

### APPROVAL SHEET

This thesis by 'Arifatul Hilmiyah entitled "Need Analysis for Material Development of English Vocabulary in Implementing English Speaking Program at Pondok

Pesantren Al-Hadi in Padangan Bojonegoro" has been approved by the thesis advisors for further approval by the Board of Examiners.

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#### **ABSTRACT**

Hilmiyah, 'Arifatul. 2012. Need analysis for Material Development of English Vocabulary in implementing English Program at Ponpes Al-Hadi in Padangan Bojonegoro. A Thesis. English Education Department, State Institute of Islamic Studies Sunan Ampel Surabaya. Advisor, Dra. Irma Soraya, M.Pd.

Key Words: Need Analysis, Material Development, English Vocabulary, and English Speaking Program.

English Speaking Program is a program that consists of activities to improve students' skill in speaking English. The program will run well if there are good materials, the discipline students, the active functionaries and teacher, and the fixed rules of the program. The material of the program has to relate to learners' need to make the program run well and useful. Then, material of the program has to consider with the students' need. According to Hutchinson, need analysis is the first step in material of development to make a material that according to the students' need.

Based on the explanation above, Need analysis for Material Development of English Vocabulary in Implementing English Speaking Program are analyzed. The research problem of this thesis are: (1)What are the activities of English speaking program at Ponpes Al-Hadi in Padangan Bojonegoro?(2)What is the material of English speaking program at Ponpes Al-Hadi in Padangan Bojonegoro?(3)What vocabularies do the students need to improve students' skill in speaking in implementing English Speaking program at Ponpes Al-Hadi in PadanganBojonegoro?

Qualitative descriptive design is used to answer the research questions above. The subject of the research is female students of female Boarding House "Nurul Jadid" who join the English Speaking Program at Ponpes Al-Hadi in Padangan Bojonegoro. The researcher used observation, interview, questionnaire, and documentation to collect the data.

The results of the research are the activities of this program are discussion, telling story, speech, role-play, and quiz; the materials that the students got in this program are the vocabularies of the themes school 25, 42%, family 33, 90%, occupation 8, 47%, and daily activities 32,21%. Then, the students also get material of English subject at school; The students' needs in vocabulary are the vocabularies of themes Islamic Boarding House 53,63%, Hospital20,34%, market20,34% and zoo 5,69%. Then, the students had difficulties in pronunciation 79,71%, spelling 71,09% and meaning 66, 10%.

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#### CHAPTER I

### INTRODUCTION

### A. Background

In learning language process, the students have to master the four basic language skills. They are listening, speaking, reading and writing. Besides that, the student has to master some vocabularies as well as possible. Vocabulary is one important aspect in learning a foreign language because vocabulary is the main part of language. If the students have mastered in English vocabulary, they will understand in terms of speaking, writing, reading, and listening. It is suitable with Vigotsky's statement that:

"A word is a microcosm of human consciousness" 1

According to the statement above, vocabulary has never separated with human's life. The students who communicate with limited vocabulary will get difficulty in expressing something in a sentenceso the students have to master in vocabulary. While, mastering vocabulary is the ability to receive many words. By having and mastering vocabulary, we will know the meaning of vocabulary in the context. Measuring vocabulary helps to avoid making mistakes in understanding. The acquisition of many vocabularies can help the students to read, to speak, to listen, and

<sup>&</sup>lt;sup>1</sup> Scott Thornburry, How to Teach Vocabulary (England: Longman, 2002), 1.

to write English well. Therefore, the students not only communicate easily in English but also they do English assignment well at school.

To complete the students' needs, the teacher has to consider good materials that will be explained to the students. The material should be appropriate with the students' level of difficulties. The materials should be suitable with what students learn because the materials help the students to achieve their lessons. Therefore, the material that is given by the teacher has to be appropriate with the students' needs in learning English.

Based on the explanation above, curriculum is important to be implemented in teaching learning process. Richards claims that one of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learner need.<sup>2</sup> Meanwhile, students' needs can develop the language curriculum in teaching and learning English. Richards stated that learners are key participants in curriculum development projects and it is essential to collect as much information as possible about them before the projects begin.<sup>3</sup> So, the teacher should analyze the students' needs to know the important materials for them.

John stated that need analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities.<sup>4</sup> Therefore, the teachers are necessary to investigate the students' needs and analyze the target needs

<sup>&</sup>lt;sup>2</sup> Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University, 2001), 51.

<sup>&</sup>lt;sup>3</sup>Ibid., 101.

<sup>&</sup>lt;sup>4</sup>Johns, Ann M.; Dudley-Evans, Tony, "English for Specific Purposes: International in Scope, Specific in Purpose" (www.esp-world.info, accessed on January 4, 2012)

before making the course design. According to Hutchinson and Waters, the analysis of target situation needs is essence a matter of asking questions about the target situation and the attitudes towards the situation of that various participants in the learning process.<sup>5</sup>

An education Institution has to do need analysis to make a program that according to students' need so the program will be effectively. If the program is not effective, the students will not do the program as the rules. Then, the program will be disappointed.

Ponpes Al-Hadi is a boarding house that is famous as "Pesantren Salaf" but this Ponpes is in progressing to be a modern pesantren. Although this ponpes is in progressing to be modern Pesantren, this Ponpes still gives a subject of "Kitab Kuning" which is rarely used in other modern pesantren. Kitab Kuning is an old book that is written in Arabic and consists of Islamic religion case.

On the other hand, Ponpes Al-Hadi also has educational institutions namely MTs Plus Al-Hadi and Madrasah Diniyah. These two institutions support each other, where MTs Plus gives general and religion knowledge and Madin gives religious knowledge only. One of the subject s of learning process at MTs Plus Al-Hadi is English so it will become the motivators for students in implementing English speaking program.

Ponpes Al-Hadi not only develops religion program but also general knowledge program. One program at this Ponpes is English Speaking Program to

<sup>&</sup>lt;sup>5</sup> Jack C. Richards, Curriculum Development in Language Teaching......59.

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 preobservation, 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

Analysis for Material Development of English Vocabulary in Implementing English Speaking Program at PondokPesantren Al-Hadi in PadanganBojonegoro.

### B. Problem of the Study

According to the background above, the research problems of this research are:

- 1. What are the activities of English speaking program at Ponpes Al-Hadi in Padangan Bojonegoro?
- 2. What is the material of English speaking program at Ponpes Al-Hadi in Padangan Bojonegoro?
- 3. What vocabularies do the students need to improve students' skill in speaking in implementing English Speaking program at Ponpes Al-Hadi in Padangan Bojonegoro?

### C. Objective of the Study

- To describe the activities of English speaking program at Ponpes Al-Hadi in Padangan Bojonegoro
- 2. To describe the material that is often used in English speaking program at Ponpes Al-Hadi in Padangan Bojonegoro.
- 3. To describe students' need in material of vocabulary.

### D. Significant of the Study

This research is hoped beneficial as:

- 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 syllabus<sup>6</sup>. 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.

°Ibid.,34.

<sup>&</sup>lt;sup>7</sup>John J. Pikulski – Shane Templetor, "Teaching and Developing Vocabulary: Key to Long-Term Reading Success", (<u>www.eduplace.com</u>, 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. <sup>8</sup> The program consists of activities to improve speaking skill in English at Ponpes Al-Hadi in Padangan Bojonegoro.

<sup>&</sup>lt;sup>8</sup>Lu'lu' Anwariyah, thesis: "A Study Of Implementation Of Speaking Program At Pesantren Al-Kautsar In SumbersariSronoBanyuwangi" (Malang: UIN Library, 2002), 11.

### **CHAPTER II**

# REVIEW OF RELATED LITERATURE

### A. Need Analysis

### 1. The importance of need analysis

One of the basic assumptions of curriculum development states that educational program should be based on an analysis of learners' needs. It can also be used to assess learners and learning at the end of the course. This process is termed 'needs analysis'. Need analysis is the first step in the development of the material. With the need analysis, teachers can understand what is required of students in the learning process. On the other hand, according to Iwai et al., the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing acurriculum that will meet the needs of a particular group of students. 11

Need analysis is an important step in planning general English course.

Much of the literature of need analysis is based on the assumption that it is part

<sup>&</sup>lt;sup>9</sup> Jack C. Richards, Curriculum Development ......51.

<sup>&</sup>lt;sup>10</sup> Helen Macmillan, Developing Courses in English for Specific Purposes (New York: Palgrave Macmillan, 2010), 17.

<sup>&</sup>lt;sup>11</sup>Mehdi HaseliSonghori, "Introduction to Needs Analysis", (www.esp-world.info, accessed on June 20, 2011) 2.

of planning that takes place as part of the development of a course.<sup>12</sup> The goals of need analysis is to collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decisions about the goals and content of language course. So, need analysis is needed in development of material in speaking program.

### 2. The concept of need analysis

Dudley-Evans and St Johnoffer a 'current concept of needs analysis': 13

- a. Professional information about the learners: The tasks and activities learners are/will are using English for – target situation analysis and objective needs.
- b. Personal information about the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English wants, means and subjective needs.
- c. English language information about the learners: What their current skills and language use are present situation analysis which allows us to assess (D).
- d. The learners' lacks: The gap between (C) and (A) lacks.

<sup>&</sup>lt;sup>12</sup> Jack C. Richards, Curriculum Development ......54

<sup>&</sup>lt;sup>13</sup> Helen Macmillan, Developing Courses ...18

- e. Language learning information: Effective ways of learning the skills and language in (D) learning needs.
- f. Professional communication information about (A): Knowledge of how language and skills are used in the target situation linguistic analysis, discourse analysis, genre analysis.
- g. What is wanted from the course?
- h. Information about how the course will be run means analysis

### 3. Target Needs

Needs analysis was firmly established in the mid-1970s. In the earlier periods needs analysis was mainly concerned with linguistic and register analysis, and as Dudley-Evans and St. John suggest, needs were seen as discrete language items of grammar and vocabulary. With the publication of Munby's Communicative Syllabus Design, needs analysis moved towards placing the learner's purposes in the central position within the framework of needs analysis.

The analysis of target situation needs is in essence a matter of asking question about the target situation and the attitudes towards that situation of

the varios participants in the learning process.<sup>14</sup> 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 learns (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. <sup>15</sup>In this research, the researcher wants to know what vocabularies students' need in implementing English speaking program.

<sup>&</sup>lt;sup>14</sup>Tom Hutchinson and Alan Waters, "English for Specific Purposes". (Cambridge: Cambridge University Press., 1987), 59.

<sup>15</sup> Jack C. Richards, Curriculum Development ......52

Need analysis is used to collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decisions about the goals and content of a language course.

To get information in learning needs, there is a framework for analyzing learning needs. <sup>16</sup>

- a. Why are the learners taking the course?
- b. How do the learners learn?
- c. What resources are available?
- d. Who are the learners?
- e. Where will the ESP course take place?
- f. When will the ESP course take place?

The framework above is used to identify attitudes, wants, and potential of learners. Then, it is also used to identify needs, potential, constraits of learning and teaching situation.

5. The purpose of Need Analysis

According to Richards, the purposes of need analysis are: 17

<sup>17</sup> Jack C. Richards, Curriculum Development ......52

<sup>&</sup>lt;sup>16</sup>Tom Hutchinson and Alan Waters, English for Specific Purposes....... 62-63.

- 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". 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". <sup>19</sup>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.

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

<sup>&</sup>lt;sup>19</sup> 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. <sup>20</sup>

According to Thornbury, the words divide into eight classes, those are:<sup>21</sup>

- 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

<sup>21</sup> Scott Thombury, How to Teach vocabulary... 3

<sup>&</sup>lt;sup>20</sup>Lado Robert, Language Teaching (New York: mc Grew publishing company, 1970), 115-117.

situation, reading may become the first stage before processing the speaking and listening vocabulary.

According to the basis of frequency, vocabulary divided into two kinds; there are high frequency vocabulary and low frequency vocabulary. 22

- a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken text.
- b. The low frequency vocabulary on the other hand covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely used in common activity of English language. This group includes well over 100.000 words families.
- I.S.P Nation calls those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our daily life. While, the unmotivated (passive) vocabulary divided into two groups:
  - a. Words which are only partly understood and are not well known enough to use actively, and
  - b. Words which are not needed in daily communication.<sup>23</sup>

<sup>&</sup>lt;sup>22</sup> Paul Nation, *New ways of Teaching Vocabulary* (USA: Teacher of to Speaker of Another Language/TESOL Inc., 1994), 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

<sup>&</sup>lt;sup>23</sup> I.S.P. Nation, *Teaching and Learning Vocabulary* (New York: Newburry House Publishers, 1990), 94.

the topic of the text.<sup>24</sup> 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.

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,

<sup>&</sup>lt;sup>24</sup> Jo Ann Amberoid and Marry Lee Field, *From Reader to Reading Teacher* (Cambridge : Cambridge University Press, 1997), 39.

work, shopping, city, arts, human body, a city, a county, an explanation geography, education, and government.

c. Advanced vocabulary is the level that students will learn new vocabularies that are more difficult than before. English dictionary become very important in this case. <sup>25</sup>

Therefore, the teacher has to determine what level students are before he or she teaches English vocabulary. It will help the teacher to teach more effective. So, the students will understand what the teacher's mean in learning process.

### 4. Learning process

In learning language, the learner must build a mental model about how it is compiled then it is confronted as many as possible in natural situation so that the learner can permeates the vocabularies. For the first time in language learning, the learners listen to some new words. Then, they memorize some new words which these words are simple words and often used in daily activity.

There are key steps to improve the memorizing:26

a. If the learner stays in correct mind situation, relax, and self confidence when learning so the part of brain to create memory will work well.

<sup>&</sup>lt;sup>25</sup>FatkhulHidayati, The effect of using pictures on learner's vocabulary mastery at seventh grade of MTs BabussalamJombang(Surabaya: IAIN Library, 2009), 6.

- b. If learners obtain new information with suitable mood, the information will be quicker and easier to be remembered.
- c. If learners investigate the meaning of learning material in variously way, they will comprehend the meaning of any material what will be studied. Learners remember to what understood and forgotten at the meaning of words.

Indeed, the ways to memorize vocabulary well are:27

- a. By doing
- b. Memorize strange things
- c. Organized information
- d. Make an association
- e. By stories
- f. In a long time
- g. Take a rest and often repeated

In learning vocabulary, the learners not only memorize and know the meaning but also the learners have comprehensible input. It is very important for the beginners which it will help them to communicate well each other in English.

Comprehensible input can be provided in or out of class. Activities providing comprehensible input at beginning level include discussion of topic

<sup>&</sup>lt;sup>27</sup>Ibid

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. 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. 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.

<sup>&</sup>lt;sup>28</sup> Stephen D. Krashen, Language Acquisition and Language Education (New York: Prentice Hall, 1989), 26.

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

### 5. The difficulties in learning English Vocabulary

Anyone who has learned a second language will know that some words seem easier to learn than other words. The easiest of all are those that are identical, both in meaning and form, to their L1 equivalent. There are factors that make some words more difficult than others are:<sup>30</sup>

#### a. Pronunciation

Researchers show that word that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learner. Many learners find that words with clusters of consonants such as strength or crisp or breakfast, are also problematic.

### b. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling is fairly law- abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, headache, bored, honest, etc.

### c. Length and complexity

Long words seem to be no more difficult to learn short ones. But, as a rule of thumb, high frequency word tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learning

<sup>30</sup> Scott Thornbury, How to Teachyocabulary...27-28

ability'. In addition, variable stress in polysyllabic words-such as in word families like necessary, necessity and necessarily- can add to their difficulty.

### d. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do the questionnaire. Words with multiple meaning, such as since and still, can also be troublesome for learner. Having learned one meaning of the word, they may be reluctant to accept a second, very different, meaning. Specific item such as words and expressions associated with the game cricket (a sticky wicket, a hat trick, a good innings) will seem fairly opaque to most learners and are unlikely to be easily learned.

### e. Range, Connotation and Idiomatic

Word that can use in a wide range of context will generally be perceived as easier than their synonyms with the narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Words that have style constraints, such as very uncertainty as to the connotation of some words may cause problems too. Thus, propaganda has negative connotation in English, but it nearest equivalent in other languages may mean deviant. Finally, words or expressions that are idiomatic (like make up your mind, and keep an eye on ...) will generally be more difficult than words whose meaning is

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:<sup>31</sup>

### 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

<sup>&</sup>lt;sup>31</sup> 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. <sup>32</sup>

<sup>&</sup>lt;sup>32</sup> 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, naturalunfoldment 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.<sup>33</sup>

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. Itis the work of Russian psychologist Lev Vygotsky (1896-

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<sup>&</sup>lt;sup>33</sup> Prof. Dr. RatnaWilisDahar, M. Sc., *Teori-TeoriBelajar*, (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 sociocultural 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. <sup>34</sup>

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. <sup>35</sup> Speaking is one of the "four skills" that can show how the development the students understanding in language learning orally.

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

<sup>&</sup>lt;sup>35</sup> Eli Hinkel, *Handbook of research in Second Language Teaching and Learning*, (London: Lawrence Erlbaum Associates), p. 485

Speaking according to the Input Hypothesis is a result, not a cause of acquisition. Speaking shows off the competence gained via comprehensible input. The input hypothesis claims that comprehensible input automatically contains all the grammatical structures the acquirer is ready to acquire, in the right order and right quantity, as long as enough input of consistent high quality is provided. <sup>36</sup>

# 2. The learning process

For the first time, the students have to learn the English vocabulary then they learn how to pronounce it and use it in speaking program. Learning by practicing is very useful for students to understand the material that they get in learning activity. Learning speaking is not only memorize the vocabulary but also the influence of the word in communication.

Jean Piaget (1896-1980)said that learning is supported by action that children need to experiment actively with materials and to experience things in the real world to develop thought.<sup>37</sup>Therefore, the students will understand the material easily by doing or action.

There are some activities to help students improve their skill in speaking:<sup>38</sup>

<sup>&</sup>lt;sup>36</sup> Stephen D. Krashen, Language acquistion and language education, (New York: Prentice Hall, 1989), p. 48

<sup>&</sup>lt;sup>37</sup> Linda Pound, *How Children Learn*, (London: Step Forward Publishing, 2005), p. 38

<sup>&</sup>lt;sup>38</sup> Penny Ur, *A course in Language Teaching Trainee Book*, (Cambridge: Cambridge University Press, 1999), 48-56.

- 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:<sup>39</sup>

- 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?)

<sup>&</sup>lt;sup>39</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, -), p. 14 – 15

- f. Echo question (e.g. Oh did you say San Francisco?)
- g. Response form (e.g. yeah or sure to acknowledge a request)
- h. Fixed polite speech formulae (e.g. Happy birthday!Congratulation!)

Finally, the students will improve their skill in speaking by the activities above. So, the students also will practice the grammar above in these activities.

These explanation in the chapter two is used to help the researcher to determine the question of the questionnaire and the interview guide. Then, it is used to help the researcher how to do the research well and the theories is also will be used to be an overview in the next chapter.

### 3. Vocabulary in Speaking

Vocabulary is needed in speaking learning that Thornbury explained on his book that vocabulary is one of linguistic in speaking besides genre, discourse, pragmatic, grammar and phonology. 40 Speaking is a productive skill that needs much vocabulary. Someone will not speak anything if he or she has not any vocabulary.

According to Hockett on Richards and Theodore, drill methods need enough vocabulary to make such drill possible.<sup>41</sup> Drill is one of methods in speaking learning to make learners to speak and memorize the words. When a learner speaks a word, he or she starts to memorize the word.

Then, According to David Nunan, the natures of speaking are:<sup>42</sup>

a. Characteristics of communicative competence

According to Richards, Platt, and Weber on David Nunan, the characteristics of communicative competence includes:

- i. Knowledge of grammar and vocabulary of the language.
- ii. Knowledge of rules of speaking e.g., knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and different situations.
- iii. Knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations
- iv. Knowing how to use language appropriately.

<sup>41</sup> Jack Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University, 2001), 52.

<sup>&</sup>lt;sup>42</sup> David Nunan, Second Language Teaching and Learning (Boston: Heinle&Heinle Publisher, -), 226-231.

# b. Discourse versus dialogue

It is about the use of words in discourse mean in a dialogue. Discourse is knowledge how to organize and connect individual utterances, as well as how to map this knowledge on to the turntaking structures of interactive talk.<sup>43</sup>

- c. Transactional and interactional language
- d. Purposes for speaking

It means that what the speaker's purpose when they say something. One of the most useful schemes for analyzing interactions from a functional perspective is that by Martin Bygate.

Scheme of Martin Bygate Information Expository **Evaluative** Negotiation of meaning Narrate describe Explain justify Management of instruct compare predict decide interaction Interaction SERVICE Job Interview Bookinga restaurant Buying stamp Enrolling in School, etc. SOCIAL Dinner partyCoffee break

<sup>&</sup>lt;sup>43</sup>Thornburry, *How to Teach Speaking*......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:

## Supportive environment

<sup>44</sup> Ibid., 231-235

- ii. Appropriate level of difficulty
- iii. Meaningful learning
- iv. Strategies
- v. Content

In other hand, learning activity needs materials too. Materials are anything that is used to help to teach language learners. Material can be in the form of a textbook, a workbook, a cassette, a CD-room, a video, a photocopied handout, a newspaper, a paragraph written on the white board: anything that presents or inform about the language being learned. Materials will always be constraining in one way or another, so that teacher will always need to exercise their professional judgment about when and how a particular piece of materials in the best implemented in any particular case. For the learners, materials may provide the major sources of contact they have with the language apart from the teacher. Besides, the teachers also consider the materials, equipment and facilities within school. Preparing effective teaching materials is similar to the processes involved in planning and teaching a lesson. The goal is to create materials that can serve as resources for effective learning.

<sup>&</sup>lt;sup>45</sup> Brian Tomlinson, *Materials development in language teaching* (Cambridge: Cambridge University Press, 1998), 2.

<sup>&</sup>lt;sup>46</sup> Jack C. Richards, Curriculum Development in Language Teaching...... 262.

There are the principles in material development:<sup>47</sup>

- Material should achieve impact
- Materials should help learners to feel at ease
- 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:<sup>48</sup>

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.

# D. Review of Previous Study

The previous study is reviewed in order to avoid an imitation. There are similar researches which intended to explain about 'speaking program' and "vocabulary:

1. Lulu' Anwariyah(State College of Islamic studies Malang's student)

Her thesis title 'A Study Of Implementation Of Speaking Program At Pesantren Al-Kautsar InSumbersariSronoBanyuwangi'. The research was done in 2002. There are four research questions in her thesis; they are (1) What are the objectives of the speaking program at Pesantren Al-Kautsar?(2)What activities are carried out in the speaking program? (3)What learning resources are provided to support the speaking program?(4)What problem are faced in the implementation of speaking program?

She used descriptive qualitative research. And the result of the research described about the explanation of the history of Pesantren, the activities of speaking program, learning resources of speaking program and the problem was faced in speaking program. The problem of this program is the learning resources were not being dominant factors to help students increasing their knowledge in English and there was no specific material for the program.

In other sides, this research focuses on need analysis for material development of vocabulary. Indeed, this research takes place at Ponpes Al-Hadi in Padangan.

PutriNurPurnamaningrum (University of Muhammadiyah Malang's student)

Her thesis' title is "A Study on Students' needs analysis in learning productive English skills (Speaking III and Writing I) at English Department of University of Muhammadiyah Malang". The research was done in 2010. There are three questions research; (1) What are learning materials for speaking which is neede by the students? (2) What are learning materials for writing which is needed by the students? (3) Which learning materials are mostly needed by the students?

She used descriptive quantitative design in her research. Her instruments are: interview and questionnaire. The results of the research are:

- a. The third semester students had different needs in learning materials for speaking and writing. 91,2% of the students need materials about speech, asking and giving response, advertisement (selling product) for speaking subject and 44,1% of the students need materials about proposing alternative.
- b. The students' need for writing materials are identifying clauses (96,7%); identifying sentence style, identifying writing process and

identifying basic organization paragraph (93,3%); and identifying the kinds of logical order (66,7%).

c. Students prefer to practice their writing ability by studying sentence grammar first before they learn paragraph.

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.

## 3. LailaKumiati (University of Muhammadiyah Malang's student)

Her thesis' title is "An analysis on the Students' needs in Learning Reading Skill for The First of SMAN I Pulung-Ponorogo". The research was done in 2010. There are two questions research; (1) What is the need for the first year Students of SMAN I Pulung – Ponorogo in learning reading skill?

(2) What is the appropriate objective, method, and evaluation in learning reading for the first year students of SMAN I Pulung – Ponorogo?

She used descriptive qualitative design in her research. Her instruments are: interview and questionnaire. The results of the research are:

- a. The students' need in learning reading was to increase capability in reading English text and increase English vocabulary.
- b. The appropriate objective (achievement) for the students was to understand English text and the appropriate objective (purpose) for the students were able to comprehend English textbook. Then, the

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

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.<sup>49</sup>

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 synergistically<sup>50</sup>.

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

<sup>&</sup>lt;sup>49</sup> Sugiono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung;CV Alvabeta, 2009) 13

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.<sup>51</sup> 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

<sup>&</sup>lt;sup>51</sup> Suharsimi Arikunto, prosedur penelitian, suatu pendekatan praktek, (Jakarta:PT.Rineke Cipta, 1998) 222 <sup>52</sup> 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.<sup>54</sup> 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.

<sup>53</sup> Prof. DR. Nasution, MA, Metode Research, (Bandung: Bumiaksara, 1996) 113

The researcher gave the questionnaire to the students who join the English Speaking Program. They are fifty-nine students who join this program.

# 4. Documentation

Documentation is a historical note. The documentation can be formed in paper, picture, or monumental creation of a person. The documentation of paper form is as diary, life histories, biography, rules, and policy. 55

In this research, the researcher takes any documentation such as photos and the rules of the program about the activities of English speaking program.

The forms of documentation of it see appendix.

# D. Data Collection Techniques

In order to get the data of this research, the researcher joined to the learning activity three meetings in classroom activity to know the process of leaning activity and fourteen days in daily activities. Here, the researcher joined in three meetings because the English Speaking Program was held on three times for a week and fourteen days to know more detail the activities of English speaking program.

For conducting the research, the researcher used five kinds of data collection techniques, they are:

<sup>55</sup> Ibid. 240.

### 1. Observation

The researcher observed by using observation checklist that is prepared before the conducting research. In this research, the researcher acted as a participa nt observer. The researcher observed the students' activity in the English Speaking Program. Here, the research observed the students' activity before and after they join the class. The observation checklist contains some notes; the learning activities, teacher's activities, program's activities and the materials. (see appendix I, II, and III)

### 2. Questioner

The researcher distributed the questioner to the students. The questioner allows the researcher to collect the data by providing a number of written questions about students' need and responses on the implementation of English Speaking Program. The questioner contains some indicators. They are; deal with students' background, students' interest with English Speaking Program, the materials that is used, students' difficulty in vocabulary, students' need in vocabulary, andstudents' opinion about English Speaking Program. (see appendix IV)

#### 3. Interview

In this research, the researcher interviewed the teacher. The interview allows the researcher to collect the data about 'what materials used in

implementing English Speaking Program is'. The questions are about how the implementation, the preparation of learning activity, the learning resources, the problems, and the responses of students in implementing English Speaking Program (see appendix V and VI). The purpose of the interview with the teacher is to get more information about the implementation of English Speaking Program and materials that are used in implementing English Speaking Program. In other side, the purpose of interview with the head of Islamic Boarding House is to get more information about the program and the problems that faced in this program.

# 4. Documentation

In this technique, the researcher took some documentations about the activities of this program and everything that included of it. The researcher used camera to take some pictures of the activities of this program and other documentation in paper form.

For more detail, the techniques are explained in order. Firstly, the researcher observed by using observation checklist that is prepared before the research conducting. The observation checklist contains some notes; there are the learning activities, teacher's activities, program's activities and the materials. Then, all the phenomenon that appeared during the observation process was noted in the field note.

Secondly, the researcher distributed the questioner to the students. The questioner allows the researcher to collect the data by providing a number of written questions about students' responses on the implementation of English Speaking Program and their need in materials of vocabulary.

Thirdly, the researcher interviewed the head of Boarding house. The interview allows the researcher to get more data about the implementation of the program.

Then, the researcher interviewed with the teacher. The interview allows the researcher to collect the data about what materials used, how the preparation was and how the responses of the students were.

The last, the researcher took some documentations about the program and the activities of it. Therefore, the researcher got valid data about the activities of the program.

## E. Research Instrument

The research instrument is a device or facility used by researcher in collecting data for her research more easily and better results in terms of more

accurate, complete and systematic so easily processed.<sup>56</sup> In this research, the researcher needed some instruments these are:

### 1. Observation Checklist

Observation checklist is used to get any information during learning process in English Speaking Program. In the table of observation checklist, the table divides into four parts; the first column consists of criteria (thelearning activities, teacher's activities, program's activities and the materials), second column consists of some indicators, and the third and fourth column consist of 'yes and no' as the answer of indicators. For more detail table will provide in Appendix I, II and III.

#### 2. Field notes

Field notes contains the description of what the observer heard, saw, experienced, and thought when collecting the data during the teaching and learning process in classroom and other activities outside of classroom.

## 3. Questionnaire

Questionnaires are several written questions that used to obtain information from respondents in terms of reports about their personal or other matters that they knew.<sup>57</sup>It used to help the researcher to gather other information and to find out what students exactly feel and needs in the

<sup>57</sup>Ibid., 124.

<sup>&</sup>lt;sup>56</sup>SuharsimiArikunto, *ProsedurPenelitian*(Yogyakarta:RinekaCipta, 2002), 151.

implementation of speaking program. Then, it also used to find what material that the students' got in this program.

There are twelve questions in it. It separated into two parts. First part used to answer the second research question and the second part to answer the third research question. Then, each part has six questions. The questionnaire consists of the multiple-choice answers so the students could be motivated to answer these questions.

The researcher gave the question sheet to the students at during learning activity so it could be easier to collect the questionnaire. The detail questions about questionnaire see appendix IV.

### 4. Interview Guide

The interview guide used to help the researcher to interview the teacher. So, the interview was done well with the questions that focus on the second research questions. The detail interview guide see appendix V and VI.

#### 5. Documentation

The researcher used camera to take picture to get valid documentation in learning activity. The researcher used it when the researcher was observing the learning activity. Then, the researcher also took any documentation that

the researcher need in this research. There are the structure organization of female boarding house "Nurul Jadid", the structure organization of the foundation of Pones Al-Hadi, and the rules of the program. (see appendix VII)

## F. Data Analysis

According to Bogdan in Sugiono stated data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to presents what you have discovered to others. 58

After all the data have been collected, then the researcher analyzes it. She analyzes five kinds of the data. They are:

## 1. Observation checklist

The data from observation checklist describe and written in narrative. Therefore, the researcher knows what activities in English Speaking Program. There are the activities in classroom and outside of class. The activities of outside of class are the students' activity before and after join the class. it started at 7 pm. to 10 pm.

58 Ibid. 224

### 2. Interview

The data from interview was described and written in narrative. And the result also support and complete to answer research question 'What materials are used in implementing English Speaking Program'. Then, it also used to know the implementation of the program.

# 3. Questioner

The result of questioner presented in percentage technique.<sup>59</sup> From the questioner, the researcher knows clearly about students' need in vocabulary on the implementation of English Speaking Program and what material used in English Speaking Program is. The data analyzed in percentage form based on the formula below. Then, the researcher presents the data in tables and describes them.

Formula:

Students' response of one question x 100%

The number of students

Example:

How long do you join English Speaking Program?

A. 3 months B. 6 months C. a year

<sup>&</sup>lt;sup>59</sup>Ibid.195

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From this question, twenty students choose A from fifty nine students

so the researcher used the formula to count how many percent the students

choose A.

Formula

 $: 20 \times 100\% = 33,89\%$ 

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So, 33,89% of the students choose A for the first question and so on.

4. Field note

The entire note has been collected during the observation. This data

was written in narrative. In addition, the result completed or supported data

from observation checklist and interview.

5. Documentation

Documentation is used to take other document that researcher needs

during this research. In addition, the result supports data from observation

checklist and interview.

From these data, researcher analyzed them how the process of learning

activity, students' needs during learning activity and everything that have

relation with the activity. After that, researcher makes conclusion after

researcher get all data that the researcher needs.

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# **CHAPTER IV**

# RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to analyze the data that have been collected during the research. The first data are about the activities of English Speaking Program at Ponpes Al-Hadi in Padangan Bojonegoro. The second data are about the materials of English Speaking Program at Ponpes Al-Hadi in Padangan Bojonegoro. The last data are about the vocabularies those students' needs to improve students' skill in speaking in implementing English Speaking Program. The researcher took the data using observation, questionnaire, interview, and documentation.

## A. Research findings

# 1. The activities of English Speaking Program

To get the data about activities of English Speaking program, the researcher used observation, documentation and interview techniques.

#### a. Observation

The researcher observed in classroom and out of class. The researcher observed the activity before and after the class began. The researcher observed at 13, 20 and 21 January 2012. It started at 7 pm. to 10 pm.

#### i First Observation

The data that the researcher got when the researcher was in Ponpes Al-Hadi (see at Appendix I). The students was doing some activities they were memorizing some words that students' got from the functionaries,

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

asked the students to make a sentence with these words orally. The students did it. In addition, the teacher gave motivation to study hard in preparing final examination and memorize the words that the students got at that time. Finally, this program ended at 9.30 pm.

#### ii. Second Observation

The data that the researcher got (see appendix II), the students had preparation to memorize some words that they got at the last meeting before the bell was ringing. The vocabularies are sleep, wake up, read holy Qur'an, sweep, mirror, cupboard, book, blanket, and do home work. When they were memorizing, they had any conversation each other in the seventh class in order to help the memorizing. There are:

X: How do you spell sweep?

Y: es, dabelyu, dabel i, pi

X: Good! What's the meaning of sweep?

Y: Menyapu. Ok! Now, it's your turn. What's the meaning of broom?

X: Mmmmm.... I forget it.

Y: It is berhubungan with sweep.

X: Sapu bukan?

Y: Yes! Right!

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.

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Then, the teacher gave explanation about the questions until the class

ended. After that, the teacher gave motivation to study hard.

iii. Third Observation

Then, the data that researcher got (see appendix III), the

seventh and eighth students that got obligation to speech at this time

were preparing to speech in front of class before the bell was ringing

(see picture 4.2). When the bell was ringing, the seventh and the eighth

students had to come in aula and the ninth students had to come in

classroom. Before the activity had started, the functionaries warmed

up them in applause.

Teacher: "if I say blue, clap your hands once!

but if I say broom, clap your hands twice!

Do you understand?"

Students: "Yes"

Teacher: "what should you do when I say blue?"

Students: "claps hands once"

Teacher: "and broom?"

Students: "claps hand twice"

Teacher: "are you ready?"

Students: "Yes!"

(Then, the game started)

After that, the students presented their speech one by one. In the middle of the activity, the functionaries warmed up them again in game such as the previous game to handle the condition of the students. Then, the functionaries gave the students five vocabularies about occupation. There are teacher, typist, tailor, treasurer, and carpenter. After that, the functionaries asked them to pronounce one by one and write them to memorize. Finally, they would memorize in the next meeting.

On the other hand, the students of ninth class got material about prediction final examination. As the meeting before, the teacher divided the students into groups and asked them to discuss the answer of the questions (see picture 1.4). The topic of the questions is reading text (see appendix XII). Then, the teacher explained the questions until the end of class.

From the explanation of the data above, the researcher concluded that the students memorized the words in learning activity. They memorized when they were pronouncing the words. In addition, the students memorized the words by drilling, doing, and taking a calm place to memorize. The students checked their memorizing by asking 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 at MTs Plus Al-Hadi. Then, the program developed became English Speaking Program. This program has ever stopped because of no one teacher at that time. Therefore, this program started again in 6 months until now.

The program at Ponpes Al-Hadi not only English Speaking Program but also "pengajian Kitab Kuning" and "Lughotul-'Arobiyah". "Pengajian Kitab Kuning" is the first program and the main program in this Pesantren because the characteristic of Pesantren is it. Then, "lughotul-'arobiyah" program is the program that studying the grammar of Arabic through memorizing the formula of it in "nadzoman" and "tashrifan". The books that used to study these are 'Imrithi and Amtsilatil At-Tashrifiyah. Therefore, the students not only have knowledge in Islamic case but also in general.

Then, the activities of this program are Discussion, speech, roleplay, and telling story. Discussion is an activity that the students have discussed about a topic, which this activity is for the ninth class. Then, the others are for all of grades. Speech is an activity to explain the audience about a topic. Role-play is like a drama that the students have to be another person. Telling story is the activity that the students have to tell a story to their friends. 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

English especially in speaking through learning vocabulary so the teacher tried to make a natural environment in English. In the other hand, the relationship between the teacher, students, and all of elements are needed to make to program success. If there are not good relationships, the program will not run well.

# c. Documentation

The data that the students got through this technique formed in photos and documents. There are some photos about the activities of the program.



Picture 4.1

The picture above is Quiz activity that it held in twice of a year. The questions are in English. The subjects of the questions are about Islamic religion and in general knowledge (see appendix VIII). The contestants of this program are all of the students in Ponpes Al-Hadi.



Picture 4.2

This picture shows the preparation of the students in speech program before she presents her speech in front of the other students. She got the sheet of speech text from the functionaries before. Then, she tried to practice the material, performance, and pronunciation.

Then, the functionaries are needed to help the program run well. There are the structures of organization of the Boarding House "Nurul Jadid" and the foundation structure in Ponpes Al-Hadi (see appendix IX and X). Therefore, these functionaries have important roles in this program.

As the explanation above, the researcher concluded that the activities of this program are speech and quiz. These activities are needed too by students to improve their skill in speaking. Then, the functionaries

are needed to remind them in obeying the rules so it can help the students to improve their skill in speaking.

## 2. The materials of English Speaking Program

This data was collected through interview and questionnaire. The researcher interviewed the teacher and gave questionnaire too the students to get information about the materials.

#### a. Interview

As the description before, the teacher still has taught in six months. In the first three months, the teacher gave material of vocabulary. The topics of them are family and daily activity. Then, the three months after until now, the teacher has focused on the preparation of the final examination for ninth class. The teacher gave the responsibility of the other students to the functionaries of Ponpes Al-Hadi. (see appendix IX)

In other side, this program still has no syllabi in teaching learning activity. The teacher prepared the materials according to School Electronic Book (BSE) and the worksheets of seventh, eighth, and ninth class. The teacher gave some materials of vocabularies about school, family, and the materials in the BSE's book for example the vocabularies of school are classroom, schoolyard, office, and cafeteria.

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%
	20,

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.

Table 4.2
The students' reasons join the program

Percentage
50,85%
30,50%
18,65%

The table above shows that almost a half of the students joined the program because they wanted to be able to communicate in English so they used English in daily activity. Then, the other students' reasons join this program because this program can help the students in English subject at school and pass the national final examination.

Table 4.3

The material themes of the Program

Criteria	Percentage
School	25,42%
Family	33,90%
Occupation	8,47%
Daily activities	32,21%
<u> </u>	,

Then, the data above shows the themes of vocabularies that they got in this program. 33, 90% of the students choose family theme. It is the theme for seventh class. 32,21% of the students choose daily

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.

Table 4.6

Students' difficulties in learning vocabulary

Criteria	Yes	No
Pronunciation	79,71%	20,29%
Spelling	71,09%	28,91%
Meaning	66,10%	33,90%

The table above is the result of the students' responses in their difficulties in learning vocabularies. The table shows that they have difficulties in pronunciation 79,71%; spelling 71,09%; and meaning 66,10% of students in learning vocabulary but the students who have no difficulties in pronunciation are 20,29%; spelling 28,91%; and meaning 33,90% of students. It means that they need to learn more about how to pronounce and spell the vocabularies. Then, they also need to learn more about the meaning of vocabularies so they need a book material to help them in memorizing the words and its meaning.

Table 4.7
The themes that students' need

Criteria	Percentage
Hospital	20,34%
Zoo	5,69%
Islamic Boarding House	53,63%
Market	20,34%

The table above shows that the students need more Islamic Boarding House themes than other themes. It means there are no specific vocabularies about this theme in this program. Therefore, the themes of material development of vocabularies should be more about Islamic Boarding house than the other themes.

Table 4.8

The students' responses the activities

Activities	Percentage
Discussion	20,34%
Speech	32,21%
Role-play	22,03%
Telling story	25,42%

The students' responses about the activities above show that the percentages of the students' responses are balance. But, speech activity is

the most favorite activity. The students choose it to improve their skill in speaking. Besides that, discussion, role-play and telling story are needed too in this program. It means that the activities above are needed in this program.

Table 4.9
The obstacle factors in this program

Criteria	Percentage
Uncompleted materials	11,66%
Uninteresting activities	44,17%
Uncompleted equipment	44,17%

The obstacle factors in this program are uncompleted materials, uninteresting activities, and uncompleted equipment. The students who choose the uncompleted materials are 11,66%. The uncompleted materials here mean that there is no material book of vocabulary for the English Speaking Program. The students who choose uninteresting activities and uncompleted equipment are 44,17%. The uninteresting activities here mean that the activities need more creative which it influence the equipment of the program. The uncompleted equipment here means that there is no library, video player, and English book. Moreover, there is only one classroom in this program so the other students join the learning class in aula. It is too big class so it can make

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

## f. In a long time

## g. Take a rest and often repeated

Then, drilling is also suitable with Hockett. According to Hockett on Richards and Theodore stated that drill methods need enough vocabulary to make such drill possible. <sup>61</sup>By these steps, the students can memorize well in some vocabularies. In addition, they also have to get advice to keep their memorizing by reminding them to keep practice in speaking.

Nevertheless, there are some students had not communicated each other intensively. It showed that the students did not practice the words that they got. Just 18,65% of the students often use English in daily activity and 40,78% of the students sometimes use English in daily activity. Then, they still use Indonesian language in this program which the rules do not use another language in this program except English. Jean Piaget said that learning is supported by action that children needs to experiment actively with materials and to experience things in the real world to develop thought. Then, the factor they sometimes use English because of limited vocabulary that they got. According to Krashen, speaking according to the input hypothesis is a result, not cause of acquisition. Speaking shows off the competence gained via

62 Linda Pound, How Children Learn......38

comprehensible input.<sup>63</sup> Therefore, it means that the students need to learn more in vocabulary and practice the vocabulary that they got so they can improve their skill in speaking.

On the other hand, the students will practice speaking if the teacher or the functionaries ask them to practice it. Then, the teacher and functionaries asked them to practice when they were in learning activity in classroom. According to Ratna's theory that learning is defined by some learning theories, those are the mental discipline theory, natural self-actualization, and unfoldment or the apperception theory. <sup>64</sup>Therefore, the teacher and functionaries had obligation to discipline them through the rules (see appendix IX) or doing in order to improve their skill in speaking so they do it as the rules and their skill will improve.

Then, the teacher motivated the students to learn vocabulary too. It means the motivation can make students learn more active than before. Motivation is needed by the students to stimulate them active in speaking. According to Nunan, the teacher has to motivate the learners in learning so the reluctant students will be motivated to learn. Therefore, the

students can learn frequently and actively so automatically they will improve their skill in speaking

The activities of this program are Discussion, Speech, Role-play and telling story. These activities suitable with Penny Ur's theory which the activities to improve the students' skill in speaking are: are discussion, role-play, speech, and telling story. Then, quiz also included in this program activity. It is needed by the students to improve their skill in speaking too. It can motivate the students in learning vocabulary and speaking. Therefore, these activities used to achieve the purpose of the program that the students can be stimulated in learning English especially in speaking through learning vocabulary so the teacher tried to make a natural environment in English.

In the other hand, the relationship between the teacher, students, and all of elements are needed to make to program success. If there are not good relationships, the program will not run well. The functionaries are needed to remind them in obeying the rules so it can help the students to improve their skill in speaking.

### 2. The materials in English Speaking Program

Based on the data that the students got in previous explanation, the material that the students got are the topic about family, house, and the other material in Electronic School Book in class seventh, eighth, and ninth.

Then, the themes of material that students got (see table 4.3) showed that the students have any knowledge vocabulary about these themes. However, there is no syllabus in this program so if the teacher change, the activities and materials will change too. According to Harmer, syllabus is needed to help the in learning activity. The syllabi used to prepare the effective teaching materials so the teacher will teach more effective than without it. Therefore, the teacher has to make the syllabi so this program will run well.

Indeed, the materials in this program have to be effective. Tomlinson stated that preparing effective teaching materials is similar to the processes involved in planning and teaching lesson. The goal is to create materials that can serve as resources for effective learning. Therefore, the material development has to be effective to make students more understand the materials of the program.

In addition, making the topic of learning material should radiate out from immediate world of the learner, through their local word to national. It is according to Thornburry's Scheme (see page 28). Therefore, the

<sup>65</sup> Jack C. Richards, Curriculum Development.......262

topics students will understand more if the topics related with the students' environment.

#### 3. The materials that students' need

In developing the material, the teacher has to know what the students' need in the material of vocabularies. To find the student' need, the researcher used the framework for analyzing students' needs. There are:<sup>66</sup>

- a. Why are the learners taking the course?
- b. How do the learners learn?
- c. What resources are available?
- d. Who are the learners?
- e. Where will the ESP course take place?
- f. When will the ESP course take place?

Then, according to the data that the researcher that the researcher found, the researcher answered the questions above. There are:

- a. The students join this program because they want to be able to communicate in English, to help the understanding in English subject at school and to pass the final examination.
- b. They learn through the activities of this program. There are discussion, telling story, role-play, and speech. Then, there is also

quiz activity to test their knowledge and especially their vocabulary in English.

- c. The learning resources are according to Tomlinson's theory that will explain in the next.
- d. The learners are the students of Islamic Junior High School.
- e. The program will take place in female boarding House "Nurul Jadid".
- f. It will do every Thursday, Friday and Saturday in evening.

In other side, the developing materials have to according the principles of it. There are: <sup>67</sup>

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

Then, the themes of material that the students' need are Islamic boarding house, Hospital and Market. The students need these themes

<sup>67</sup> Brian Tomlinson, Material Development......7-21

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 Thornburry, the predictions for effective motivations of this program are:<sup>68</sup>

- 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.

<sup>&</sup>lt;sup>68</sup>Thornburry, How to Teach Speaking.......231-235

## **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents the conclusion and suggestion. In the conclusion, the researcher conclude the result of her research aboutneed analysis for material development of English vocabulary in implementing English Speaking Program at Pondok Pesantren Al-Hadi in Padangan Bojonegoro and the researcher concludes the result from chapter IV. While in the suggestion, the researcher would like to recommend matters that are need to do not dealing with the materials of English Speaking Program.

## A. Conclusion

From data analysis in previous chapter, we can conclude thatthe need analysis for material development of English vocabulary in implementing English Speaking Program at Pondok Pesantren Al-Hadi in Padangan Bojonegoro, as follow:

- 1. The activities of this program based on the observation, documentation and interview are discussion, telling story, speech, role-play, and quiz (see appendix VII, picture 4.1 and 4.2)
- 2. The result of the research showed that the materials that the students got in this program are the vocabularies of the themes school 25, 42%, family 33, 90%, occupation 8, 47%, and daily activities 32,21%. It is according to Thornburry that 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.

Then, the materials that based on their English subjects at school because 30,50% of the students said that they joined the program to help them in understanding English at school. Therefore, it can help the students in understanding in materials at school.

3. The students' needs in vocabulary are the vocabularies of themes of Islamic Boarding House 53,63%, Hospital20,34%, Market20,34% and Zoo 5,69%. Then, the students had difficulties in pronunciation 79,71%, spelling 71,09% and meaning 66, 10%. From these themes and the difficulties, the students need a pocket book of vocabularies to help them in memorizing the vocabulary. The vocabulary should be written by the way to pronounce explicitly.

Then, they need the more activities of speaking and interesting to help them to improve their skill in speaking. Moreover, the students need material in vocabulary 11,66%, interesting activities and equipment 44,17%. Therefore, the questionnaire and teacher should more creative in creating program.

#### B. Suggestion

After recognizing the result of this study related toneed analysis for material development of English vocabulary in implementing English Speaking Program at Pondok Pesantren Al-Hadi in Padangan Bojonegoro, there are some matters to be suggested. The suggestion due to the English teacher, the functionaries, the students and further researcher, as follows:

#### 1. For the teacher:

- a. The teacher should have a syllabus before teaching so it can make the easier in teaching learning process for the next meetings.
- b. The teacher should make a suitable material for the students.
- c. The teacher should be creative in making activities to motivate the students in joining the program.

#### 2. For the functionaries:

- a. The functionaries should be active more in pay attention the students so they will obey the program well.
- b. The equipment of this program should improve to make a supportive environment so the students are motivated to join in this program such as the library, English book, tape for listening activity, and video player.

#### 3. For the students:

a. The students should be active in joining the program.

- b. The students should practice the materials that they got to improve their skill.
- For further researcher: The next researcher can continue this research
  about the material development of English vocabulary in English
  Speaking Program.

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