcher collected students' documentation on the English daily conversation at Al Madina Islamic Boarding School. The researcher also collected pictures from observation and interviews to document English daily conversation at Al Madina Islamic Boarding School. Besides the data obtained in the form of notes, books, texts, journals, documents, and so on to find out the history of the establishment of Al Madina Islamic Boarding School, handbooks used for English daily conversation at Al Madina Islamic Boarding School.

## **F. Data Collection**

In this session, the data collected by the writer are observation, interview, and documentation.

### 1. Observation

Observation is the action of turning one's attention toward a process or object with the goal of sensing and then understanding a phenomenon using one's prior knowledge, ideas, and concepts in order to gather the data required to carry out further investigation. According to Hardani et al., observation is one method for gathering data by keeping an eye on ongoing activities.<sup>47</sup>

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<sup>47</sup> R Agustiani et al., *Metode Penelitian Kualitatif dan Kuantitatif (TOHAR MEDIA, 2022)*

In this study, researchers conducted non-participant observer. A Non-participant observer is when someone is acting as an observer but not participating in the subject's life. In this case, the researcher came to Al Madina Islamic Boarding School to observe how the activity was going not take part in the activity. The researcher will observe the implementation of English daily conversation on students' speaking ability, which involves direct activities at the research location at Al Madina Islamic Boarding School. In this instance, the researcher just documents, examines, and develops conclusions regarding the subject of study.

## 2. Interview

An interview is conversation between two persons in which one of them is trying to get information from the other by posing questions with a defined goal.<sup>48</sup> Sugiono stated, "Interviewing gives the researcher a way a learn more about participants' perspectives on a topic or phenomenon then is possible through observation".<sup>49</sup>

In this step, the researcher will interview participants in two parts which will involve fifteen students and a language teacher. The informant determination technique carried out by the researcher is a purposive sampling technique. According to Sugiono purposive sampling is a data source sampling technique with certain consideration. These specific concerns, such as the person who is thought to know the most about what we may expect, or perhaps he is the ruler, will make it simpler for the researcher to investigate the

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<sup>48</sup> MR Pahleviannur et al., *Metodologi Penelitian Kuantitatif dan Kualitatif* (Pradina Pustaka, 2022)

<sup>49</sup> Sugiono, (2018), *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, Bandung: Alfabeta, p. 223.



social object or scenario under study. First, researchers will interview fifteen students of the Al Madina Islamic Boarding School directly at the location. The interview will begin when the students carry out activities in the field to obtain information on the students' difficulties in daily English conversations at the Al Madina Islamic Boarding School and solutions to overcome these problems. Second, researchers will interview language teachers to obtain information about solutions to overcome students' speaking problems.

### 3. Documentation

Documentation is collecting, processing, selecting, and storing information in the field of knowledge that provides or contains evidence related to data. Researchers took the documentation method to complete observations and interviews. In order to support evidence about English speaking programs, researchers gathered student documentation from the Al Madina Islamic Boarding School's English daily conversation program. Researchers also collected pictures of observations and interviews to become documentation in the English daily conversation at Al Madina Islamic Boarding School. Besides the data obtained in the form of notes, books, texts, journals, documents, and so on to find out the history of the establishment of Al Madina Islamic Boarding School, handbooks used for English daily conversation at Al Madina Islamic Boarding School.

## **G. Data Analysis**

Bogdan asserts that data analysis is meticulously seeking for patterns and arranging the data in a way that makes sense. The entire data

set is processed using an analysis method.<sup>50</sup> Analyzing anything involves looking at it from the inside out to determine what it is and how it functions.

The data analysis techniques employed in this study were created by Miles and Huberman and consist of three parts: data reduction, data display, and conclusion drawing verification.

a. Data Reduction

Data reduction is the initial step in the analysis of qualitative data. Data reduction is the process of summing up, selecting the essentials, concentrating on what matters, and searching for themes and patterns.<sup>51</sup>

In this case, the researcher chooses data from sources including interviews, activity observations of pupils, and a list of questions. Then, this summary is examined to identify key details, classify data, choose the information that is necessary, and arrange the data into the proper format in order to produce insightful findings and recommendations.

b. Data Display

The second step is displaying the data. Information that enables inferences and action is compacted and grouped into views.<sup>52</sup> focusing on data reduction and visualization while taking into account the evolution of research subjects. This stage is accomplished by

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<sup>50</sup> J Corbin and A Strauss, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (SAGE Publications, 2014).

<sup>51</sup> Matthew B. Milles, A. Michael Huberman, *Qualitative Data Analysis A Methods Sourcebook*, 2 nd Edition, (Thousand Oaks, CA:SAGE Publication Inc 1994), 11.

<sup>52</sup> Matthew B. Milles, A. Michael Huberman, *Qualitative Data Analysis A Methods Sourcebook*, 2 nd Edition, (Thousand Oaks, CA:SAGE Publication Inc 1994), 11.

providing a collection of information that is organized and feasible. Make a determination. Conclusion are reached after showing the data.

c. Conclusion Drawing/Verivication

The third step is drawing conclusion and verivication. Observing regularities, patterns, explanations, prospective configurations, causal processes, and propositions allows the qualitative analysis to begin determining what matters as soon as data are gathered..<sup>53</sup> As with analyst outcomes, conclusions are also validated.

In this step, the researcher make inferences and confirms the findings from study qustions that have been addressed through the comparison of observational and interview data. After the data is gathered, the conclusion image is started by drawing speculative conclusions. In this words, it can be argued that the conclusion is continually examined and checked for its accuracy to obtain perfect conclusion about exploring students speaking skills in English daily conversation at Al Madina Islamic Boarding School.

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<sup>53</sup> Matthew B. Milles, A. Michael Huberman, *Qualitative Data Analysis A Methods Sourcebook*, 2 nd Edition, (Thousand Oaks, CA:SAGE Publication Inc 1994), 11.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result Finding**

This chapter contains study findings and a description of all available data. The data in this section of the study are separated into two categories: general data and primary data. General data consists of supporting programs, especially information about Al Madina Islamic Boarding School. The specific information is then comprised of the conclusions drawn from the formulations of the issues, namely to discover the research on the application of the English daily conversation on speaking skills at Al Madina Islamic Boarding School, the problems faced by students in English Daily Conversation at Al Madina Islamic Boarding School, and solutions to overcome students' problems in English daily conversations.

##### **1. General Data**

The general data of this research can be seen as follows:

###### **a. History of English daily conversation at Al Madina Islamic Boarding School**

Al Madina Islamic Boarding School was first established by KH Tb. Halimi (Alm) in 1947 – 1965 which is located on Jl. Raya Cibiuk km. 7 Kadubincarung, Ds. Kadubale, Kec. Banjar, Pandeglang-Banten. Al Madina Islamic Boarding School was first founded on the principles of traditional Islamic boarding schools (Salafiyah), so learning at Al Madina Islamic Boarding School still focused on learning books. In 2001 Al Madina Islamic Boarding School was led by K. Dedi Humaedi, S.S. As Leader of

Islamic Boarding School K. Dedi Humaedi, S.S. want to continue the big aspirations of parents, especially KH. Tb. Halimi, namely making Islamic religious education institutions that are in accordance with the needs of the community, state and nation, in which MDA, MTs, MA, Majlis Ta'lim, courses and skills designed as Islamic Education Institutions in the field of Education, from Kindergarten to College Tall, characterized by 'Islamic boarding school style' (Modern/Salaf). In 2010, Al Madina Islamic Bording School was changed to Modern Islamic Boarding School. So that Al Madina Islamic Boarding School applies the curriculum in the modern era of Islamic boarding schools, including the implementation of English daily conversation at Al Madina Islamic Boarding School as a student suggestion in developing English speaking skills.

**b. Teachers Condition**

The teacher is one of the most crucial elements in educating and serving as a role model for youngsters. At Al Madina Islamic Boarding School, each teacher is responsible for carrying out teaching and learning activities effectively and efficiently. According to the data received by the researchers, Al Madina Islamic Boarding School has 27 teachers. With the demands of professional teachers, Al Madina Islamic Boarding School has teaching staff who are in accordance with the backgrounds of their respective fields of study. The teachers admit that in order to increase maximum learning outcomes, a teacher must have mature scientific capital and according to his educational background. According to the teachers, to produce

teachers who have good professional competence, this can be done through training. In addition, the teachers at Al Madina Islamic Boarding School consist of graduates or alumni from the best Islamic Boarding Schools and universities in Indonesia, such as graduates from Gontor, UIN Sultan Maulana Hasanuddin, Indonesian University of Education, and others.

**c. Students Condition**

In the 2022/2023 academic year, Al Madina Islamic Boarding School has 415 students. They consisted of students from grade seven MTS to grade nine MA. MTS students totaled 273 people and MA students totaled 143 people.

**d. Facilities and Infrastructure of Al Madina Islamic Boarding School**

Good facilities and basic facilities are required for Al Madina Islamic Boarding School's improvement in order to support its quality and promote student comfort. The table below presents the effective data.

**Table 4. 1 List of Facilities and Infrastructure of Al Madina**

No	Types of Infrastructure	Amount
1	Classroom	4
2	Teacher's room	2
3	Practice Room	1
5	Library	1
6	Laboratory	1
7	Circulation Room	1
8	Mosque	1

9	UKS room	1
10	Toilet	5
11	TU Room	1
12	Counseling Room	1
13	student council room	1
14	Girls Dormitory	3
15	Boys Dormitory	3
17	Canteen	1
18	Cooperation	1
19	Public Kitchen	1

## 2. Primary Data

Specific research data can be seen as follows:

### 2.1 The implementation of the English daily conversation on speaking skills at Al Madina Islamic Boarding School

Researchers made observations at Al Madina Islamic Boarding School to find out the implementation of the English daily conversation on speaking skills at Al Madina Islamic Boarding School. Observations were made during the implementation of the English daily conversation at Al Madina Islamic Boarding School. In this study, researchers conducted non-participant observers. Non-participant observers are those who act independently as observers while not taking part in the life of the subject being observed. In the observation process, the researcher uses an observation checklist that has been prepared previously.

Observational data on the implementation of the English daily conversation on speaking skills at Al Madina Islamic Boarding School can be seen in the table below:

**Table 4. 2 Observation Checklist**

<b>Subjects</b>	<b>Pointers(s)</b>	<b>Yes</b>	<b>No</b>	<b>Note</b>
<b>Teacher</b>	1. The teacher gives short conversations to the students	✓		The teacher gives short conversations according to the theme to students contained in the student's daily conversation book
<b>Teacher</b>	2. The teacher provides a sample of how to appropriately read conversations.	✓		The teacher gave an example of how to read conversation correctly, then the students followed
<b>Teacher</b>	3. The teacher gives time for students to memorize conversation	✓		The teacher gives time for students to memorize conversations
<b>Student</b>	4. Students practice English daily conversations according to the theme with their partners	✓		Students practice conversations according to the theme with friends
<b>Teacher</b>	5. The teacher corrects mistakes if students make mistakes in pronunciation	✓		The teacher corrects mistakes in students' pronunciation



Based on observations made by researchers to find out the implementation of the English daily conversation on speaking skills at Al Madina Islamic Boarding School. Learning to speak English at Al Madina Islamic Boarding School is one of the curriculum implementations in the modern era of Islamic boarding schools that use English and Arabic in daily activities. Al Madina Islamic Boarding School is one of the modern Islamic boarding schools in Indonesia that uses a modern boarding school curriculum.

One of the activities carried out at Al Madina Islamic Boarding School is the English daily conversation. Students can practice speaking the target language in ordinary conversations in English. English daily conversation is a daily program used in Al Madina Islamic Boarding School's English program. This activity contains daily conversations with certain themes given by the teacher or language department. This activity aims to train and familiarize students to speak English. Students are required to communicate in English during the English week, both with each other and with the teacher.

As for student activities in English daily conversation, namely by giving conversation. This activity is held every Friday morning, they disseminate conversations based on the daily conversation book's themes, in this book there are several conversation themes. The teacher gives a short conversation according to the theme for students to memorize. Before students memorize conversations, the teacher gives examples of how to read conversations correctly, then students follow them. Then the teacher gives time for students to memorize the conversation, then, the teacher asks students to practice the conversation in front of their friends with their partners. After they practice the conversation, the teacher

evaluates the mistakes they make, such as pronunciation errors, voices that are too low, lack of memorization, and so on.

In addition, researchers made observations to determine students' ability to speak, namely as follows:

**Table 4. 3 Rubik for Assessment of Speaking Skills by H. Douglas Brown**

No	Assessment Aspects		
	Aspects	Score	Description
1	Pronunciation	5	Equivalent to and fully accepted by educated native speakers
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		4	Accent is intelligent though often quite faulty
		5	Errors in pronunciation are frequent but can be understood by a native speaker used to deal with foreigners trying to speak their language.
2	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar are quite rare.
		3	Control of grammar is good, able to speak the language with sufficient structural

		2	accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
		1	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
			Errors in grammar are frequent, but speakers can be understood by a native speaker used to dealing with foreigners trying to speak their language
3	Vocabularies	5	Speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		2	Has speaking enough vocabulary to
		1	

			<p>express himself simply with some circumlocutions.</p> <p>Speaking vocabulary is inadequate to express anything but the most elementary needs.</p>
4	Fluency	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>Has complete fluency in the language such that his speech is fully accepted by educated native speakers.</p> <p>Able to use the language fluently at all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.</p> <p>Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.</p> <p>Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.</p> <p>No specific fluency description. Refer to other four language areas for implied level of fluency</p>
5	Comprehension	<p>5</p> <p>4</p>	<p>Equivalent to that of an educated native speaker.</p> <p>Can understand any conversation within</p>

		3	the range of his experience
		2	Comprehension is quite complete at a normal rate of speech.
		1	Can get the gist of most conversations of non-technical subjects: topics that require no specialized knowledge. Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech, repetition or paraphrase

**Table 4. 4 Results of Students' Speaking Skills**

Students	Aspects					Total
	Pronunciation	Grammar	Vocabularies	Fluency	Comprehension	
S1	3	3	3	3	3	15
S2	2	2	2	2	2	10
S3	2	2	3	2	2	11
S4	2	2	2	2	2	10
S5	4	4	4	4	4	20
S6	2	3	3	2	2	11
S7	3	3	3	3	3	15
S8	2	2	2	2	2	10
S9	2	3	3	2	3	13
S10	3	3	3	3	3	15

S11	3	3	3	3	4	16
S12	4	3	4	3	4	18
S13	4	4	4	4	4	20
S14	3	3	4	3	3	16
S15	3	4	4	4	3	18

The scores above show the ability of Al Madina Islamic Boarding School students to master speaking skills. In this study, there were three (3) students who had pronunciation that was easy to understand even with a Javanese accent, there were six (6) students who had problems with pronunciation so listeners had to really concentrate fully and sometimes there were misunderstandings. The rest, namely there were six (6) people who had difficulty in pronunciation, can be seen from the frequent repetition of the previously mentioned sayings.

With regard to grammar, there were only three (3) students who sometimes made grammatical errors but did not change the meaning or meaning, there were eight (8) students who often made grammatical errors that affected meaning. And there were four (4) students who made a lot of grammatical errors which hindered meaning and often rearranged sentences.

In vocabulary mastery, there were five (5) students who scored four, this means that they sometimes used inappropriate vocabulary, there were seven (7) students who often used inappropriate vocabulary so that conversations were limited due to limited vocabulary. The remaining three (3) students used the vocabulary incorrectly and the vocabulary was limited so it was difficult to understand.

Whereas in fluency, there were three (3) fluency students who seemed slightly bothered by language problems, there were six (6) students who were bothered a lot by language problems, and there were six (6) students who often hesitated and stopped because of language limitations.

The last aspect that is assessed is the understanding of what they convey. There were four (4) who got a score of four which means they understood almost everything even though there was repetition in certain parts, there were six (6) students who got a score of three because they understood most of what was said but spoke rather slowly and there were repetitions. And five (five) of them had difficulty following what was said.

## **2.2 The problems faced by students in English Daily Conversation at Al Madina Islamic Boarding School**

In this step, the researcher will conduct interviews with fifteen students. The informant determination technique carried out by the researcher is a purposive sampling technique. The researcher will interview fifteen students to get information about the problems faced by students in English Daily Conversation at Al Madina Islamic Boarding School. Following are the findings from student interviews:

**Table 4. 5 Student Interview Result**

**Question 1: What do you think about the implementation of English daily conversations in Islamic boarding schools?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"Good, because implementing English daily conversations can make it easier for us to learn and understand English"</i>
Student 2	<i>"Sometimes it makes me dizzy because I have difficulty speaking English"</i>
Student 3	<i>"I think it's good, so we get used to speaking English"</i>
Student 4	<i>"Good, because it can make it easier for us to understand English, especially in speaking English"</i>
Student 5	<i>"Very good, because it can help students get used to English, but sometimes I feel dizzy because I don't know what to say"</i>
Student 6	<i>"In my opinion the implementation of English conversation is good, so that students get used to speaking English and make it easier for students to understand English"</i>
Student 7	<i>"Sometimes I am not excited when carrying out English daily conversations, because I have difficulty speaking English"</i>
Student 8	<i>"Good, with English daily conversations can make it easier for students to learn English, especially in speaking skills"</i>



Student 9	<i>"Good, so we get used to speaking English, but sometimes I feel confused when I want to respond to our speaking partners in English"</i>
Student 10	<i>"I think it's good, so we get used to English"</i>
Student 11	<i>"I think it's good, it can train us in speaking English, but sometimes I have difficulty speaking English when I find new vocabulary"</i>
Student 12	<i>"Good, can help us understand English, both in class and in the field"</i>
Student 13	<i>"Good, so that we are used to English, but sometimes we feel confused about what to talk about because we don't know the meaning in English"</i>
Student 14	<i>"I think it's good, it can motivate students to be more enthusiastic about learning English"</i>
Student 15	<i>"Good, so that students get used to speaking English and practice it in their daily activities"</i>

According to the interview data above, almost all of the fifteen students answered that the implementation of English daily conversations in the field was good because it helps students get used to English, especially speaking English, and can motivate students to be more enthusiastic about learning English. However, there were some students who stated that they felt dizzy when implementing English daily conversation, because they found it difficult to speak English, they felt confused about what to say, especially when they found new vocabulary.

**Question 2: Do you have high enthusiasm and motivation in learning English using English daily conversation?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"Yes, because I like English"</i>
Student 2	<i>"Yes, because with English conversation we can use English well"</i>
Student 3	<i>"Yes, because English conversation can help me get used to speaking English"</i>
Student 4	<i>"Yes, because it helps me in speaking English"</i>
Student 5	<i>"Yes, have high enthusiasm and motivation in learning English"</i>
Student 6	<i>"Yes, I have enthusiasm because I like English"</i>
Student 7	<i>"Yes, have high enthusiasm and motivation in learning English"</i>
Student 8	<i>"Yes have spirit"</i>
Student 9	<i>"Sometimes I'm enthusiastic, sometimes I'm not enthusiastic in learning English"</i>
Student 10	<i>"I am always enthusiastic in learning English, even though I experience many difficulties, especially in speaking English"</i>
Student 11	<i>"I am not enthusiastic in learning English"</i>
Student 12	<i>"Yes, that's for sure, I have high enthusiasm and motivation in learning English"</i>
Student 13	<i>"You could say I am quite enthusiastic in learning English"</i>

Student 14	<i>"Yes, I am very enthusiastic in learning English"</i>
Student 15	<i>"I am always enthusiastic and have high motivation in learning English"</i>

Students show a high level of interest and drive for learning English via the English everyday conversation, despite the fact that they still have language barriers, particularly when speaking the language. Some of them are also passionate and highly motivated to study English since they enjoy the language.

**Question 3: When carrying out the English daily conversation, have you ever felt nervous, worried, or had a heartbeat?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"Yes, that's for sure, it's also been a really tough challenge for me, because until now I still don't feel confident when speaking in front of many people, or when I'm studying in class, I still experience all of that"</i>
Student 2	<i>"There must be a feeling of nervousness, fear, nervousness. But in my opinion, we cannot control that fear"</i>
Student 3	<i>"I always feel nervous every time I speak English anywhere"</i>
Student 4	<i>"Almost every time I speak English I feel nervous and afraid of being wrong too. Especially when I suddenly have to speak spontaneously, I can't do that yet"</i>

Student 5	<i>"Every time I speak English I feel nervous, especially in front of many people"</i>
Student 6	<i>"I feel normal when I'm with friends, but when I'm with the teacher sometimes I get nervous, I'm afraid I'll say the wrong words"</i>
Student 7	<i>"You could say I'm quite confident, I'm pretty fluent, but sometimes it gets stuck when there's a new vocab that I don't know yet"</i>
Student 8	<i>"It's normal, but sometimes I lose my vocab and reflex when I use Indonesian"</i>
Student 9	<i>"In the beginning, I definitely felt nervous, but after a while I became quite confident in speaking English"</i>
Student 10	<i>"There must be a feeling of nervousness and fear of being wrong, especially in front of many people"</i>
Student 11	<i>"Every time I speak English I'm always nervous and afraid of being wrong too"</i>
Student 12	<i>"You must be nervous every time you speak English, especially when the teacher suddenly appoints you to speak English in front of your friends"</i>
Student 13	<i>"There's definitely a feeling of nervousness, but I always try to learn to be confident when speaking English"</i>
Student 14	<i>"Nervous is definitely there, especially when speaking English in front of many people"</i>
Student 15	<i>"Nervous, when suddenly appointed to speak English in front of many people, and afraid of being wrong too"</i>

The result from the interviews indicate that practically all pupils suffer nervousness when speaking English. They experience anxiety, worry, fear, discomfort, and a fear of making mistakes when speaking English. Not only when speaking in front of a large audience but also when conversing with new classmates and instructors at the Islamic Boarding School. For instance, when the teacher unexpectedly asks pupils to speak in front of their friends, some students become frightened. Students frequently speak while feeling uneasy and afraid.

**Question 4: What effect does anxiety have on your speaking participation?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"If it doesn't bother me materially, I can follow the material well. But I really like being insecure with friends who are more active, better at English. Sometimes I'm afraid of being wrong. In group discussions I am not very active, except when a new teacher is appointed I am brave even though I feel nervous"</i>
Student 2	<i>"Very effective. I'm rarely very active even though sometimes I want to talk but it's hard. But now it's good enough because I'm trying to change that fear."</i>
Student 3	<i>"Sometimes I don't ask questions or give opinions because I'm so afraid of being wrong and nervous. Until I hoped that I would not be appointed a teacher, but when I was appointed I always tried to talk"</i>

Student 4	<i>"I always think before participating, think about the grammar, vocabulary, think carefully about ideas, and that makes me more passive in speaking"</i>
Student 5	<i>"I became afraid when speaking, afraid of being wrong and still feel nervous especially speaking in front of many people"</i>
Student 6	<i>"When I'm nervous, I'm usually not fluent in speaking, but I always try to fight the nervousness"</i>
Student 7	<i>"Very influential, at times of nervousness I am afraid to speak and feel nervous"</i>
Student 8	<i>"When I feel anxious, it becomes difficult for me to speak English, but I try to calm myself down so I don't feel anxious when I speak"</i>
Student 9	<i>"It must have had an effect, before I was afraid to speak English especially in front of many people, I was afraid to say the wrong thing when that feeling of anxiety arose"</i>
Student 10	<i>"That feeling makes me unable to speak English fluently, afraid of being wrong and also makes me blank"</i>
Student 11	<i>"Even though I am nervous, afraid, I always try to be active in speaking, because with that I learn to speak better"</i>
Student 12	<i>"In my opinion, it must have an effect, starting from being afraid to speak, feeling trembling, and even speaking is not fluent"</i>

Student 13	<i>“Influential, when I want to participate, I always think about the sentence that I will say, but sometimes I don't participate because I still feel nervous”</i>
Student 14	<i>“It's very influential, I feel afraid to speak English, especially in front of many people, but I try to fight the fear”</i>
Student 15	<i>“Influential for me, I become passive in speaking English”</i>

There are several impacts of anxiety on students' speaking participation. When students want to participate, they always think about the ideas they want to convey, they also arrange sentences in their minds before they try to participate and it doesn't always end with real participation in class. Anxiety is also caused by students refusing to ask questions or provide feedback because of excessive fear of making mistakes and nervousness. When students participate, their speaking becomes not fluent because they still feel nervous when speaking. It interferes with students in all kinds of speaking activities such as students are afraid to actively participate in discussions and question and answer sessions. In general, anxiety has a tremendous effect on students, especially causing them to be more passive in speaking in class.

**Question 5 : How often do you participate in speaking activities in Islamic boarding schools?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"If I just fit the conditions, if asked to ask a question I ask, if asked to answer I answer because I feel I have to fight my fear"</i>
Student 2	<i>"I will actively participate if only appointed by the teacher, but if I practice with my group mates I am more active"</i>
Student 3	<i>"You could say I often participate in speaking activities at Islamic boarding schools, but sometimes I feel nervous when speaking English"</i>
Student 4	<i>"You could say I'm still not very active. But I always try to participate actively, always fight my fear and nervousness"</i>
Student 5	<i>"If I can be said to be less active in speaking, very passive. I will actively participate if the teacher appoints me to ask questions or come forward, because I try to have the courage to speak in front of many people"</i>
Student 6	<i>"I quite participate although I still feel nervous and insecure when I see friends who are active in speaking"</i>
Student 7	<i>"It seems that I rarely participate in speaking activities at Islamic boarding schools, but I'm trying to"</i>



	<i>encourage myself to be more active when speaking activities in the field"</i>
Student 8	<i>"If I just follow the conditions, if the teacher tells us to memorize I will memorize it, if the teacher tells us to practice I practice it, but I feel less confident"</i>
Student 9	<i>"It seems that I am not active enough, because I still feel shy or not confident"</i>
Student 10	<i>"You could say I'm quite active, even though at first I felt nervous and insecure, but I tried to get myself together"</i>
Student 11	<i>"I am less active in speaking activities, because I still feel nervous"</i>
Student 12	<i>"If I am not active, sometimes I feel insecure with friends who actively speak English"</i>
Student 13	<i>"I am not active in speaking activities, but I try and learn to be an active student"</i>
Student 14	<i>"Not very active, because I still feel shy and nervous especially when speaking in front of many people"</i>
Student 15	<i>"For me, sometimes it's active sometimes it's not active, it just depends on the conditions"</i>

On average students participate less in speaking activities because they only participate when the teacher designates them which leaves them with less opportunities to practice their speaking skills. They feel scared, nervous, and insecure. Nonetheless, the students have the awareness that they need to overcome their own fears and build their confidence to be more active in speaking activities.

**Question 6: What are the challenges you face in English daily conversation at Islamic Boarding School?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"I'm not confident, because I still have difficulty in pronouncing, and I'm still wrong in the diction of similar words"</i>
Student 2	<i>"I am not confident. That's what makes me stuck in English"</i>
Student 3	<i>"Lack of confidence, and fear of being wrong when speaking English"</i>
Student 4	<i>"Because I'm from Java, it's difficult for me to pronounce because my accent is like my area"</i>
Student 5	<i>"I try to be confident even though I feel my grammar knowledge is still messy"</i>
Student 6	<i>"If I am not confident and embarrassed by the way I speak English which is still a mess"</i>
Student 7	<i>"Lack of vocabulary and confused about what to say, so I have difficulty in English"</i>
Student 8	<i>"If the challenge is usually in pronunciation, it's often wrong in pronunciation"</i>
Student 9	<i>"My challenge is the lack of vocabulary so I don't know what to say"</i>
Student 10	<i>"If I am not confident when speaking English"</i>
Student 11	<i>"The challenge is more about pronunciation because sometimes I still feel embarrassed and scared when I</i>

	<i>make a mistake and don't know how to pronounce it"</i>
Student 12	<i>"Lack of adequate grammar knowledge, so it's still messy when speaking"</i>
Student 13	<i>"My challenge is the lack of vocabulary, especially when finding new vocabulary"</i>
Student 14	<i>"I still feel insecure when I speak English because my English is still a mess"</i>
Student 15	<i>"My challenge is grammar. my grammar is still messy"</i>

According to the interview data above, students' difficulties pronouncing words correctly and their limited vocabulary make it difficult for them to sustain their English communication. The majority of them still struggle with knowing how to interact with their partners in English. Additionally, the most of them have a limited vocabulary but are too lethargic to memorize it, which prevents them from speaking English. Additionally, they are illiterate in grammar.

Teachers run into trouble because of the pupils' unwillingness to study and develop conversational skills. Students can be found to be unaware of the necessity to participate in the learning process and pay attention to friends conversing in front of other friends.

**Question 7: Is there a book on the use of English daily conversations in Islamic boarding schools? Can it help you in the learning process?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"Yes, very helpful in the learning process"</i>
Student 2	<i>"Yes, and very helpful in the learning process, especially in speaking English"</i>
Student 3	<i>"Yes, very helpful for daily English speaking"</i>
Student 4	<i>"Yes, it is very helpful because it adds to our knowledge of English, especially in speaking skills"</i>
Student 5	<i>"Yes, it is very helpful to speak English because it is equipped with conversation examples that we can learn and practice in our daily activities"</i>
Student 6	<i>"Yes, I think it helps a lot in English speaking skills"</i>
Student 7	<i>"Yes, very helpful not only in the learning process but also very helpful in daily English speaking activities"</i>
Student 8	<i>"There is a daily conversation book, and it is very helpful in the process of learning English"</i>
Student 9	<i>"Yes, I think it is very helpful, especially in speaking skills, because there are examples of conversations related to daily activities, so we can practice them in our daily activities"</i>

Student 10	<i>"Yes, in my opinion it is very helpful and makes it easier for us to learn English, especially in speaking"</i>
Student 11	<i>"Yes, very helpful in the learning process, especially in speaking English"</i>
Student 12	<i>"There is a daily conversation book and it is very helpful in the process of learning English, and in the book there are examples of conversations that we can apply in our daily activities."</i>
Student 13	<i>"Yes, very helpful especially in learning to speak English"</i>
Student 14	<i>"Yes, and in my opinion it is very helpful in the process of learning English and in language activities"</i>
Student 15	<i>"Yes, it is very helpful in learning English, especially to practice speaking English"</i>

To assist students in English daily conversation, Al Madina Islamic Boarding School provides daily conversation manuals for students. According to students, the book is very helpful in learning English, especially in speaking. The daily conversation book also contains examples of conversations in three languages, namely Indonesian, English and Arabic, so students can practice them in their daily activities.

**Question 8: What is the impact of the English daily conversation?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"It can help me get used to speaking English everyday and in learning activities"</i>
Student 2	<i>"I think English daily conversation can train me in speaking English"</i>
Student 3	<i>"I think it can improve English speaking ability"</i>
Student 4	<i>"I think the impact is that it can help us get used to speaking English everyday"</i>
Student 5	<i>"In my opinion the impact of English daily conversation is very good because it can increase knowledge about English, especially helping us to speak English"</i>
Student 6	<i>"In my opinion, it can help us practice speaking English and add new vocabulary"</i>
Student 7	<i>"It can help us improve our English speaking skills and add vocabulary"</i>
Student 8	<i>"The impact is very positive, namely helping us to get used to English, especially in speaking English"</i>
Student 9	<i>"In my opinion the impact of English daily conversation is that it can help us in speaking English skills and can increase English vocabulary"</i>
Student 10	<i>"The impact of English daily conversation is to help improve speaking skills, practice pronunciation, and</i>

	<i>add new vocabulary"</i>
Student 11	<i>"I think the impact is that it helps us speak English"</i>
Student 12	<i>"The impact is that it helps us to get used to English and speak English in our daily activities"</i>
Student 13	<i>"In my opinion it is very helpful in improving English speaking skills, and increasing our vocabulary in English"</i>
Student 14	<i>"In my opinion the impact of English daily conversation is to help us improve our language skills, especially speaking skills, and add new vocabulary"</i>
Student 15	<i>"Can improve our ability in English"</i>

From the results of the interviews above, English daily conversation has a very positive impact. According to the students, English daily conversation can help them get used to English, especially in communicating in English. In addition, English daily conversation can also add new vocabulary and improve students' English speaking skills because they often practice it in their daily activities.

#### **Question 9: Can English conversation improve your speaking skills?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"Yes, because with English conversation I practice speaking English more often, over time my speaking skills will improve"</i>
Student 2	<i>"Yes can, because with the application of English conversation I often speak English in my daily"</i>

	<i>activities"</i>
Student 3	<i>"I think I can, because in English daily conversation I often communicate with friends using English, so my speaking ability has improved"</i>
Student 4	<i>"Yes can, because it helps me speak English in my daily activities"</i>
Student 5	<i>"Yes, with the English daily conversation I am required to speak English in the Islamic boarding school environment, so that my speaking ability has increased"</i>
Student 6	<i>"Yes, because I often learn to speak English, and over time my speaking ability improves a little even though I still make pronunciation mistakes when speaking English"</i>
Student 7	<i>"Yes can, I think English conversation really helps me improve my speaking skills, because it is often practiced"</i>
Student 8	<i>"Yes, it can improve my speaking skills, because English conversation makes me often learn to speak English and practice it in my daily activities, and it makes my speaking skills improve"</i>
Student 9	<i>"Yes, because I often communicate in English so that my ability has increased"</i>
Student 10	<i>"Yes can, English conversation helps improve speaking skills"</i>
Student 11	<i>"Yes, I think English conversation can make us</i>



	<i>accustomed to speaking English, so that our speaking skills improve"</i>
Student 12	<i>"Yes can, I often speak English when carrying out English daily conversations, and my speaking ability has improved a little"</i>
Student 13	<i>"Yes can improve your speaking skills, because you often communicate in English"</i>
Student 14	<i>"Yes, English daily conversation can improve my speaking skills because it trains me to speak English fluently, which at first I couldn't at all"</i>
Student 15	<i>"Yes, English daily conversation makes me often practice speaking English with friends so that my speaking skills improve"</i>

From the results of the interviews above, all students think that English daily conversations can improve students' speaking skills, because with English daily conversations students practice and communicate more often in English with friends in their daily activities, so that over time students' speaking skills increase.

**Question 10: What are the difficult aspects of English conversation?**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"My difficulty is in pronunciation, I have difficulty pronouncing words in English"</i>
Student 2	<i>"In my opinion all aspects of English conversation are difficult to learn"</i>

Student 3	<i>"I have difficulty in all aspects"</i>
Student 4	<i>"The most difficult aspect is pronunciation"</i>
Student 5	<i>"I think all aspects are difficult, and the most difficult is grammar"</i>
Student 6	<i>"I could say that all aspects are difficult to learn"</i>
Student 7	<i>" In my opinion, what is difficult is vocabulary, because I find it difficult to speak when I don't know the vocabulary "</i>
Student 8	<i>"The most difficult aspect is pronunciation because I have a Javanese accent"</i>
Student 9	<i>"The difficult aspect is pronunciation and the easy one is vocabulary"</i>
Student 10	<i>"In my opinion, semua aspek sulit dipelajari terutama grammar"</i>
Student 11	<i>"In my opinion the most difficult aspects are pronunciation"</i>
Student 12	<i>"The most difficult one is grammar, because I often make grammar mistakes when speaking"</i>
Student 13	<i>"My difficulty is with vocabulary, because I lack vocabulary so it is difficult to speak"</i>
Student 14	<i>"In my opinion, all aspects are very difficult"</i>
Student 15	<i>"The difficult aspects are grammar because when I speak my grammar is still a mess"</i>

From the results of the interview above, it can be seen which aspects of everyday English conversation are difficult for students. Of the fifteen students, five students answered that all aspects were difficult to learn. Three students answered the most difficult aspect, namely vocabulary. Six students answered the most difficult aspects, namely grammar and pronunciation. and three students answered all aspects that were difficult to learn. Meanwhile, regarding the easiest aspect to learn, almost all students answered that vocabulary was easy to learn.

**Question 11: Is there a difference between conversational native speakers and conversational students? Explain!**

<b>List of Student interviewees</b>	<b>Answer</b>
Student 1	<i>"Yes, native speakers speak more fluently and quickly, so it's hard for me to catch what's being said"</i>
Student 2	<i>"Yes there is, native speakers usually speak more fluently than students"</i>
Student 3	<i>"Yes, I think native speakers speak very fast and it's hard for me to digest what's being said"</i>
Student 4	<i>"Yes, native speakers are very fluent when speaking, especially in different pronunciations from students when speaking"</i>
Student 5	<i>"In my opinion, native speakers are more fluent when speaking, so it is difficult for me to understand what is being said"</i>

Student 6	<i>"Yes there is, a native speaker speaks more fluently and faster than students"</i>
Student 7	<i>"Native speakers speak more fluently, especially in pronunciation"</i>
Student 8	<i>"In my opinion, if a native speaker speaks well compared to students"</i>
Student 9	<i>"Yes, usually native speakers speak very fluently so I find it difficult to catch what is being said because it is too fast"</i>
Student 10	<i>"In my opinion native speakers speak more fluently than students"</i>
Student 11	<i>"Yes there is, native speakers speak more fluently than students"</i>
Student 12	<i>"Native speakers speak more fluently or fluently and sometimes I can't catch the point of what's being said"</i>
Student 13	<i>"In my opinion native speakers speak more fluently than students, so it is difficult for me to catch what is being said"</i>
Student 14	<i>"Native speakers usually speak faster than students"</i>
Student 15	<i>"Usually a native speaker when speaking is more fluent, especially in pronunciation"</i>

The results of the interview above show that native speakers' speaking skills are more fluent and fluent than students'. This resulted in some students having difficulty capturing what the native speaker was

talking about. In addition, students feel that native speakers speak more fluently and quickly than students.

In this section the author analyzes the interview data. Based on interview data, almost all fifteen students answered that the application of daily English conversation in the field was good because it helped students familiarize themselves with English, especially speaking English, and could motivate students to be more enthusiastic in learning English. However, there are some students who state that they feel dizzy when carrying out daily English conversations, because they have difficulty speaking English, they feel confused about what to say, especially when they encounter new vocabulary. According to Richard, there are a number of linguistic issues that might impair one's ability to talk, including poor grammar, a limited vocabulary, and poor pronunciation.<sup>54</sup> Students' struggles in speaking English, according to Chens, are caused by a lack of confidence, limited fluency, and a restricted vocabulary.<sup>55</sup> The interview results show that students' difficulties in English daily conversation are as follows:

a. Not confident

The most crucial element in speaking English is confidence. From the results of interviews with Al Madina Islamic Boarding School students, five students said that they felt nervous, anxious, so they were not confident when speaking English. This results in their lack of participation in speaking activities, such as students refusing to

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<sup>54</sup> Ricards, 2008. *Teaching Listening and Speaking from Theory to Practice*, New York: Cambridge University Press.

<sup>55</sup> Chens, A Pilot study od some ROCMA Cades, Difficulties in English Speaking. [Http://Docplayer.net>21472786-A-pilot](http://Docplayer.net>21472786-A-pilot) study od some rocmacade'st difficulties in English speaking

ask questions or provide responses because of excessive fear and nervousness, so they are more passive in speaking activities.

b. Lack of vocabulary

The second problem students face is vocabulary. Students often look for the right words to say. This case occurred with a student who said that it was quite difficult for him to determine the right words to use correctly in everyday English conversations. Three of the fifteen pupils who participated in interviews said they lacked vocabulary, making it difficult for them to communicate verbally in English. They get stuck when trying to talk to their partner because their vocabulary is very limited. Students with poor vocabulary find it very difficult to organize sentences and cannot speak English correctly and confidently. Then, several students also mentioned that the lack of material preparation also made them afraid they would not be able to answer questions and provide statements correctly. Whatever the reason, Al Madina Islamic Boarding School almost every day provides its students with at least five vocabulary words that they must memorize. However, they have the same problem that hinders their desire to speak English, namely the lack of desire to look for new vocabulary and memorize it and practice the new vocabulary.

c. Difficulty in pronunciation

Pronunciation problems are often found in students. From the results of interviews with fifteen Al Madina Islamic Boarding School students, four students experienced difficulties in pronunciation. The students had trouble pronouncing English correctly. Due to their lack of knowledge on proper word pronunciation. In learning English, if there is a difference in pronunciation, the meaning of the word will be

different. They said they had difficulty producing sounds and words in English. When students encounter a word that they do not know how to pronounce, this makes them confused about pronouncing the word correctly. They may know the vocabulary by heart but they find it difficult to pronounce it.

d. Lack of adequate grammar knowledge

Grammatical problems are also a factor that influences students' speaking. From the results of interviews with fifteen Al Madina Islamic Boarding School students, three students experienced difficulties in grammar. Students who have difficulties in grammar also find it difficult to speak English.

There are many rules to remember when using verbs, beta, and present, past and future tense formulas. This makes it difficult for students to construct sentences in English.

Based on the results of interviews, almost all difficulties are caused within the students themselves. Students said that they felt nervous, anxious, insecure, lack of vocabulary, difficulties in pronunciation and grammar, so they were not confident when speaking English. This resulted in their lack of participation in English daily conversations, such as students refusing to ask questions or provide responses due to excessive fear and nervousness, so they were more passive in speaking activities. Despite this, they are highly enthusiastic and motivated to study English because they understand that they must overcome their anxiety and boost their confidence in order to participate more actively in daily conversation activities in the language.

### 2.3 Solution to overcome students' problems in English daily conversation

After knowing the problems faced by students in English Daily Conversation, the researchers conducted interviews with students and language teacher at Al Madina Islamic Bording School to get solutions to the problems faced by students in English daily conversations.

According on the findings of interviews with students and language teachers, teachers have offered a number of strategies to help students overcome their difficulties in everyday English speaking, namely as follows:

a. The solution to overcoming not confident

Confidence can only be obtained from oneself, when students are not confident in English daily conversations, students overcome it by increasing speaking practice in daily activities both with friends and with teachers. Apart from that, you can also watch English videos to improve your speaking skills and convince yourself to be confident when speaking. According to the findings of student interviews:

**Student 2 :** *"I try to practice my English by watching videos about learning English so that my English skills improve, besides that I also practice it in everyday life at Islamic boarding schools so that I am more confident and not ashamed"*

**Student 3 :** *"Actually there is no specific solution to solve the problem, I just need to assume in myself don't be shy and try, and practice speaking often"*

**Student 6 :** *"I usually practice talking with friends, so I can be more confident when speaking English"*



**Student 10 :** *"Usually I explore myself to practice English daily conversation in my daily activities"*

**Student 14 :** *"I practice more speaking, because if you are used to speaking then the confidence will come by itself"*

In addition, the teacher overcomes this problem by instructing them to practice speaking English, then they practice it in front of their friends. In addition, the teacher organizes speaking activities that can train students to be confident, such as speeches, drama performances and appearing in front of an audience according to schedule. So that over time students will get used to speaking in front of many people and a sense of self-confidence will arise in students. Teachers also always motivate students to dare to speak English and not be afraid to make mistakes. As a result of speaking with language teachers:

*"The solution to overcoming students' lack of confidence is usually the teacher instructs them to practice speaking English, such as giving conversations and then students practice it in front of their friends, besides that the teacher holds activities such as speeches, drama performances and appearing in front of an audience according to schedule to train students to self-confident. Teachers also always motivate students to dare to speak English and don't be afraid to make mistakes."*

b. The solution to overcome the lack of vocabulary

The solution to overcome the lack of vocabulary is by reading English books, using a dictionary, then taking notes on the new words you find. According to the findings of student interviews:

**Student 7** : *"To increase my vocabulary, I usually read English books, then I write down the new words I find"*

**Student 9** : *"I usually use a dictionary for words I don't know, then I memorize them"*

**Student 13** : *"Usually I memorize some vocabulary, then I develop it into sentences"*

In addition, the teacher overcomes this problem by increasing the provision of vocabulary and introducing new vocabulary by using learning methods that are in accordance with the student learning character method which has been proven from the results of interviews with language teachers

*"With the problem of lack of vocabulary, teachers cannot force their students to use the same method of learning new vocabulary because each student has a different character and learning style, such as audional, visual, and kinesthetic. So understand each student's learning style and teach them to recognize new vocabulary according to the methods they like such as playing games, waching or listening to music, etc."*

c. Solutions to solve students' pronunciation problems

The solution to solving the pronunciation problem, students overcome it by asking friends to correct their mistakes, watching videos and playing English audio to find out the correct pronunciation then practicing it, and paying attention to the teacher when exemplifying the correct pronunciation. According to the findings of student interviews:

**Student 1** : *"I usually ask friends, what's wrong? What should I say?"*

**Student 4** : *"By watching the video, besides being able to hear the correct pronunciation directly, you can also learn the style of speaking in English"*

**Student 8** : *"Usually I pay attention when the teacher gives an example of the correct pronunciation, then I practice it"*

**Student 11** : *"I often listen to audio, then play it repeatedly until I can understand the pronunciation"*

In addition, the teacher overcomes this problem by giving examples of the correct pronunciation and the students follow it. Besides that, improving pronunciation can also be done by frequently having conversations with other people, both friends and native speakers. Other methods can also be applied by using learning methods that can improve students' pronunciation skills, such as listening, watching videos, and so on. According to the findings of conversations with language teachers:

*"When it comes to student pronunciation problems, usually the teacher provides vocabulary and conversation then the teacher exemplifies correct pronunciation and students follow it, besides that the teacher provides teaching methods to improve students' pronunciation skills, such as listening, watching videos, etc."*

d. The solution to overcome the lack of adequate grammar knowledge

Like learning vocabulary, learning grammar involves more than just memorization of rules. But answering the questions is a good way to learn. In the questions we will train sensitivity in wrong and right grammar. The more you do the questions, the easier it will be for us to understand grammar. other than that, you can also study

with friends and often read English books while paying attention to sentence structure. According to the findings of student interviews:

**Student 5 :** *"Usually I solve it by doing the questions to practice sensitivity when finding grammar questions"*

**Student 12 :** *"I usually read English books and pay attention to the sentence structure"*

**Student 15 :** *"I usually study with friends who are already fluent in speaking and mastering grammar"*

In addition, the teacher overcomes this by giving questions to practice grammar sensitivity and assigning assignments to improve students' grammar skills. One of the tasks that must be done is to compose a sentence based on grammar rules. As demonstrated by the findings of teacher interviews

*"Learning grammar is not enough just to memorize formulas, but it can also be done by doing questions to train sensitivity in wrong and right grammar. In addition, the teacher gives the task of compiling a sentence based on grammar rules."*

## **B. Discussion**

In this section, the researcher analyzes the data that has been collected from observations and interviews. In addition, the researcher presented the results of the analysis by answering three questions from the problems that had been observed and collected. The implementation of the English daily dialogue on speaking skills at Al Madina Islamic Boarding School was the first issue the researcher looked into. The second question is the problems faced by students in English Daily Conversation at Al Madina Islamic Boarding School. The third question is a solution to overcome students' problems in English daily conversation.

### **1. The implementation of the English daily conversation on speaking skills at Al Madina Islamic Boarding School**

English daily conversation is a daily program that is used in the English program at Al Madina Islamic Boarding School. This activity contains daily conversations with certain themes given by the teacher or language department.

At Al Madina Islamic Boarding School, observations are used to determine how the English daily conversation is being implemented in terms of speaking abilities. From the results of observations, the implementation of English daily conversations at Al Madina Islamic Boarding School is by giving conversations.

This activity is held every Friday morning, they assign talks based on the daily conversation book's themes, in this book there are several conversation themes. The teacher gives a short conversation according to the theme for students to memorize. Before students memorize conversations, the teacher gives examples of how to read

conversations correctly, then students follow them. Then the teacher gives time for students to memorize the conversation, then the teacher asks students to practice the conversation in front of their friends with their partners. After they practice the conversation, the teacher evaluates the mistakes they make, such as pronunciation errors, voices that are too low, lack of memorization, and so on.

From the results of observations, the implementation of daily conversation in English at the Al Madina Islamic Boarding School looks good. English daily conversation can help students explore their speaking skills, so they can improve their speaking abilities.

According to the results of research conducted by Ima Agista, the adoption of English daily conversation appears to be successful, as shown by the improvisation of students' abilities before and after adopting this program.<sup>56</sup>

## 2. The problems faced by students in English Daily Conversation at Al Madina Islamic Boarding School

The results of the interviews show that almost all difficulties are caused within the students themselves. Kavi asserts that a variety of activities, including debates, storytelling, role playing, public speaking, group discussions, and so forth, can be utilized to help people learn to communicate.<sup>57</sup> Christianson, Hoskins, and Watanabe said providing feedback from peers as a tool for students to improve

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<sup>56</sup> Agista, "Daily Speaking English Conversation Program At Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo."

<sup>57</sup> Harvavi Kavi, Teaching Speaking, (<http://unr.edu/homepagehayriyek>, accessed on march 17,2009)

their oral skills because then peers will be able to check their mistakes, especially vocabulary, grammar, and pronunciation.<sup>58</sup> From the results of interviews with fifteen students, there are several difficulties faced by students in English daily conversations, namely not confident, lack of vocabulary, English pronunciation and lack of adequate grammar knowledge:

a. Not confident

The most crucial element in speaking English is confidence. From the results of interviews with Al Madina Islamic Boarding School students, five students said that they felt nervous, anxious, so they were not confident when speaking English. This results in their lack of participation in speaking activities, such as students refusing to ask questions or provide responses because of excessive fear and nervousness, so they are more passive in speaking activities.

Juhana asserts that students encounter a number of psychological barriers when speaking in front of the class, including the fear of making mistakes, embarrassment, anxiety, lack of confidence, and lack of drive.<sup>59</sup>

b. Lack of vocabulary

The second problem faced by students is vocabulary. From the results of interviews with fifteen students, there were eleven students who stated that they lacked vocabulary which made it

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<sup>58</sup> Christianson, Hoskins, Watanabe. Evaluating the Effectiveness of a video-recording based self-assessment system for academic speaking.

<sup>59</sup> Juhana, Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia) The English Department, Indonesia Open University-Journal of Education and Practice.

difficult for them to communicate verbally in English. They get stuck when they try to talk to their partner because they only have a very limited vocabulary stock.

Students with poor vocabulary find it very difficult to organize a sentence and cannot speak English correctly and confidently. Then, some students also mentioned that the lack of material preparation also made them afraid of not being able to answer questions correctly and give a statement. Regardless of their reasons, Al Madina Islamic Boarding School almost every day provides students with a minimum of five vocabularies for them to memorize. But they have the same problem that hinders their desire to speak English, namely there is no desire to find new vocabulary and memorize it and practice these new vocabulary.

This is proven by Raba'ah's opinion, speaking English might be challenging for a variety of reasons. Some of the variables have to do with the students themselves, with teaching methods, with the curriculum, and with the surroundings. For example, many students lack the necessary vocabulary to convey meaning, as a result they cannot keep the interaction going.<sup>60</sup>

c. Difficulty in pronunciation

because students do not know how to pronounce these words. In learning English, if there are differences in pronunciation, the meaning of the words will also be different.

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<sup>60</sup> Afisa, Sheila Yolanda Pradya. *The Students' Difficulties in Speaking at the Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year*. Surakarta: Muhammadiyah University of Surakarta. (2015).



They say they have difficulty producing sounds and words in English. When students encounter a word that they do not know how to pronounce, this makes them confused about pronouncing the word correctly. They may know the vocabulary by heart but they find it difficult to pronounce it.

As Medya Miranti argued in her research entitled "Analysis of difficulties in learning English for class VIII students at MTs Negeri 1 Sinjai", one of the difficulties in speaking is pronunciation, because in English the writing and pronunciation are different.<sup>61</sup>

d. Lack of adequate grammar knowledge

Grammatical problems are also a factor that influences students' speaking. From the results of interviews with fifteen Al Madina Islamic Boarding School students, three students experienced difficulties in grammar. Students who have difficulties in grammar also find it difficult to speak English.

This is the same as the opinion of Shatz and Wilkinson, who state that English learners often have problems with prepositions, articles, past tense, and third person singular.<sup>62</sup> There are many rules to remember when using verbs, beta, and present, past and future tense formulas. This makes it difficult for students to construct sentences in English.

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<sup>61</sup> Miranti Medya, Analisis Kesulitan Belajar Bahasa Inggris Siswa Kelas VIII di MTs Negeri 1 Sinjai, Thesis, 2021.

<sup>62</sup> Schatz M, Wilkinson L, Ways to words: Learning a second language vocabulary. (The education of English language learners: Research to practice. New York, NY: Guildford Press; 2010 in press), 165

### 3. Solution to overcome students' problems in English daily conversation

After knowing the problems faced by students in English Daily Conversation, the researchers conducted interviews with language teachers at Al Madina Islamic Boarding School to get solutions to the problems faced by students in English daily conversations. Kavi asserts that a variety of activities, including debates, storytelling, role playing, public speaking, group discussions, and so forth, can be utilized to help people learn to communicate.<sup>63</sup> Christianson, Hoskins, and Watanabe said providing feedback from peers as a tool for students to improve their oral skills because then peers will be able to check their mistakes, especially vocabulary, grammar, and pronunciation.<sup>64</sup>

According to the findings of interviews with language teachers, teachers have offered the following ways to help students who are having difficulty with daily conversation in English:

#### a. The solution to overcoming not confident

Confidence can only be obtained from oneself, when students are not confident in English daily conversations, students overcome it by increasing speaking practice in daily activities both with friends and with teachers. Apart from that, you can also watch English videos to improve your speaking skills and convince yourself to be confident when speaking. In addition, the teacher overcomes this problem by instructing them to practice speaking English, then they practice it in front of their friends.

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<sup>63</sup> Harvavi Kavi, Teaching Speaking, (<http://unr.edu/homepagehayriyek>, accessed on march 17,2009)

<sup>64</sup> Christianson, Hoskins, Watanabe. Evaluating the Effectiveness of a video-recording based self-assessment system for academic speaking.

In addition, the teacher organizes speaking activities that can train students to be confident, such as speeches, drama performances and appearing in front of an audience according to schedule. So that over time students will get used to speaking in front of many people and a sense of self-confidence will arise in students. Teachers also always motivate students to dare to speak English and not be afraid to make mistakes.

This is the same as Ima Agista's opinion in her research, one strategy to overcome not confident is that teachers hold speeches, practice daily conversations and drama performances so that students are confident in speaking.<sup>65</sup>

b. The solution to overcome the lack of vocabulary

The solution to overcome the lack of vocabulary is by reading English books, using a dictionary, then taking notes on the new words you find. In addition, the teacher increases the provision of vocabulary and introduces new vocabulary by using learning methods that are in accordance with the student learning character method. Apart from that, Ima Agista believes that the solution to overcome the lack of vocabulary is to memorize new vocabulary and then practice it in daily conversations.<sup>66</sup>

c. Solutions to solve students' pronunciation problems

The solution to solving the pronunciation problem, students overcome it by asking friends to correct their mistakes,

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<sup>65</sup> Agista, "Daily Speaking English Conversation Program At Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo."

<sup>66</sup> Agista, "Daily Speaking English Conversation Program At Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo."

watching videos and playing English audio to find out the correct pronunciation then practicing it, and paying attention to the teacher when exemplifying the correct pronunciation. Then the teacher overcomes the problem by giving examples of the correct pronunciation and the students follow it. Besides that, improving pronunciation can also be done by frequently having conversations with other people, both friends and native speakers. Other methods can also be applied by using learning methods that can improve students' pronunciation skills, such as listening, watching videos, and so on. According to Christianson, Hoskins, and Watanabe, watching videos in English can influence viewers' pronunciation because watching and listening to videos helps students to improve their language skills in presentation and discussion material.<sup>67</sup>

- d. The solution to overcome the lack of adequate grammar knowledge

Like learning vocabulary, learning grammar involves more than just memorization of rules. However, answering the questions is a good method to learn. In the questions we will train sensitivity in wrong and right grammar. The more you do the questions, the easier it will be for us to understand grammar. other than that, you can also study with friends and often read English books while paying attention to sentence structure.

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<sup>67</sup> Christianson, Hoskins, Watanabe. Evaluating the Effectiveness of a video-recording based self-assessment system for academic speaking

In addition, the teacher overcomes this by giving questions to practice grammar sensitivity and assigning assignments to improve students' grammar skills. One of the tasks that must be done is to compose a sentence based on grammar rules. evidenced from the results of interviews with language teachers.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents conclusions and suggestions following his findings from this research. The research's findings are summarized in the first section, and a suggestion regarding the goals of the teaching and learning process is made in the second.

#### **A. Conclusion**

1. The implementation of the English daily conversation on speaking skills at Al Madina Islamic Boarding School

From the results of observations, the researcher concluded that the implementation of daily conversation in English at the Al Madina Islamic Boarding School looked good. English daily conversation can help students explore their speaking skills, so they can improve their speaking abilities.

2. The problems faced by students in English Daily Conversation at Al Madina Islamic Boarding School

Based on the results of interviews with Al Madina Islamic Boarding School students, researchers found that there were several obstacles for students in English daily conversation at Al Madina Islamic Boarding School, namely not confident, lack of vocabulary, difficulty in pronunciation, and lack of adequate grammar knowledge.

3. Solution to overcome students' problems in English daily conversation

Depending on the findings of student and teacher interviews, researchers concluded that the solution to overcome students' problems in daily English conversation is 1) increasing speaking practice in daily activities both with friends and with teachers to train

self-confidence in speaking skills, 2) reading English books, then take notes on the new words you find to increase vocabulary, 3) ask friends to correct mistakes in pronunciation, watch videos and play English audio to find out the correct pronunciation then practice it, 4) and do exercise to train grammar sensitivity and practice constructing sentences based on grammatical rules.

## **B. Suggestion**

Based on the research results, researchers provide several suggestions as follows:

### 1. For the students

Researchers anticipate that pupils will talk more and more accurately while exercising their speaking skills, especially in English. Students must build their self-confidence and mentality in learning and also develop their level of English proficiency.

### 2. For the teachers

Teachers should help students reduce their anxiety with supportive actions, create a friendly atmosphere in the classroom, and encourage each student to take opportunities to speak.

### 3. Further research

Future scholars can develop the findings of this study further. The researcher believes that subsequent researchers will improve this study.