

**Need Analysis for Material Development of English
Vocabulary in Implementing English Speaking
Program at Pondok Pesantren Al-Hadi in Padangan
Bojonegoro**

THESIS

Submitted In Partial Fulfillment of The Requirement for Degree of
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Menyatakan dengan sebenarnya, bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, dan bukan merupakan pengambil-alihan tulisan atas pemikiran orang lain yang saya akui sebagai hasil tulisan atau pemikiran saya sendiri.

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assist students in the learning process in English. Learning language needs to practice the language which is used in daily activities so it can help the students in developing English vocabulary. Based on the information that the researcher got, the program still has some obstacles such as; the lack of regulatory rules requiring students in practice to support this program so that within a year the program is stopped after a pioneering teacher left the program and of material that can support the implementation of speaking program and also its implementation is still have no syllabi in teaching and learning activities of the students.

English speaking program was held in three years ago which has some problems in implementing speaking program. According to researcher's pre-observation, the problems that the researcher was found are the students still have lack vocabulary so the students often got difficulties to express their language in implementing the language and the students often use Javanese language in their daily conversation. Then, the big problem of this program is limited learning resources especially vocabulary material. The learning resources as the medium of learning process are not as the dominant factors in Ponpes Al-Hadi. So, the researcher will do the research about the students' need in order to help the students to get the necessary material which will be developed by the next researcher.

Based on the urgently needed of the material, the researcher analyzes the students' need in vocabulary. So, the researcher gives the title for the thesis "*Need*

D. Significant of the Study

This research is hoped beneficial as:

1. To get new understanding how to learn mastery vocabulary well in ponpes Al-Hadi.
2. To help the teacher English of Ponpes Al-Hadi in developing material of vocabulary that can help the students in implementing speaking program at Ponpes Al-Hadi.
3. To help the students to master in vocabulary so the students can improve their skill in speaking English.
4. To create material vocabularies for teaching English Speaking program at Ponpes Al-Hadi.

E. Scope and Limitation

This study take place at “*Nurul Jadid*” female boarding house of Ponpes Al-Hadi in Padangan Bojonegoro, and focus on learning activities of the program which includes the teachers involved in implementation of speaking program at Ponpes Al-Hadi Padangan. The subject of this research is the students of “*Nurul Jadid*” female boarding house at Ponpes Al-Hadi in Padangan. The researcher analyzes the students’ need of vocabulary material in speaking program at Ponpes Al-Hadi in Padangan.

F. Definition of Key Terms

Need Analysis : The procedures that is used to specify the target-level communicative competence of the students and procedures for turning information so gathered into an ESP syllabus⁶. Here, need analysis is used for analyze the students' need in vocabulary in speaking program at Ponpes Al-Hadi in Padangan Bojonegoro.

Vocabulary : The sum of words used by, understood by, or at the command of a particular person or group.⁷ It means that the vocabulary here is the words that students' need in some themes of learning process especially daily conversation in implementing English Speaking Program at Ponpes Al-Hadi in Padangan Bojonegoro.

⁶*Ibid.*,34.

⁷John J. Pikulski – Shane Templetor, "Teaching and Developing Vocabulary: Key to Long-Term Reading Success", (www.eduplace.com, accessed on October 14, 2011),1.

English Speaking program : It is an informal program in learning language where the aim is to improve students' speaking ability.⁸ The program consists of activities to improve speaking skill in English at Ponpes Al-Hadi in Padangan Bojonegoro.

⁸Lu'lu' Anwariyah, thesis: "*A Study Of Implementation Of Speaking Program At Pesantren Al-Kautsar In SumbersariSronoBanyuwangi*" (Malang: UIN Library, 2002), 11.



the various participants in the learning process.¹⁴ It is one of the parts of need analysis. It has three target situations, they are; 1) what the learner has to know in order to function effectively in the target situation (necessities), 2) what the learner needs in order to learn (lacks), 3) what the learner wants to (wants).

There are several ways to gather the information about target needs, they are; questionnaire, interview, and observation in data collection. The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards the situation of the various participants in the learning process. Target needs cover the condition of the learning situation. In analyzing the needs of students, it would be normal practice to ask both the teacher and the students about their English needs.

4. Learning needs

Learners are the key participants in curriculum development projects and it is essential to collect as much information as possible about them before the project begins.¹⁵ In this research, the researcher wants to know what vocabularies students' need in implementing English speaking program.

¹⁴Tom Hutchinson and Alan Waters, *“English for Specific Purposes”*. (Cambridge: Cambridge University Press., 1987), 59.

¹⁵ Jack C. Richards, *Curriculum Development*52

- a. To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university students.
- b. To help determine if existing course adequately addresses the needs of potential students.
- c. To determine which group are most in needs of training in particular language skills.
- d. To identify a change of direction that people in reference group feel is
- e. To identify a gap between what students are able to do and what they need to be able to do.
- f. To collect information about a particular problem learners are experiencing.

This theory is used to help the researcher in determining the target needs, learning needs. Then, this theory is also to help the researcher to determining the suitable instruments. The last, it is help the researcher to prove the next chapter.

B. Vocabulary

1. The importance of vocabulary

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important to

anyone who learns the language used in listening, speaking, writing and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has capability of using it accurately. S.H.Burton said: “without a large vocabulary, it is impossible to use English language precisely and vividly”.¹⁸ Language and vocabulary are the two things that cannot be separated because without mastering the vocabulary in advance so a small possibility we will master the language. Therefore, this case required the mastery of language comprehension and mastery of vocabulary that in learning a foreign language can be understood and used in everyday life.

According to Collier, “when a student has mastered the fundamental grammatical patterns of language, his next tasks is to master its vocabulary that he need”.¹⁹ It is obvious that vocabulary is very important in learning a language especially English because the English vocabulary is extremely large and varies as well. Learning the new vocabulary is only means memorizing the form of the word but also understand its meaning. Therefore, it is highly essential for English teachers to help their students in mastery vocabulary.

¹⁸S.H. BurHeleton, *Mastering English Language* (London: The Macmillan Press Ltd., 1982), 98.

¹⁹ Collier – Macmillan: A Division of the Macmillan Company, *The Key to English Vocabulary: English Services* (London: Collier Macmillan Limited, 1971), 1.

2. Kinds of vocabulary

In general, there are types of vocabulary. They are function words and content words or lexical words. Function words are some lexical unit of words that are used to express grammatical function. They consist of interrogators, preposition, auxiliaries, determine, coordinator, etc. Such as *do, of, or, with* and they must be learnt in logical order and sequence.²⁰

According to Thornbury, the words divide into eight classes, those are:²¹

- a. Nouns
- b. Pronouns
- c. Verbs
- d. Adverb
- e. Preposition
- f. Conjunction
- g. Determiner

Vocabulary varies in the four skills of language, listening, speaking, writing and reading. Generally, a student will absorb listening and speaking vocabulary before coming to reading and writing vocabulary. But in real

²⁰Lado Robert, *Language Teaching* (New York: mc Grew publishing company. 1970), 115-117.

²¹ Scott Thornbury, *How to Teach vocabulary...* 3

From the explanation above, we get underlying statement that active vocabulary is all the words used in daily activities. In other side, passive vocabulary is all the words recognized, understood, and not necessary used. Then, Jo Ann Aebersold and Marry Lee Field classify vocabulary into active and passive:

- a. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary. Although in fact it is more difficult to put into practice, it means that to use the productive vocabulary, the students have to know how to pronounce it well. They must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.
- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening and also called as *receptive vocabulary*.

Besides receptive and produce vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in particular text because they are related to

²³ I.S.P. Nation, *Teaching and Learning Vocabulary* (New York: Newburry House Publishers, 1990), 94.

the topic of the text.²⁴ For example, in a text on the topic of ice cream, the word flavor, texture, cone, toppings, and carton, might appear frequently. So, these words can we call as topic-specific or content specific vocabulary.

From the explanation above, we know that every experts in every book is different in classifying the kind of vocabulary because every person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items that can be understood in the context of reading and listening and some of them classify vocabulary that they have made are different but the point is same because the classification are based on the different sides and aspects.

3. Levels of vocabulary

Based on level of difficulty Stain back as cited in Hidayati divides vocabulary into three levels, they are elementary, intermediate, and advanced.

- a. *Elementary vocabulary* is words that are easy to learn. It is usually consists of simple words like person, animals, or things in the classroom.
- b. *Intermediate vocabulary* is vocabulary of normal difficulty. It is best to teach intermediate vocabulary in contextual areas such as food, clothing,

²⁴ Jo Ann Amberoid and Marry Lee Field, *From Reader to Reading Teacher* (Cambridge : Cambridge University Press, 1997), 39.

interest, games, and task. These activities are made comprehensible by providing background information, or context, in the form of realia, physical movements by the instructor or fellow students and pictures.²⁸ These activities are held inside of class. But, comprehension input can be reach outside of class with activities such as listening recorded stories, playing, film, and interaction with native speaker. Comprehension is also increased when students' previous knowledge and experience are taken into consideration.

An important development in our understanding of how learning proceeds was the publication of Howard Garner's work on what he has called "multiple intelligence". He describes a picture of a set of different intelligence strength, including area such as linguistic, mathematical, physical, and more, which we all have in different proportions giving each of us a different profile of intelligences which will affect the way in which we approach problems and the ease with which we might understand new ideas according to how they are presented.²⁹ Therefore, the teacher has to understand how the students learn so the teacher will determine what necessary material of English vocabulary. Indeed, the teacher will give necessary suggestions to help the students in memorizing English vocabulary.

²⁸ Stephen D. Krashen, *Language Acquisition and Language Education* (New York : Prentice Hall, 1989), 26.

²⁹ Alan Pritchard, *Way of Learning* (London: Routledge, 2008), 4.

transparent (*decide* and *watch*). It their idiomatic, as well as their syntactic complexity, that makes phrasal verb so difficult.

6. Testing Vocabulary

According to Hughes testing recognition ability of vocabulary are as follow:³¹

a. Recognize synonyms

The students have to look for the true synonym or similar meaning word in multiple choices.

b. Recognize definition

The students have to choose one of multiple choice of description sentence or meaning of word. All of about the option should have same length.

Meanwhile, the testing production ability of vocabulary is divided into three as follow:

a. Pictures

b. Definition

c. Gap- fill

According to John Read vocabulary assessment seems straight forward in the sense that word are readily available to provide a basic of selecting a set

³¹ Arthur Hughes. *Testing for Language Teacher*. (United Kingdom: Cambridge University Press, 2003), p. 180-184

of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing are example:

- a. Multiple choice (choose the correct answer)
- b. Completion (Write the missing word)
- c. Matching (match each word with the meaning)

This theory used to determine the vocabulary that students' need. Then, it is also to help the researcher to find out what level vocabulary is so the researcher can determine the level of the student is. The last, it is also to prove the next chapter.

C. Speaking

1. A rational of speaking learning

Learning is something of which we all have an understanding and in which we have all participated. This participation has been in very wide range settings both formal and informal, ranging from the relative confines of a school classroom, to the wide-open spaces of the countryside or a quiet corner where a chance conversation led to deeper understanding of some topic or another.³²

³² Alan Pritchard, *Ways of Learning*, (London: Routledge, 2008) p. 1

On the other hand, Learning is defined by some learning theories; those are the mental discipline theory, natural unfoldment or self-actualization, and the apperception theory since the twentieth century before. These three theories have a same characteristic that is the developed theory without based on experiment.³³

The first theory is mental discipline theory. This theory assumes that learning is the bounce of students must be punished or trained. For example, everyday students have to memorize some words in a card that consist of new words every day. Teacher asks students ask students to say what they memorize every day. If the students have not memorized them, the teacher will ask them to memorize them again after the class break.

The second theory is natural unfoldment or self-actualization theory. This theory assumes that the children will grow naturally. For example, a teacher will teach reading skill when the students wants to learn it. It will be done to make a learning activity happily and experienced.

The last theory is apperception theory. This theory assumes that learning is a process to associate the last idea with new idea to have a new mind. For example, the students will learn new alphabet. The teacher asks them to say Cat for C and Desk for D.

Then, *Vygotsky's Social Development Theory* was developed since the twentieth century. It is the work of Russian psychologist Lev Vygotsky (1896-

³³ Prof. Dr. Ratna Wilis Dahar, M. Sc., *Teori-Teori Belajar*. (Jakarta : Erlangga, -), p.18

1934), who lived during Russian Revolution. Vygotsky's work was largely unknown to the West until it was published in 1962.

Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes:

- a. Social interaction plays a fundamental role in the process of cognitive development
- b. The More Knowledgeable Other (MKO).
- c. The Zone of Proximal Development (ZPD).

Vygotsky focused on the connections between people and the socio-cultural context in which they act and interact in shared experiences. According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments.³⁴

On the other hand, speaking is a process of oral language production. It is one of the traditional "four skills" involved in using a second language, and as such is usually viewed as the most complex and difficult skill to master.³⁵ Speaking is one of the "four skills" that can show how the development the students understanding in language learning orally.

³⁴<http://www.learning-theories.com/vygotskys-social-learning-theory.html>

³⁵ Eli Hinkel. *Handbook of research in Second Language Teaching and Learning*, (London: Lawrence Erlbaum Associates), p. 485

- a. Discussion is an activity that learners talk about a topic. Then, they are give opinions about it. This activity is very useful for learner to improve their skill in speaking English. The learners will get new vocabulary, the correct pronunciation and accent. Therefore, it will be needed by them to improve learners' skill in speaking.
- b. Role play is an activity that the learners need too. It is such as drama which the learners will play in a different character in this play. The learners will get understanding in language comprehend because they will communicate each other when they do a character in this play.
- c. Speech activity is also needed by learners because this activity needs a comprehensible writing and reading first. After that, the learner explains what the speech themes comprehend.

Then, grammatical structures are needed in learning activity. The grammar of speech has its own constructional principles; it is organized differently from writing. Spoken English has its own discourse markers too, for example:³⁹

- a. Frequent non – clausal units (e.g. Mmm, No, Uh, Huh, Yeah)
- b. A variety of tags not found in written style, such as question tags
- c. Interjections (e.g. ah, oh , wow)
- d. Hesitators (err, umm, erm)
- e. Condensed questions (e.g. more milk? Any luck?)

³⁹ Jeremy Harmer, *The Practice of English Language Teaching*. (Cambridge: Longman, -), p. 14 – 15

e. Genre of speaking

It is a staged, purposeful, socially constructed communicative event. Such events generally result in spoken and written texts that can be differentiated according to their generic structure and grammatical features.

Then, David also stated the reluctant speakers are:⁴⁴

a. Prior learning experiences

According to Burns and Joice, the linguistic facts that inhibit the use of spoken language include difficulties in transferring from the learner's first language to the sounds, rhythms, and stress pattern of a lack of understanding of common grammatical patterns in English. Indeed, how these may be different from their language, lack of familiarity with the cultural or social knowledge required to process meaning.

b. Motivation

It is a key consideration in determining the preparedness of learners to communicate. There are some preconditions for effective motivation:

i. Supportive environment

⁴⁴*Ibid.*, 231-235

There are the principles in material development:⁴⁷

- a. Material should achieve impact
- b. Materials should help learners to feel at ease
- c. Materials should require and facilitate learner self investment
- d. Materials should expose the learners to language in authentic use
- e. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
- f. Materials should provide opportunities for outcome feedback.

Then, According to Thorburry the topic of learning for material in speaking can radiate out from the immediate world of the learner, through their local word, to national and global concern as the scheme:⁴⁸

Me → my family → my neighborhood → my studies → my country → the world

This theory is used to help the researcher what the material of speaking is. Then, the researcher uses it to determine the instruments. The last, this theory is to prove the explanation of the next chapter.

⁴⁷ Brian Tomlinson. *Material Development*.....7-21

⁴⁸ Scott Thorburry. *How to Teach Speaking*.....120

appropriate method was discussion method. The last, the appropriate evaluation for the students were multiple-choice tests.

This research focuses on need analysis for material development so it is different with the previous study. Indeed, the research takes place at Ponpes Al-Hadi in Padangan.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design in this study is qualitative descriptive. In this study, the researcher describes the analysis of students' need in material of vocabulary at Ponpes Al-Hadi in Padangan Bojonegoro. This research deals with the students' need in material of vocabulary. This study is expected to describe what students' needs in material of vocabulary; researcher finds some vocabularies that students' need in English Speaking Program. So, it can help the next researcher to develop this research.

The qualitative design in this research is based on Bogdan and Biklen (1982) in Sugiono states that:

- a) Qualitative research has the natural setting as the direct sources of data and researcher is the key instrument.
- b) Qualitative research is descriptive. The data collected is in the form of words of pictures rather than number.
- c) Qualitative researches are concerned with process rather than simply with outcomes or products.
- d) Qualitative research tends to analyze their data inductively.

e) 'Meaning' is of essential to the qualitative approach.⁴⁹

In this research, the researcher acted as a participant who participate the activity at Ponpes Al-Hadi. The researcher made good relationship between the teachers and students there to get accurate information.

B. Research Setting and Subject

The researcher did the research in female boarding house "*NurulJadid*" Ponpes Al-Hadi. It is located in Jl.Dr. Soetomo no. 97 Padangan. The researcher took the research in this school because this school is the first "*salaf*" Islamic boarding school become a modern Islamic Boarding House which the Ponpes has an Islamic Junior High School (*MTs*) Plus Al-Hadi and an English Speaking Program. The rules of the program still have no syllabi so the researcher finds out the students' need in vocabulary.

In qualitative research doesn't apply population term, but by Spradley is named "social situation" which is contain of three elements, there are: place, actors, and activity that having interaction synergistically⁵⁰.

In this research, the subject of this research was the students of Ponpes Al-Hadi in PadanganBojonegoro. Here, the subject was fifty-nine female students of "*NurulJadid*" female boarding house at Ponpes Al-Hadi who join

⁴⁹ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung;CV Alfabeta, 2009) 13

⁵⁰ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*..... 215.

this program. The researcher did the research at female boarding house because the speaking program has done well here.

Then, the researcher observed the learning activity of speaking program at Ponpes Al-Hadi in Padangan Bojonegoro. So that, the researcher knew how the learning activity have been done and what material that is used in learning activity.

C. Data of The Research

The data of this research consists of the result of observation checklist, questioner, interview, documentation and field note. The data are functioned as follow:

1. Observation checklist

According to Kerlinger on Suharsimi stated that observation is common term that has meaning all kinds of receiving data that done by recording, counting, measuring, and making in note. It is done systematically by standardized procedure.⁵¹ In using observation method, the effective way is complete it with the format or observation form as the instrument. The format that is arranged contain of items of the event or behaviors of the subject.⁵²

In this research, the researcher acted as participant observer. The researcher observed the activities of the English Speaking Program in daily activity and the classroom activity. Daily activity means that the activities of

⁵¹ Suharsimi Arikunto, prosedur penelitian, suatu pendekatan praktek, (Jakarta:PT.Rineke Cipta, 1998) 222

⁵² Ibid, 229

students before the students join the class. it was start from 7 pm. to 10.00 pm.

2. Interview Guide

Interview is a kind of technique that used to gain the data on the subjects' opinions, beliefs and feelings about the situation in their own word. Nasution stated that interview was a data collection technique that used oral question to elicit respondents' answer.⁵³

In this research, the researcher interviewed the head of Islamic Boarding House, the teacher and the students. The purpose of the interviewed with the head of Islamic Boarding house was to get more information about the program. Then, the purpose of the interviewed with the teacher was to get more information about the implementation of English speaking Program and the preparation of the teacher in learning activity.

3. Questionnaire

Questioner is the technique of data collection that done by giving some written questions to the respondents.⁵⁴ The purpose of distributed questioner was to know students' need in vocabulary in implementing English Speaking Program and the material that they got in this program.

⁵³ Prof. DR. Nasution, MA, *Metode Research*, (Bandung: Bumiaksara, 1996) 113

⁵⁴ Sugiono, *Metode Penelitian Kuantitatif* 142

pronouncing and spelling some words. Before they came to class, they were memorizing by doing and drilling the words that they got. Some of them took a calm place to memorize the vocabulary and others made association of the words.

The students of seventh and eighth class had learning activity in aula. They got ten words to memorize about daily activity and things at room at 8 pm. There are sleep, wake up, read holy qur'an, sweep, mirror, cupboard, book, pillow, blanket, and do home work. When they memorized, they were trying to pronounce the words but they could not pronounce clearly. Then, they were trying to spell them first. The functionaries asked the students to pronounce and spell the words (see picture 1.1). After that, the students memorize the meaning of each word that they found from dictionary. This activity ended at 9.00 pm.

In other side, the students of ninth class had to come in class. Then, the teacher taught the ninth class of MTs Plus. She was explaining about Present continuous tense. The teacher was giving some explanations about the using of the tenses. The students paid attention when the teacher was explaining. The teacher gave the example of it then she asked the students to make a sentence of it. After that, the teacher gave some words about the school activities they are study, teach, discuss, explain, and write. The teacher asked the students to memorize them. The teacher

When the bell was ringing, it means the time to come in classroom for the ninth class and aula for seventh and eighth class. The students had to pronounce some words that they got in last meeting before they would get new vocabularies to memorize. The words are sleep, do homework, blanket, and book. The functionaries gave them an arguing game (see picture 1.2). The topic of the game is the things in the room. The words that used in this game are pillow, blanket, mirror, cupboard, book and broom. The words that used at that game were the words that they got in some previous meetings. The class was active at that time and the students motivated to join this game.

The students got some words about things and activities in the office in this meeting. The vocabularies of it is computer, chair, typist, type board, discuss, announcement board, teacher, functionaries, carpet, and printing machine. The functionaries asked them to pronounce one by one and they did it. Then, the functionaries gave a piece of paper to some of the students. The content of paper is speech. The students had to memorize and presented in the next meeting.

In other side, the students of ninth class had another class. The class divided into some groups (see picture 1.3). The topic at that time was discussing about the prediction questions for national final examination. Each group had opportunity to answer the questions.

their friends the meaning and spelling of the words so they can memorize well. On the other hand, the students had not communicated each other intensively. They still use Indonesian language in this program that their English combined with Indonesian. Therefore, it means that the students need to learn and practice so they can improve their skill in speaking.

The students will practice speaking if the teacher or the functionaries ask them to practice it. When the students use the Indonesian language in their conversation, there is no functionary to remind them. The teacher and functionaries asked them to practice when they were in learning activity in classroom. Therefore, the teacher and functionaries had obligation to discipline them through the rules or doing in order to improve their skill in speaking so they did it as explanation above.

b. Interview

To get the data about the activities of English Speaking Program, the researcher interviewed the head of Islamic Boarding House and the teacher of it (see appendix IV and V).

The purposes of this program are the students will be stimulated to study English. At the first time, this program was held in the classroom. It just teaching learning activity to help the students in understanding English

According to the teacher's statement that the obstacles of this program are there are some students who has not cooperative especially for the eighth class. They have no obligation to join the program. Then, the equipment of the program is still limited. There are library, English magazine and book, tape, and book materials. The last, the activities was focuses on the other program (*Lughotul 'Arobiyah*) so the motivation of the students were decrease.

The factors to support this program are there are good relationship between the head of Islamic Boarding House, teacher, and the functionaries for examples make students discipline in this program through the rules of the program and there is a balance in English Speaking Program and Arabic Program. Then, the equipment needed too to support this program run well.

The hopes of the head of Islamic Boarding House are the program will be better than before and get the consistent teacher. Moreover, the teacher hopes that there are good relationship between the teacher, the head of Islamic Boarding House and the functionaries. Then, the equipment of this program will be better and develop.

From the explanation above, the researcher conclude that the activities of this program are Discussion, Speech, Role-play and telling story. The purpose of this program is to stimulate the students to learn

From the data of the interview above, the researcher concluded that the teacher has no well preparation to teach the students. The teacher just according to the materials of the BSE. Therefore, the students still have limited vocabulary in speaking.

b. Questionnaire

Then, there are some tables based on the result of the questionnaire to answer the second research questions.

Table 4.1
The Length of students' joins in this Program

Criteria	Percentage
Three months	3%
Six months	62,90%
More than a year	25,44%

According to the table, the students who have joined the program in three months are the new students in seventh class. Then, the students who have joined the program in sixth months are the eighth class. The last, the students who have joined the program more than a year are the ninth students because they have ever joined the program at 2010.

activities theme which this theme is for eighth and ninth class. 25,42% of the students choose school theme that this theme is for the seventh class. The last, 8,47% of the students choose occupation theme which it is for seventh and the eighth students. Therefore, the themes of this program are family, daily activities, school, and occupation.

Table 4.4

The materials that students' got

Materials	Percentage
English School's subject	100%
Speaking skills	100%

The table above shows that all of the students got materials about English school's subject and speaking skill. It means that the materials of this program not only vocabularies but also the subject at school. Therefore, they can improve their skill in speaking and their understanding in English at school.

Table 4.5

The using English in daily activities

Criteria	Percentage
Never	11,66%
Seldom	28,91%

Sometimes	40,78%
Often	18,65%

The table above shows that there are limited students using English in daily activity. Almost a half of the students sometimes use English in daily activity but the students who often use English in daily activity just 18,65% of the students. It means that there many students disobey the rules (see appendix XI).

From the data above, the researcher conclude that the students' reason join this program more to be able to communicate in English than pass the national final examination and help the English subject. The materials uses in this program are related to the students' environment. There are family, daily activity, school and occupation. Then, they got the material about the English subject at school too so it can help them in understanding in English subject at school. In the other hand, many students sometimes use English in daily activity. Just 18,65% of the students often use English in daily activity so the functionaries and the teacher have the role to remind them in obeying the program.

3. The students' need in vocabulary

According to the questionnaire, the researcher found data about the students' need in vocabulary. It presents in tables.

students uncomfortable. Therefore, the program needs addition classes to support it run well.

From the explanation above the researcher concludes that the students had difficulties in pronunciation, spelling and meaning in learning vocabulary. Then, the themes of the program that the students' needs are Islamic Boarding House more needed than the others. On the other hand, the students needed the activities of the program too to improve their skill in speaking. The last, the uncompleted equipment and uninteresting activities are more influence the response of the students than the uncompleted material.

B. Discussion

1. The activities of English Speaking Program

From the explanation before, the students memorized the words in learning activity by drilling, doing, and taking place in calm place. These activities are suitable with the Colin Rose and Malcolm J Nicholl that the ways to memorize are:⁶⁰

- a. By doing
- b. Memorize strange things
- c. Organized information
- d. Make an association
- e. By stories

⁶⁰ Colin Rose and MacolmJ.Nicholl, *Accellerated Learning*.....178-179

because these themes have relation with the students' life especially in Ponpes Al-Hadi. Therefore, the next materials have to according to these themes.

The last, the interesting activities are needed to make the program run well so the functionaries and the teacher have to active in this program. It means that the teacher give more attention to the activities of this program through the creative activities to motivate the students in joining this program.

According to Thornbury, the predictions for effective motivations of this program are:⁶⁸

- a. Supportive environment
- b. Appropriate level of difficulty
- c. Meaningful learning
- d. Strategies
- e. Content

Therefore, the activities of this program have to make the students motivated. Indeed, they will improve not only their skill in speaking but also their understanding in English subject at school so they can pass the final examination well.

⁶⁸Thornbury, *How to Teach Speaking*.....231-235

