The Perceived Impacts of Language Division on Speaking

THESIS

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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Exploring the Implementation of Mahkamah Bahasa (Language Court) in Developing English Speaking Skills

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnyan, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 Desember 2021

Saya yang membuat surat pernyataan,

Nabilah Muna Shanty

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In the name of Allah the most Gracious the most Merciful

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ABSTRACT

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                            division; Speaking Skills.

The objectives of this study were to find out roles that the language division had to take to help the students to communicate in English, the perceived benefits of the language division to develop students' English speaking skills, and the students' difficulties in speaking. This study was designed based on qualitative research method. The participants of this study were 6 students, 2 English language division members, and 2 supervisors. The researcher selected samples by using the purposive sampling technique. To obtain data, the researcher used the interview instrument. The data were analyzed by using the thematic analysis technique. The researcher found out 3 roles of the language division to encourage students' English communication. The roles were providing English vocabulary and expressions for students, regulating the students' speaking activities and assessing the students violating *Mahkamah Bahasa* regulations. Moreover, the benefits of the language division were enriching students' English vocabulary and improving students' English speaking skills. However, some students faced difficulties in speaking English in the boarding school. The difficulties were the students had a lack of vocabulary mastery, unable to speak English with correct grammatical structures, and could not adapt to the regulation to speak English daily.

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CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research questions, aims of the study, terminology, and significance of the study.

A. Background of the Study

Sheppard (2004) suggests that the capacity to carry on a conversation in the language is a good indicator of speaking skills. Students should speak more actively in English with their friends to improve their English language skills. Students sometimes had difficulties in practicing the language. Various variables can contribute to a student's difficulty in speaking English. There is a lack of vocabulary, a lack of speaking conduct, a lack of grammar understanding, or a lack of desire among students. Mastering international languages has become a requirement in the current global world. Several schools and Islamic boarding schools provide language programs to help students improve their fluency in a foreign language, particularly English. As a result, there are numerous language development programs for students in an Islamic boarding school. Daily morning vocabulary, morning discussion, Arabic and English speech, and language court were among the programs (Mahkamah Bahasa). The programs are in place because the Islamic boarding school strives to improve students' English and Arabic skills.

As a result, I chose a program namely the *Mahkamah Bahasa* program, from the programs previously described. *Mahkamah bahasa* is a boarding school discipline program that forces students to speak English and Arabic.

Mahkamah Bahasa is one of the media whose goal is to monitor students' English skills and punish those who break the rules established in the educational environment. Students who do not speak English, according to the language court, will be penalized. The more they violate, the more they will be punished.

I concluded that there must be regulations in a single educational institution, as well as consequences for breaking them. The consequence is to help the Mahkamah Bahasa rules work smoothly, which is exactly what the Islamic boarding school has done. The punishment is not physical, but rather educational, aimed at improving the students' comprehension and linguistic skills, such as creating a new vocabulary, memorizing it, and attempting to employ it in sentences. These activities will assist students in practicing using the words or sentences in everyday conversation.

Fajriah (2011) did a study about Language Court about the role of *Mahkamah Bahasa* in improving students' English skills. The data was collected using two methods in the study: questionnaires and interviews. The results showed that the punishment was useful in developing students' English skills; punishments enabled pupils to create compositions and educated them to maintain their discipline.

The previous research only focused on student's English proficiency in general. There has been little research done on the members of the language division who manage the Islamic boarding school's program. As a result, to bridge that gap, I conducted a study that focused on students' English speaking abilities as well as members of the language division who monitor the program at the Islamic boarding school.

Based on the preceding description, I aimed to research MAS Ruhul Islam Anak Bangsa to see if the programs may help students improve their English speaking skills.

B. Research Question

Based on the explanation above, I intended to research to answer the following questions:

1. What roles have the language division taken to help students communicate in English?

2. What were the perceived benefits of the the language division on students' proficiency in English?

3. What were difficulties of the students in speaking English?

C. Aim of the Study

This research aimed to see the roles of the language division in developing students' speaking skills and the students' perceptions on the

perceived benefits of *Mahkamah Bahasa* and the students' difficulties in speaking English.

D. Terminology

1. Language Division

The language division is a division that teaches students how to communicate English and Arabic. The language division members implemented *Mahkamah Bahasa* that require students to communicate in both English and Arabic. The language division monitors students' English skills and assesses those who break the rules established in the educational environment. In this study, I focused in finding the roles and the perceived benefits of the language division.

2. Language Immersion Program

Immersion program, according to Andriyani (2016), is described as learning one or more subjects utilizing a foreign language as the medium language. Unlike a traditional language course, where the target language is simply the subject material, language immersion uses the target language as a teaching tool, approaching or immersing students in the second language during in-class activities such as math, social studies, and history, as well as outside of class activities such as everyday tasks.
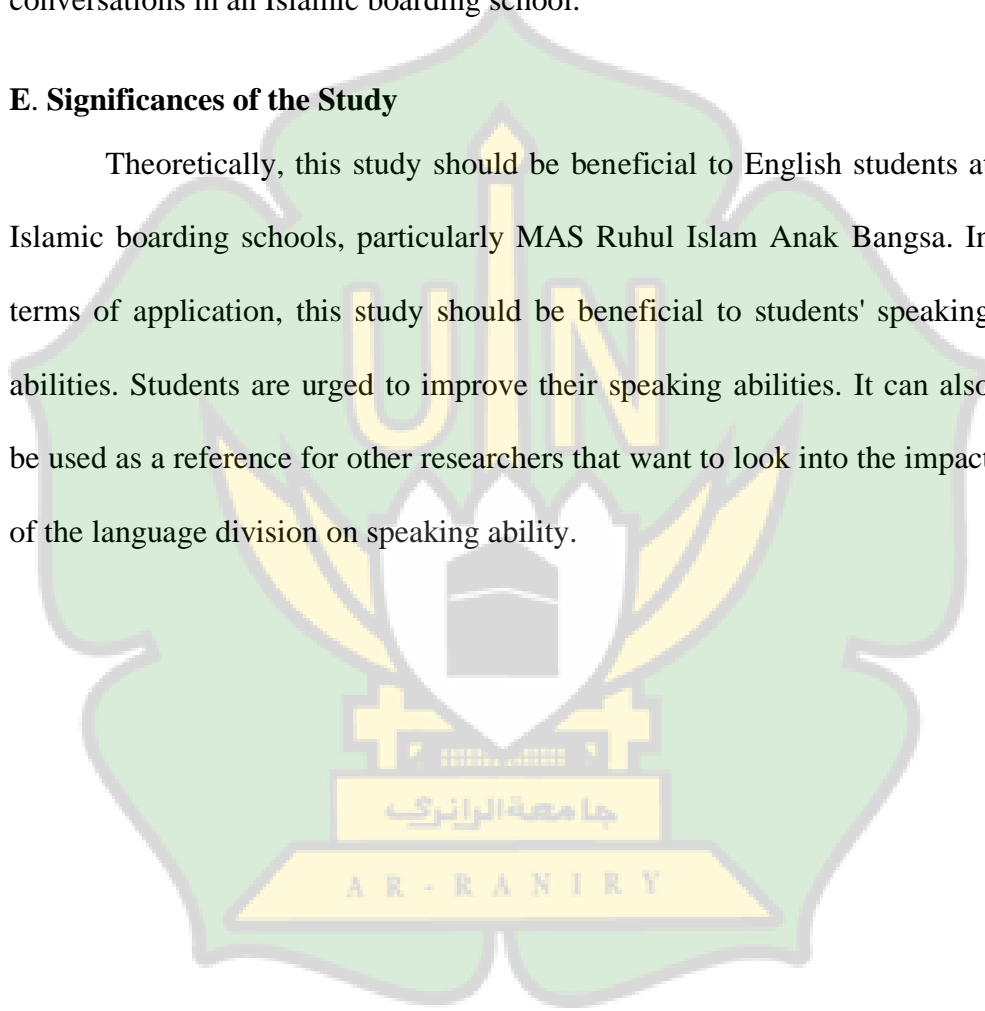
3. Speaking Skill

Speaking is the act of producing vocal sounds. Speaking can be defined as communicating or expressing one's thoughts and feelings through spoken words. Speaking abilities: Speaking abilities are the abilities that

enable us to communicate successfully.Speaking abilities, according to Torky (2006), is the ability for learners to interact with others to attain specific goals or to express their intentions, hopes, and perspectives.As previously stated, this study's speaking skills were centered on daily English conversations in an Islamic boarding school.

E. **Significances of the Study**

Theoretically, this study should be beneficial to English students at Islamic boarding schools, particularly MAS Ruhul Islam Anak Bangsa. In terms of application, this study should be beneficial to students' speaking abilities. Students are urged to improve their speaking abilities. It can also be used as a reference for other researchers that want to look into the impact of the language division on speaking ability.

CHAPTER II

LITERATURE REVIEW

This chapter discusses theories related to speaking, the English skill development activities, educational reward and punishment, and *Mahkamah Bahasa*

A. Speaking

1. The Definition of Speaking

Shafiee (2018) described the use of oral or verbal communication to speak as a practice of the formation and conveyance of meanings. Speech is an action involving vocabulary, grammar, and pronunciation (Zyoud, 2016). Furthermore, talking features two transaction and interaction functions. When the clear significance of what is supplied is the transaction function. The interactive function, on the other hand, suggests that the focus of language is only on connection building.

Thornbury (2005) noted that speaking is a communication tool that demands the ability of the speakers to administer the turn. In addition, speakers must be understood, such as understanding how to alter the pause range and choose proper terms. This is because the audiences need to know different speakers for different people and situations. Mackey (2001) described speaking as a verbal statement including precise grammatical and intonation procedures to give accurate messages.

2. Speaking concepts

  A. Speaking classification

    Brown (2001) categorized speaking kinds into two categories:

    a. Monolog

Speaking monologs is recognized as solo-speaking presentations with long stages without interruption, yet listeners can occasionally fail to understand what is said. There are 2 sections in the monolog-speaking presentation. First, the monolog is scheduled. It was when the speakers were able to present and deliver. Another is a monolog that is unplanned. It is a quick request, despite past speakers' experience and insights, to talk without prior preparation (Brown, 2001).

    b. Dialog

Brown (2001) stated that dialog is an oral communication process with two or more people. Such a talk encourages us to create relationships in society and to interact and share knowledge in social contexts in the media. In addition, when speakers are meant to stimulate other people to build social interactions, it is called interpersonal. In addition, when the objective of speakers is to provide information, it is called a transactional dialogue.

3. Speaking Fluency

   a. The Definition of Speaking Fluency

The fluency of speech is an essential component in the teaching of languages. It signifies a key part of English language skills (Diyyab, 2013). Fluency is a continuous, smooth and consistent performance without any major delay (Koponen & Riggenbach, 2000). Furthermore, Zhang (2009) describes the ability to provide messages and to communicate in ways that are convenient and understandable. In addition, fluency shows that natural hesitations, breaks and fillers are used correctly.

Jones (2007 as referred to in Buitrago, 2017) has, however, stressed that fluency does not represent a perfectly accurate use of language and no doubt, but is deemed fluency when the audience is able to monitor the flow of messages and ideas from speakers. Segalowitz (2010) has defined the complex intellectual competence of oral fluency which requires speakers to employ cognitively fluidized linguistic understandings. Furthermore, Zamel (1987 as referenced in Buitrago, 2017) pointed out that fluency is mastery of language in oral communication, consisting of a permissible use of language characteristics like pauses, interjections, intonations, stress and so forth.

B. The English Skill Development Activities

Some activities can be conducted to develop students' speaking skills. The activities are explained below:

1. Using Films to Improve Intercultural Awareness and Communication

Many studies have looked into the benefits of employing movies in the English classroom, such as improving communication skills, increasing motivation, and improving the learning environment. For starters, movies have been regarded as a valuable source of authentic language input, thus they can become an important part of a communicative English classroom. Furthermore, movies give language learners with opportunity to experience actual language in authentic settings and in the cultural environment in which English is spoken (Kaiser, 2011).

Ismaili (2013) claimed that movies are a fun way of attraction that can help learners stay motivated because of their playful nature, and that they can be interconnected into student activities to create an ideal learning environment while also motivating student participation and interaction. Movies may be an interesting and motivational tool for students, according to Sari and Sugandi (2015), employing movies has provided authenticity, variety, reality, or flexibility to EFL courses. They also claimed that movies give students real-life language input, which might be difficult to come by in a non-English-speaking environment. Films can be used successfully in a variety of ways in English language instruction to assist learners acquire language abilities, interpersonal communication skills, and intercultural awareness, according to Roell (2010).

2. Project-Based Learning (PBL)

PBL is a constructivist educational style that encourages students to address problems via group work and social engagement. Students are encouraged to not only complete the phases of class projects that are relevant to their personal interests and needs, but also to improve their critical thinking and material understanding (Kapp, 2009). Students support and learn from one another, and they feel responsibility for completing tasks that involve the classroom, the school, the community in which they live, and larger real-world challenges as a result of PBL (Kolodner et al., 2003).

In this context, PBL is a broad instructional model adaptable to all fields of learning and various kinds of learners (Bell, 2010; Habók & Nagy, 2016). Students act as problem solvers and must develop collaborative skills to tackle challenges and conduct research on significant issues for them (Bell, 2010). Although there is a lot of research on the use of PBL in many fields of study, such as science, social studies, and math, published research on its use in education is still sparse (Beckett, 2006). Unavoidably, the teachers have to develop communicative language forms in the chosen language. As they complete the processes that projects need, learners must make decisions, negotiate, and reach an agreement.

This collaborative learning technique is built into PBL and can aid language learners in improving their language skills. According to Tamin and Grant (2013), there are various hurdles to overcome when employing PBL in any school subject: For starters, a teacher-centered approach is no longer dominant in the classroom. As a result, in an EFL classroom, the teacher is unable to completely regulate the development of language forms/functions in a sequential and logical manner.

Learning is built on a methodology that focuses on students, in which they have to negotiate meaning more authentically but less accurately. Second, as regards the dynamics of the classroom, teachers must be flexible and tolerant. Thirdly, classes are centered on information or topics that teachers' skills or expertise cannot know about (Tamin & Grant, 2013). In this respect, this study shows that EFL teachers have to select topics carefully so that they are not tough for students or not manageably for educators. Even after those problems, PBL might lead EFL learners to study the foreign language by concentrating more on contents than form, because they are aimed at facilitating learning instead of putting full concentration on grammar. The teacher can develop fresh themes that "motivate, concentrate and launch student study" by disrupting old educational patterns (Larsson, 2001).

3. A comprehensive approach

It is not possible to practice language skills alone. It's always connected to each other by one skill. For instance, it is not difficult to

address without listening to the question. Efficient communication involves practicing all four equal skills and integrating words and grammar with communicative competence while acquiring knowledge (Idaryani & Tensol, 2013). A great deal of research is underway in an integrated process. Since four competencies are interwoven, it is not practical to teach individually. The focus must be on four language abilities, grammar and vocabulary to improve linguistic skills. For second-language students, creating a supportive environment to enhance their language skills is particularly crucial. One of the challenges is regular exposure to the mother tongue. The students should give themselves an opportunity to become flawless language user by continually exposing themselves to the target language. Instead of combining the abilities, another problem is trying to learn individually.

The integrated method is chosen as a means to resolve all of the above issues and offer the learner enough practice and confidence in growing the abilities of speech. With an integrated approach, students can gain an opportunity to improve their knowledge in the chosen field and to assess their knowledge and learning ability. Through this strategy, students can improve four language skills that help them create trust. Students often struggle to participate in conversations or speak activities without enough knowledge. Second language acquisition is founded on the successful development of the four abilities that listen, talk, read and write. Furthermore, two other abilities, grammar and vocabulary, are also

included. This strategy focuses on increasing English language skills of students. A teacher chooses an integrated approach for teaching a lecture or practice, and helps students increase their knowledge combined with English linguistic abilities inside a specific or selected notion.

4. English Clubs

An English club is a group of people with a shared interest or purpose who frequently gather and participate in joint activities. Basically it is an organization or group of persons with shared interests or purposes (Marinova, Snow, and Marshall, 2000). An English club is a space for English students to utilize in a relaxed environment and is located at a language school in a private classroom. Most schools remain open for one or two hours after classes, because then teachers can prepare themselves for their classes (Saint-Jacques, 2001). In an English club document, researchers demonstrate that it is a regular group activity. The English club takes place 4 times a week from Sunday to Wednesday for an hour, according to the scholarly context. It focuses on spontaneously and occasionally practicing English rather than developing a stringent set of skills in English. The English club offers practical entertaining activities for students, which are consistent with the overall character of the team. The English Club seeks to help students build a positive English language approach and become more sensitive to English speaking (Shrum and Glisan, 2000).

This awareness is aimed at enabling learners to acquire English when they start formal training (Chase, 2002). English clubs appear being more entertaining when diverse and multidimensional. English clubs are an alternative to classrooms which focus on paper and pencil assignments and which take into account the communicative value of stress free exposure to English.

The students are invited to participate in activities at the English Club because they assist students speak and enhance communication skills (Abott, 2001). The objectives of the English club are to encourage students to take part in the English club, to teach students the skills to talk, to promote mutual concern between students and management (Hadley, 2001). An English Club is a space where students may utilize English in a fun atmosphere and students will have the chance to talk in genuine settings, encourage students to practice genuine English in a real-life scenario, increase student self-confidence, expand student conversational skills in social interactions, and create a student's comfortable social atmosphere (Carter and Nunan, 2001).

5. Storytelling

Previous studies demonstrate that storytelling can assist substantially to the development of early literacy in classrooms. Rivera Pinzón (2016), for example, has demonstrated that narrative and reading can enhance understanding of the readings and writing of pupils. Research by Mello (2001) has also shown that storytelling helps increase children's fluency and

vocabulary. Story-telling benefits have been extended to second language education and some academics and teachers have been trying to apply methods of story-telling to teaching language and speech skills.

In parallel, Ebrahiminejad, Azizifar, Gowhary and Jamalinesari (2014) support shorter stories which help students improve speaking abilities and boost their autonomous learning of English. The storytelling technique is thought to be one of the most pleasant methods (Samantaray, 2014) may develop and Abdolmanafi-Rokni and Qarajeh (2014) feel digital storytelling is significantly more effective for students than the traditional storytelling methods.

C. Educational Reward and Punishment

In educational environments, reward and punishment have always been more or less. Sometimes they are thought to be a facilitator, or at times an inhibitor, and to be essential training systems. Reward and punishment can be employed for diverse goals and are means of external behavioral intervention. Though utilized for various goals, recompense and punishment that interfere with conduct from outside the world are actually processed via a filter of perception and interpretation by individuals, and their motivation is reduced by having similar negative effects upon them. Although utilized for different reasons, it is believed that an increase in the awareness of the one of these activities will result in a rise in the other due to its similar meaning related to reward and punishment in internal perception processes.

This concept has been explored in the academic context where there is widespread reward and punishment (Aypay, 2018).

The deeper analysis of the brain mechanism with technology instruments has started to offer new fascinating insights on reward behaviors. Researchers like Delgado, Locke, Stenger and Fiez (2003), and Knutson, Adams, Fong, and Hommer (2001) demonstrated that the awards that people are informed or conditioned on in the beginning have a spiritual feature. It has been found that the brain's reactions to rewards are much like its reactions to addictive stimulating situations. People feel comforted for a brief time because of both reward and addicting stimulation and the impact diminishes, causing a fresh dose to be needed (Pink, 2009).

Sensitivity to punishment can be characterized as being sensitive to punishment and penalty stimuli and not functional fear, anxiety, inhibition and reactivity. Punishment sensitivity prevents people from meeting their objectives, ending the tension of approach, mostly in a way that prevents them, causes emotions such as fear, sorrow and inhibition due to punishment, lack of awareness and inventiveness (Gray, 1990). The properties of the brain, regulated by sensory systems that work separately from one another, are considered to be reward and punishment (Gray & McNaughton, 2000).

Since it is however good to receive a reward for a person with a high degree of reward, unreward or lack of reward would also be disagreeable

(Carver, 2004). However, while punishment is unpleasant for a highly punishable person, it would be pleasing to have no penalty. The idea that the behavior is governed by the outside is one of the main common explanations for similar impacts of external award and sanctions. The reaction of individuals to environmental impacts depends heavily on how their experiences are interpreted (Patterson, 1973).

This is why it will have a devastating effect, not remedying or curing, even in an activity like reward for pleasure that hopes it will have a beneficial effect, when individuals link it to a meaning, such as "I am regulated externally." They become emotionally disconnected from this activity and at the same time desire an external short-term relaxation. They can develop dependence on outside rewards, in other words. This dependence can sensitize individuals to harmful effects, such as punishment.

a. Factor Contributing to Students' Indiscipline

Absenteeism is an important field of school discipline. In their study, Hogg and Reid (2006) find that parenting is a favorable association between the performance and school attendance. They also believe that perspectives on social identity and communication are an integrative force in the field of communication. Schools should promote this area to enable communication among students. This is one area. The fact is that parental dysfunction can reduce student achievement.

A comparable study on the effect of youth usage of cannabis sativa on schooling was carried out by Lynskey, Hall and Louis (2003). A cross-

sectional study showed that cannabis sativa usage is significantly associated with a number of education performance metrics, including lower average grade point level (GPA) and poorer performance at school. In schools the usage of cannabis sativa was connected to the adoption of an anti-conventional lifestyle. In several schools in Kenya, the use of cannabis sativa has also proven to be indiscipline (Republic of Kenya, 2001). Teachers couldn't identify drugs in school, because they focus on their main instructional duties (Lynskey, Hall and Louis, 2003). The lack of teachers in schools also hindered the supervision of learners in schools.

Rwamba (2004) suggested that lack of democratic leadership and communication disruption is one of the main reasons for school discipline. There is a connection between learning and indiscipline, he claimed. Academic success, self-esteem, coping skills and overall resilience are critical in cognitive skills. The learning and teaching process are obstructed in the lack of discipline. Time has been spent and energy has been misdirected to address disturbance problems. The absence of democracy and communication in schools should be enhanced by the Rwamba (2004) failed to show.

Permissive homes contribute to misbehavior in learning situations. The issue is that youngsters can go for inappropriate social experiences outside that have disastrous impacts on their lives when parents spend little time at home. As an example, many parents in Zimbabwe have gone to neighboring or outside nations, leaving their children under the care of their

parents or children, creating permissive environments for misconduct. The Kenyan pupils, Evans and Miguel (2004), found out that they had greater rates of misconduct in schools without biological parenting.

It is also consistent with Etesi (2012), who believes that single parents' households are more likely to lead to more emotional, psychological and behavioral difficulties for children. The only earner is the single parent and as such, the child cannot oversee well. Poverty is also seen as a major source of misconduct in school (Evans and Miguel, 2004). To satisfy everyday requirements, students may participate in stealing and prostitution. Others can skip school to work informally as sellers.

  b. Corporal Punishment

Some teachers' behaviors have beneficial effects on certain activities, while others have a negative effect. Hard, humiliating, rude, and body-punishing behaviors have harmful consequences on pupils, a good learning environment and teachers' jobs. Corporal punishment is described as the infliction of pain in the body of someone who does not show desired conduct or unwanted behavior (Mauzer, 2001). The physical punishment defined by Benetar (2002) is a circumstance that ranges from forcefulness to tormenting. Physical punishment is punishment that includes hitting a child by hand, by pulling his or her hair and/or by kicking, shaking or pinching a youngster (Greydanus, 2002). As mentioned in the article Gözutok (1993, as quoted in Aylay, 2018) notwithstanding, teachers are also currently applying penalties, such as tossing pieces of crayon or a duster and slamming the

child's head onto the desk. Physical punishment leads to a decrease in students' mental activities and a loss of self-reliance, a loss of knowledge and personality (Benetar, 2002). When a list is arranged based on investigations, the results will be the same. Physical punishment may be a risk factor in bodily exploitation (Barber, 1992, as cited in Aylay, 2018), this method of punishment increases the number of students who conduct themselves aggressively and improperly (Grusec & Goodnow, 1994, as noted in Aylay, 2018), students who are exposed to physical punishment have a pretty significant propensity to develop antisocial behavior (Straus, 2016). The two extreme behaviors show weakness or violence for students who are constantly subjected to such punishments (Santas, 2016). Physical penalty practice teaches that it is usual to pain people, unlike the desired consequence. There are correlations between future physical punishment and depression or likely suicide (Murray & Straus, 1995, as stated in Aylay, 2018). The likelihood of criminal and violent behavior of students increased in early adolescence in cases of physical punishment (Straus, 1994, as referenced in Aylay, 2018).

D. Language Immersion Program

Immersion program, according to Andriyani (2016), is described as learning one or more subjects utilizing a foreign language as the medium language. Unlike a traditional language course, where the target language is simply the subject material, language immersion uses the target language as a teaching tool, approaching or immersing students in the second language

during in-class activities such as math, social studies, and history, as well as outside of class activities such as everyday tasks.

Language immersion, according to the Pacific Policy Research Center (2010), is a way of teaching a language, usually a second language (L2), in which the target language serves as both curricular material and a medium of instruction. Baker (2006) claims that the immersion program is separated into age groups. They are as follows:

a. Early immersion: Students begin learning the second language when they are 5 or 6 years old.

b. Middle immersion: Students begin learning the second language when they are nine or ten years old.

c. Late immersion: Between the ages of 11 and 14, students begin learning a second language.

1. The Different Types of Immersion Programs

There are three types of immersion programs, according to Lenker and Rhodes (2007). They are as follows:

a. In full immersion, nearly all of the class time is spent in the target language. Source material presented in a foreign language and language acquisition are integrated into the curriculum as needed. The objectives are to be practically proficient in the foreign language, master course

information delivered in the different language, and get a good knowledge and understanding of various cultures.

b. In partial immersion, approximately half of the class time is spent learning foreign language teaching material. The objectives are to become practically competent in the second language (although not to the same extent as total immersion), technical subject information taught in the foreign languages, and gain a comprehension for different cultures.

c. In two-way immersion, also known as "dual" or "bilingual immersion," the student population is made up of people who speak two different languages. Ideally, 50 % of the participants should be native speakers of the area's dominant language (for example, English in the United States) and another half should be fluent in the language of the chosen language (e.g., Spanish).

E. *Mahkamah Bahasa*

   a. The Definition of *Mahkamah Bahasa*

      According to Setiawati (2018), *Mahkamah Bahasa* is a part of the English language division programs at Islamic boarding schools. The division of languages as one of the organizing elements at the Islamic boarding school aims at helping to enhance foreign language skills for students. The activities done are: conducting non-formal activities such as

vocabulary memorization and language contests, overseeing the supervision of foreign language discipline in each room and class by working with linguistic department administrators, upholding the implementation of several types of rules and punishments for violating students. This is to encourage students to learn English. The regulations are carefully organized to develop knowledge and readiness to comply with all the restrictions. One language regulation is to communicate using English, it is compulsory for all boarding school students. Educational and non-violence punishment should be implemented. Besides that, learners with English language skills would be appreciated and given rewards.

b. The Development of English Skills

The development of English skills is an activity carried out consistently to get better results in order to allow students to use English skills in their daily life. As part of the management, language instructors are in control of the objectives of maintaining and improving language quality. Language instructors helped the students to increase students' language competence at Islamic boarding school and oversaw the application of a language-related discipline (Condong, 2017). Moreover, the instructors also responsible to support and guide the students in the development process (Hamalik, 2009). Kayi (2006) included certain practices to enhance speaking in a second language in her journal, including:

1. Acting out a role

Role-playing is another approach to get the students to speak up. Students act out a variety of social situations and assume a number of social roles. The instructor provides facts to the learners in role play activities, such as who they are and what they believe or feel. "You are David," the instructor can inform the student, "you go to the doctor and tell him what happened last night".

2. Idea generation

Students have a limited amount of time to generate thoughts on a specific topic. Individual and group brainstorming are both beneficial depending on the setting, and learners develop ideas quickly and freely. The right quality of brainstorming is that students are not judged for their ideas, so they are more likely to share fresh ones.

3. Telling a story

Students can either recap a tale or a story they previously heard from anyone, or they can make up their own stories to tell to their peers. Storytelling encourages creative thinking. It also aids students in expressing concepts in the structure of a story's beginning, middle, and finish, as well as the characters and setting required. Students can also tell jokes or riddles. For example, the instructor can call on a few students at the start of each class session to speak brief riddles or jokes as an opener. In this manner, the teacher will not only address the pupils' speaking abilities, but also gain the class's attention.

4. Describe a scene using a picture

Another option to incorporate visuals into a speaking engagement is to give students just one picture and ask them to describe what they see. Students can work in groups for this assignment, with each group receiving a different picture. Students discuss the image in groups, and then a representative from each team summarizes the image to the entire class. This activity encourages learners' originality and inventiveness, as well as their public speaking abilities.

5. Speaking Self-Assuredness

Independence is a vital characteristic to have when the students start an action, particularly when speaking in a foreign language. Speaking is an exclusive space for effective communication among all other language abilities and trust is one of the conversation initiators. McIntyre (2004) states that self-confidence has a decisive impact in a learner's willingness to speak a foreign language as stated in Gurler (2015). Self-confidence is therefore one thing that can unlock certain important barriers to communication, sounding like a natural speaker in a foreign language.

6. Speaking fluency in language instruction

The term "fluency" is frequently employed, while "fluent" is frequently used in language testing and evaluation. Although it appears that the meaning of fluency is clear, there are many different definitions of fluency. According to Yang (2014), the term "fluent" refers to a speaker's ability to employ the correct structures of a language at normal speed, which means speaking naturally while focusing on the content delivery rather than

the language's form or structure. According to Yang (2014), there are four abilities that are required to talk fluently. They are the ability to speak for long periods of time with little pauses to make sentences that are cohesive, reasoned, and semantically correct; to employ acceptable expressions in a variety of situations; to be creative and innovative in language use.

Moreover, Yang (2014), identified three aspects of fluency. The aspects are the rate and flow of language output; the degree of control over language elements, such as pauses, rhythm, pronunciation, and stress; and the manner in which material interrupts. The notion of fluency has so far been divided into two groups. The limited approach (Lennon, 2000, as referenced in Yang, 2014) is concerned with the speed and smoothness with which the language is delivered. The other is the board method (Kopenen & Riggenback, 2000, as quoted in Yang, 2014), which takes into account a broader range of factors such as semantic complexity, acceptability of expression, the language user's creative abilities, and other sociolinguistic difficulties. The term fluency, like the measure of fluency, is difficult to define. Establishing fluency standards is a difficult undertaking because fluency is entirely a performance based on the listener's impressions and feelings. According to Lennon (1990), as referenced by Yang (2014), fluency invites the listener to focus on the speaker's conveyed message rather than the speaker's production. This is a reflection of the speaker's ability to communicate verbally. As a result, several studies have tried to detect longitudinal fluency development, discriminate fluent and non-fluent

English learners, and measure fluency improvement over time. The majority of these study looked at the number of words said per minute and the average delay between syllables.

As a result, according to Wood (2001), as stated in Yang (2014), speech rate is an indicator of gauging fluency because it demonstrates overall speaking fluency. The existence of filled and non-filled pauses in speaking of four English learners from China, as well as changes in the pause time of four German students, have been studied in a number of empirical investigations. To summarize, the definition and assessment of fluency demonstrate the relevance of fluency development in EFL classes.

There are several more studies on fluency development and improvement. Yang (2014) quoted Schloff and Yudkin's (1991) sixty-second technique, which suggested learners with a slow speaking speed to choose a context of roughly 180 words, read it aloud, and rehearse it many times. The trainees are then challenged to complete the recitation in one minute while maintaining the original meanings. In this situation, fluency is directly related to speed. As stated in Yang (2014), Porter and Grant (1992) claimed that EFL learners should not be trained by speeding up at the expense of meaning, making the discourse harder to follow.

Due to the limited opportunities to speak English, Schneider (2001), as mentioned in Yang (2014), recommended pair-taping to encourage EFL learners to communicate in class. To address the difficulty of L1 use in

class, Brenham and Stoops (1996), as mentioned in Yang (2014), offered talking zone, speaking line, and conversation game. The excessive usage of L1 may have a negative impact on the quality of the lesson. In conclusion, all of the above-mentioned activities provide an opportunity for EFL students to practice speaking fluency.

It is vital to emphasize the role of fluency development before answering the topic of how to enhance speaking fluency. Is fluency development an activity that focuses on meaning or on form? Fluency development is a meaning-focused strand, according to Nation (2007), as mentioned in Yang (2014). If the EFL learners are familiar with the subject, the focus is on processing the meaning, and there is some pressure to execute at a high speed, the fluency strand exists. There is a lot of discussion about whether fluency or precision, meaning or form is more important. The most effective method is to combine them into various patterns.

He further emphasized that meaning-focused input refers to language learning by hearing and reading, whereas meaning-focused output refers to speaking and writing, and form-focused teaching refers to acquiring language feature. Fluency development is the fourth strand, which takes up one-quarter of the class time. Fluency development should take up 25% of EFL students' time and effort. According to Arevart and Nation (1991), as referenced by Yang (2014), individuals in the 4/3/2 activity have better coherence in their speech, with the number of articulated words per

minute increasing considerably. Nation (1997), as mentioned in Yang (2014), also discovered that improving speaking fluency improves grammar accuracy, which is an additional benefit of speaking fluency improvement.

7. Speaking Based on Grammatical Structures

Students must be able to construct a proper sentence in a dialog. It is consistent with Heaton's (1978) explanation, as cited in Surya (2012) that a student can modify the structure and recognize acceptable grammatical form in appropriate one. Grammar is also useful for learning the proper technique to achieve proficiency in a language in both oral and written form. Grammar studies can considerably stifle ESL students' progress in achieving English fluency. Basic grammar is required, but focusing just on grammar will prohibit you from speaking English fluently in a reasonable amount of time.

Grammar is the best way to boost communication and writing abilities, but it only applies to people who have a strong command of the English language. Correct grammar, according to Mariawoodford (2018), is essential for speaking English fluently and confidently. Knowing the rules of grammar will aid students in avoiding mistakes that make English sound strange to native speakers. There are, nevertheless, some situations in which English grammar is particularly crucial. If students are heading for a job interview in an English-speaking country, for example, the quality of their spoken and written English will be important to the company.

In fact, according to Mariawoodford (2018), in a recent survey of U.K. job recruiters, 50 percent reported that poor spelling and grammar was

the most common reason they disliked an application. Grammar is a style of writing that can make a sentence more complete. Grammar is also necessary in social situations. The last thing anyone wants when meeting new people or visiting new locations is to be misinterpreted. Someone must have a good grasp on how to organize the words in order to prevent causing confusion. As a result, it is clear that grammar is critical in communicating.

c. The Roles of *Mahkamah Bahasa*

According to Ihsan (2013), *Mahkamah Bahasa* has several roles to improve students' English language skills. The members of *Mahkamah Bahasa* have responsibilities to control the activity of providing new vocabularies to the students, punish students breaking the language regulation or entering the language court. Besides that, the members also monitor students' conversation activities, encourage students to use dictionary to enrich their vocabulary comprehension and helping students when having difficulties in the process of developing their English language skills. Furthermore, the members also provide time for students to have consultation related to the improvement of the language competences or to ask vocabularies on certain topics.

Besides that, the members of *Mahkamah Bahasa* also responsible to work with the other school organizations to manage the implementation of English language rules. They are active in collecting reports of the language rule violation. In addition, they are also required to supervise and give penalties to the students. To improve the students' English listening skill,

they conduct an activity of listening to English conversation audios. The listening activity is done to make students familiar with the real utterances of English conversation spoken by native speakers. The activity is done after praying to make sure that the students have free time and ready to study.

Furthermore, *Mahkamah Bahasa* members are always available in doing the responsibilities because they have clear set of schedules. They only need to fulfill their tasks in certain times and activities. Moreover, they also have records of all activities they have conducted and ask the students to have small note books to write English vocabularies, sentences, conversations, and writings. Not only that the members have daily programs to implement, they also have weekly duties. The first is to control the activity of English speech and English conversation in the morning and the afternoon. The second duty is to change and write the English proverbs. The proverb is written to make students get used to applying English language expression. Besides that, they also make sure that all students have their own English speech books. In addition, they announce the students violating rules of the language at night after praying and control the inspection of the vocabulary books.

The monthly duties of *Mahkamah Bahasa* members are to evaluate the implementation of the programs with English language teachers, check the availability of vocabulary books, and hold monthly meeting with all of the members and English language supervisors. Furthermore, they also need

to conduct English quizzes to motivate the students to learn more about the vocabularies, sentences, expressions, and conversations.

F. The Similarities and Differences of the Language Immersion and *Mahkamah Bahasa*

Mahkamah Bahasa is an element of the English language division programs at Islamic boarding schools, according to Setiawati (2018). One of the organizing aspects at the Islamic boarding school is the language division, which serves to help students improve their foreign language skills. Implementing non-formal activities such as vocabulary memorization and language competitions, supervising the monitoring of foreign language practice in each room and class by collaborating with language department supervisors, and maintaining the implementation of a variety of rules and punishments for students who break them are among the tasks completed.

According to Andriyani (2016), an immersion program is defined as learning one or more subjects using a foreign language as the medium language. Language immersion, unlike typical language courses, uses the target language as a medium of instruction, engaging or immersing students in the second language during in-class programs such as mathematics, social studies, and history, as well as outside of classroom activities such as daily duties.

The similarities were that the two programs use a foreign language to make the students get used to the language. The differences were that *Mahkamah Bahasa* is implemented by the language division and its implementation is monitored by the language supervisors. Another difference is that *Mahkamah Bahasa* also assess the students breaking the regulation while the language immersion program is merely conducted by the teacher and there is no assessment on the students' language development.

G. Previous Studies

There were various investigations on this topic by earlier researchers. Syafi'I (2019) discovered that the learners were motivated to know more about the day-to-day English work at the boarding school. The work had a positive impact on the linguistic skills of the children. The students felt their skills had been improved in English. In addition, English lessons are also easy for students to learn or grasp. Improving the English-speaking skills of students also encouraged students to compete and win awards in English.

Setiawati (2018) also carried out a study. The study results were divided into 4 types. First, the teachers convened a conference to speak English and the budget required for the programs to be implemented. In addition, it was decided and designated at the meeting the precise time and persons responsible for the programs. Second, it offered English vocabulary, conversation, speech lessons, angling club, festivals, and punishment for

learners who broke language rules in order to strengthen the English speaking skills of learners. Thirdly, the program assessments were conducted by evaluating students in vocabulary and English language courses. Fourthly, the programs aimed at helping students with oral and writing communication competence in English. In English speaking and debating competitions, for example, students have been able to participate and compete.

An investigation on this subject was carried out by Umaira's (2020). According to this study, the English language program had four impacts in the boarding school. The first was to build student confidence in speaking English through English development programs. Secondly, the program based on proper grammar structures, also improved the ability of students to English. Thirdly, after regular practice in the boarding school, the speaking fluency of learners was also enhanced.

Lastly, it was easier for students to communicate with their peers and teachers in the classroom with their English. Umaira (2020) also suggested that English language programs at the internship should be improved. It was suggested that students should be punished for breaching the regulations on English, that competent English teachers should be provided with them, that the regulations for the dialogue should be revised and students should be cooperative.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research design, which includes elaboration methods for researching specific research questions. This chapter is divided into sections. They are research design, research participants, methods of data collection, and methods of data analysis.

A. Research Design

This study was designed based on qualitative method. The qualitative study puts emphasis on descriptive study or can help in the formation of new concepts or theories, as well as an assessment of an organizational process (Hancock, Windridge, and Ockleford, 2007).

B. Research Participant

I selected 6 students whom often punished by the Language Court's members, 2 language division members, and 2 supervisors. In choosing the sample, the purposive sampling technique was used. There were only two language supervisors in the boarding school. 6 students and 2 language division members were chosen based on the recommendation of the language supervisors.

C. Methods of Data Collection

The practice of acquiring and measuring information on variables of interest is known as data collection.

The interviews instrument was employed as data collection instrument. In getting and collecting the data, I used the interview as the data technique collection to get further information about students' challenges in speaking English and their experiences in the language court program applied in the Islamic boarding school, also how the language court's members ran the program.

There are three sorts of interviews, according to Perry (2005, as referenced in Suryaningsih, 2014): highly structured interviews, semi-structured interviews, and open-structured interviews. A semi-structured interview was used in this study. A semi-structured interview is one in which the researcher is free to ask follow-up questions and explore additional issues connected to the topic at hand (Lambert, 2012). As a result, a semi-structured interview was employed to allow the participants more flexibility and allow them to express their opinions. 9 questions related to the roles of the language division were asked to the supervisors and language division members and 9 questions in relation to the perceived benefits of the language division were asked to the students.

D. Methods of Data Analysis

a. Analysis of the Interview

The interview data were analyzed by the descriptive analysis technique. The data finding was presented in words. According to Ary (2010), the data analysis in this study can be divided into three stages:

coding, data display, and data analysis. These can be explained in the following way:

1. Coding

The transcript was coded based on similar ideas that appeared. I went through all of the data and sorted it by the unit of significance. I first went over all of the information and assigned a code to each unit.

2. Data Display

Data Display comes after coding in the data analysis process. It is a method of presenting information in the style of an essay so that it is easier to comprehend. "Looking at displays helps us grasp what is happening and do something-further analysis or caution on that information," Miles and Huberman (1984, as cited in Sugiono, 2009). The researcher utilized an essay to illustrate the data in this study; in this case, the researcher wrote all of the participants' responses in paragraphs.
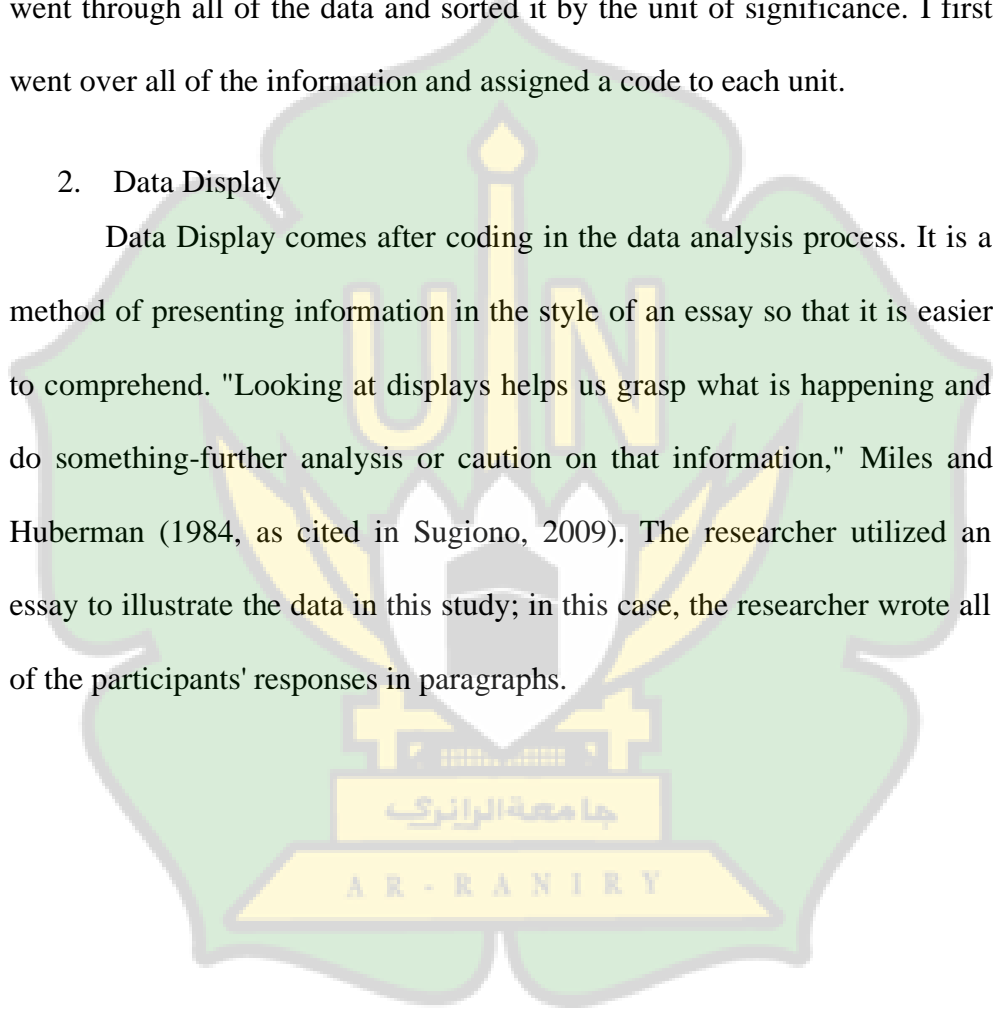
CHAPTER 4

FINDING AND DISCUSSION

This chapter provides analyses of data obtained from the research participants. The researcher investigated three research questions. The objectives of this study were to find out roles that the language division to help the students to communicate in English, the perceived benefits on the language division to develop students' English speaking skills, and the students' difficulties in speaking English.

A. Research Finding

The results of this research were based on the data obtained from 2 language supervisors, 2 language department members, and 6 students of Ruhul Islam Anak Bangsa Islamic Boarding School. The ten participants were marked as P1, P2, P3, P4, P5, P6, P7, P8, P9, and P10. I found out several roles of the language division to encourage students' English communication. The roles were: providing English vocabulary and expressions for students, regulating the students' speaking activities and assessing students violating the regulation. Moreover, the benefits of the language division were enriching students' English vocabulary and improving students' English speaking skills.

1. Language Supervisors

According to the language supervisors, their role was to monitor the implementation of *Mahkamah Bahasa* regulation and the language division members' activities in running the program.

a. Monitoring the Language Division

The supervisors monitored the language division to implement the regulation. The regulation was the obligation for students to speak English in two full weeks every month. Since the boarding school also encouraged the students to speak Arabic, the four weeks in a month were shared between English and Arabic speaking activities.

P3 answered that:

> *Most of the students use English in their daily conversations. We regulated the period of speaking English and Arabic. For example, the first week of the month will be the period of speaking English and the other week will be for Arabic speaking activities. They have to follow the regulation, to speak both languages*

b. Monitoring the regulation of *Mahkamah Bahasa* implememtation

The role of the supervisors If the students did not follow the regulation, the language court would the students. When the students did not communicate using English or Arabic, the language court supervisor would not respond to the students because it was expected that students communicated using English or Arabic. P2 conveyed that the language court members would punish students breaking the regulation. She would not respond to them if they speak to her using other languages except English or Arabic. She added that the level of punishment would be different when the students did not speak English and repeated that mistake.

When the students are caught not speaking English at the first time,

the language court members will advise them not to do the same

mistake. If the students do the same, they will have to memorize

English vocabulary and sentences. If they do it again, they will be

required to do writing tasks. The punishment will be different when

the students doing the same mistake. The level of punishment will be

higher.

2. Language Division Members

a. Providing English Vocabulary and Expressions

The role of the language division members was to provide English vocabulary and expressions for the students. The vocabulary given was obligatory for students to memorize. The language division members provided the daily vocabulary to be memorized every day to enrich students' vocabulary and to ensure that the students apply the vocabulary when they speak English in their daily activities. P2 told that the English language court provided vocabularies for students every day after praying Shubuh.

Besides that, the language court members also provided some useful English sentences to be used daily when the students communicate using English. The sentences were some English expressions helping students to convey their information to other students in the conversation. Therefore, the use of those expressions would positively contribute to creating meaningful interaction among students. P4 said that they gave the students

conversation texts or good sentences to use daily. They gave them once a week. So, the students can improve their English skills.

b. Assessing the Students breaking the regulation

The language division assessed the students violating the *Mahkamah Bahasa* regulations. When students were caught speaking English incorrectly for the first time, the members of the language court would warn them not to repeat the error. Students would be asked to memorize English vocabulary and sentences if they violated the regulation. They would have to do writing assignments if they did it again. When the students do the same error, the consequences would be different. The punishment would be more severe.

c. Regulating the Implementation of *Makkamah Bahasa* Regulation

The members of the language division put special emphasis on the implementation of *Mahkamah Bahasa* the regulation. The rule required students to speak English for two weeks out of every month. Because the boarding school encouraged students to learn Arabic, the four weeks of the month were split between English and Arabic speaking activities. The majority of students communicate in English on a daily basis. The language division set limits on how much English and Arabic might be spoken in a given period of time. For example, the first week of the month will be dedicated to English speaking activities, while the second week will be dedicated to Arabic speaking activities. The students had to stick to the rules and speak both languages.

3. The Students

According to the students, *Mahkamah Bahasa* had two benefits for them. The benefits were enriching English vocabulary and improving English speaking skills.

a. Enriching English Vocabulary

The first benefit was to enrich their English vocabulary. The consistent activities of giving daily vocabulary helped students in improving their vocabulary comprehension and understanding the use of vocabulary based on its context. P4 acknowledged that the active role of giving daily vocabulary improved her English skills.

b. Improving the English Speaking Skills

The second benefit was to improve the students' speaking skills. The mandatory regulation of daily English communication at the boarding school stimulated the students to speak English actively. Besides that, the language department members also encouraged students to be confident in speaking English without being shy or insecure. Furthermore, the language regulation also developed and expanded the students' English language knowledge. Moreover, the regulation also fostered students to discuss by using English. The students' English speaking abilities improved daily through the activity of English conversation. P8 viewed that:

> *The benefits of language court in this Islamic boarding school are stimulating especially students to speak to each other using English without being shy or insecure. The second is that the language court*

develops, expands, improves our knowledge and then we can ask and discuss something about language. So every day we can improve our skills and have English conversations fluently

The other participant viewed that English daily conversation was significant in her English speaking skill development because understanding the vocabulary and language structures only was not adequate in improving her English speaking skills. She replied that it was not enough with just knowing vocab or understanding the grammar, she had to use them in our daily conversation. Moreover, the other student conveyed that the activeness of English language department members in doing their tasks had a good impact on students' abilities in practicing English daily conversations. Therefore, the quality of daily communication using English was improved. P3 answered that the members of the language department played active roles in improving the quality of the student's daily conversation.

The active roles of English language department members to develop students' English language skills were consistent. That was because the members of the department were assigned to fulfill the expectation of the language supervisors. P2 stated that the language department members were active in improving the quality of students because that was their duty. Besides that, the members should make sure that the students would not repeat the same mistakes in breaking the language regulation. The members should give educational punishment to students. Some of the students considered that the punishments were very strict and difficult for them to

accept. As a consequence, they would speak English more frequently. P1 told that because if someone entered language court, he or she would get severe consequences. The student would not break the regulation because the punishment was hard.

Not only did the language department members provide language inputs, control students' speaking activities, and give punishment, they also helped or supported other students to speak English correctly. The members corrected language errors made by the students. P5 informed that the members taught her the right way to use English, they corrected her utterances. The student added that she had difficulty speaking English because of her habit of using the Indonesian language. Consequently, when she was obliged to communicate using English, it was difficult for her to speak well. P5 said that it was because she usually spoke using the Indonesian language in her daily life. When she was obliged to speak English at the boarding school, she felt very difficult to do so.

c. Students' Difficulties in Speaking English

The other student admitted that she had a difficulty in speaking English because she did not know much vocabulary. She also did not speak well to her friends as a consequence of her insufficient vocabulary. P6 acknowledged that it was because she did not know many of the vocabulary. So she could not speak well and tell her friend what she was going to say. On the other hand, P8 perceived that two factors were influencing her not to speak English. The first was she did not have enough self-confidence. The

second was that she did not understand English pronunciation. As a result, she did not know how to say something in English to her friends. She replied that she was not confident enough to speak English. It was because there were several expressions or terms that she could not spell, mention or say to her friends.

One of the participants answered that she was not good at making English language structures. She thought that it was better for her to speak the Indonesia language to communicate more easily. She conveyed that she thought that her grammar was not good. So, it was better for her if she used the Indonesian language. However, a language supervisor viewed that the factor causing students not to speak English daily because they were influenced by the Arabic speaking activities conducted a week before a full week to speak English. She told that they were still influenced by the Arabic week. So, they sometimes unintentionally communicated using the Arabic language.

B. Discussion

1. The Roles of the language division to Encourage Students to Communicate using English

I found out 3 roles of the language division to encourage students' English communication. The roles were providing English vocabularies and expressions, regulating students' speaking activities and punishing students violating the regulation. This findings were related to August, Carlo,

Dressler, and Snow (2005). They stated that providing vocabulary was crucial in verbal communication process. They said that foreign language learners with a limited vocabulary are less engaged in oral engagement with their peers. As a result, such students are more likely to perform poorly on language acquisition. Therefore, vocabulary acquisition proves to be crucial in speaking activities (Ibrahim et al, 2018).

The most essential criterion of spoken language proficiency, according to Stahl (2003), is vocabulary knowledge, which is extremely significant for conceptual understanding. The language instructors can aid students in establishing word resources and increasing their comprehension of information by explicitly teaching multiple meaning terms and specific words. It is critical for teachers to draw links between existing knowledge and new vocabulary for their students (Sibold, 2011).

The findings on roles of the language division in providing English vocabulary and expressions, regulating the program, and assessing the students were correlated with Setiawati (2018). *Mahkamah Bahasa* was managed by the supervisors by deciding the language division members to take responsibility to run the programs. The responsibilities of the language division members were to provide English vocabulary and punish students violating the *Mahkamah Bahasa* regulation. There were differences in the present findings and the previous findings in Setiawati's study (2018). In Setiawati's study (2018), she explained the assessment programs conducted. In the program, the language division also had a role to evaluate the

students' English skills. Moreover, another difference was that in her findings, the *Mahkamah Bahasa* program was also implemented to help students in debate competitions.

2. The perceived benefits of the language division to develop students' English speaking skills

There were 2 benefits of the language division perceived by the students. The first was enriching students' English vocabulary and the second was improving students' English speaking skills. The first finding had no correlation with the previous studies. There was no study specifically found that the benefit of *Mahkamah Bahasa* implementation to enrich students' vocabulary. Although some studies mentioned that the students were provided English vocabulary by the language division members, the researchers of those studies did not clearly state the relation between the activity of providing English vocabulary and the benefit of doing that activity. However, the current finding showed a clear statement from the students that the *Mahkamah Bahasa* program enriched their English vocabulary because the language division members consistently provided them vocabulary.

The second finding that the language division had a benefit in improving students' speaking skills had a correlation to the study conducted by Umaira (2020). The implementation of *Mahkamah Bahasa* improved the ability of students to speak English. The regular practice in the boarding school helped the students to improve their speaking fluency. Therefore, the

students were easier to communicate with their peers and teachers in the boarding school using English. The second finding also related to study carried out by Syafi'I (2019). The students also perceived that the implementation of *Mahkamah Bahasa* positively contributed to their speaking skill improvement. The improvement of the students' speaking skills helped them in learning English subject materials.

3. The Students' Difficulties in Speaking English

The difficulties were the students had a lack of vocabulary mastery, unable to speak English with correct grammatical structures, and could not adapt to the regulation to speak English daily. The finding on the lack of vocabulary had a similarity with the previous study conducted by Chiu and Shen (2019). The study found out that linguistic such as insufficient vocabulary contributed to the students' difficulty in speaking English. Besides that the finding that the students had inability to speak English with correctly grammatical structure also had correlation with Chiu and Shen (2019). The previous study stated that the students had weak English sentence organization when speaking English. The findings also correlated with the study carried out by Mofareh (2019). He also found out that the students had weakness in speaking English based on the correct grammatical structures and lack of vocabulary.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter discusses the conclusion and recommendation of this study.

A. Conclusion

The objectives of this study were to find out roles that the language division had to take to help the students to communicate in English, the perceived benefits of the language court to develop students' English speaking skills, and the students' difficulties in speaking English. I found out 3 roles of the language division to encourage students' English communication. The roles were providing English vocabulary and expressions, regulating the students' speaking activities and punishing the students breaking the regulations.

Moreover, the perceived benefits of the language division were enriching students' English vocabulary and improving students' English speaking skill. However, some students faced difficulties in speaking English in boarding school. The difficulties were the students had a lack of vocabulary mastery, unable to speak English with correct grammatical structures, and could not adapt to the regulation to speak English daily because they did not have habits of speaking English at their previous school or home.

B. Recommendations

Although the language division had positive impacts in improving students' English competencies, especially in helping students in vocabulary mastery and speaking fluency, the researcher viewed that the implementation of the English at court at the boarding school should be improved. That was because some students had to deal with several problems in vocabulary mastery, grammatical structures, and English daily speaking habits. I recommended that in the future, the authorities at the boarding school should be able to encourage students' motivations in learning written and spoken English. Furthermore, the authorities should also increase the frequency of teaching vocabulary and its context to the students, grammatical structures, and motivate the students to speak English daily, not only because of the punishment but also because they consider being able to speak English a significant skill for their future careers or educations.
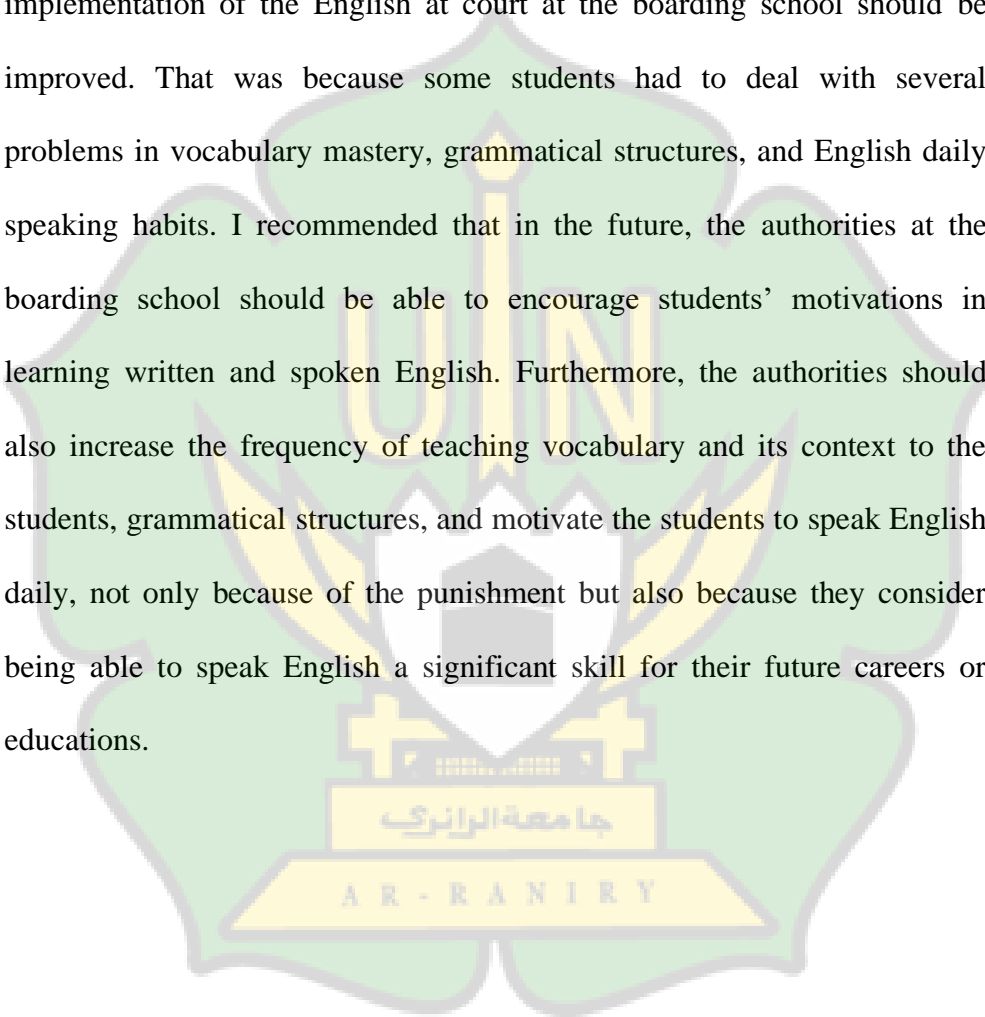
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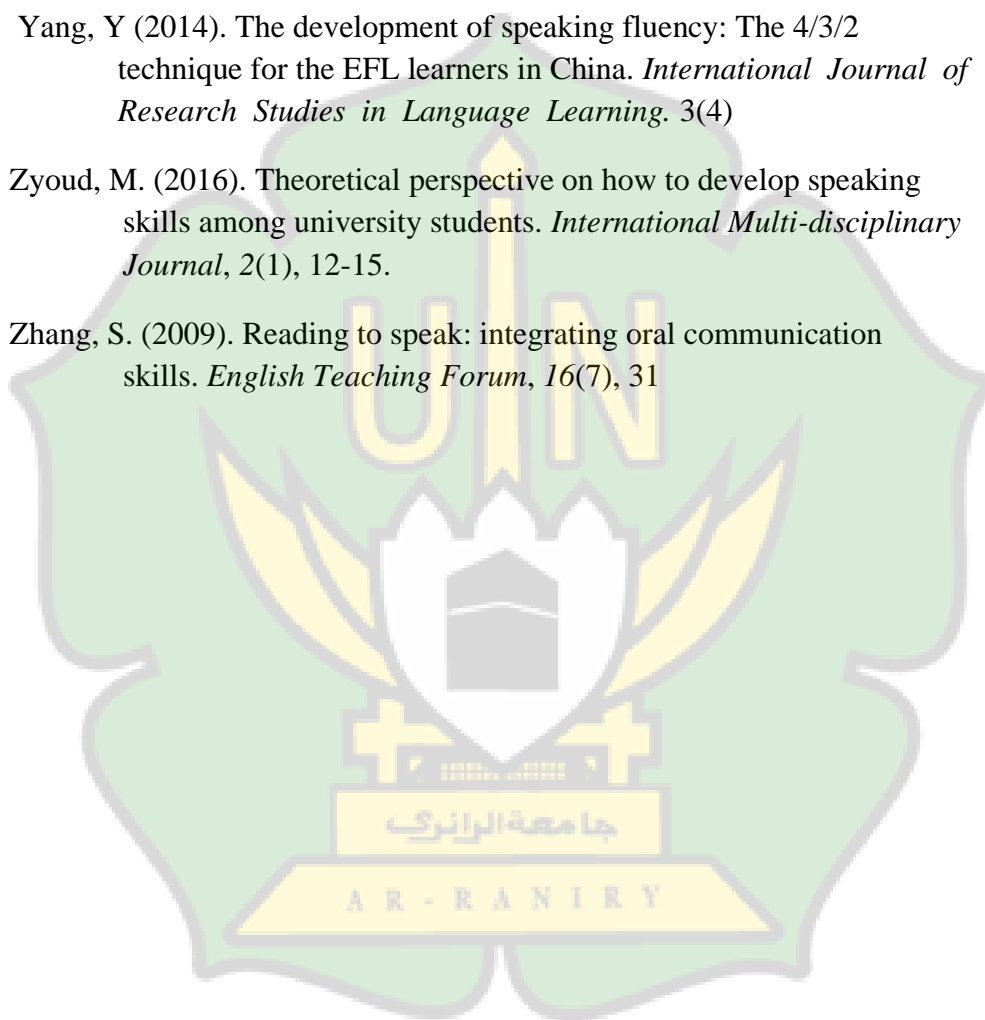
APPENDICES

A. APPENDIX A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 11103/Un.08/FTK/KP.07.6/07/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-17110/Un.08/FTK/KP.07.6/12/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Oktober 2019

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-17110/Un.08/FTK/KP.07.6/12/2019 tanggal 02 Desember 2019

KEDUA : Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M. Ed   Sebagai Pembimbing Pertama
2. Dr. Maskur, MA   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : Nabilah Muna Shanty
NIM   : 150203050
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Exploring the Implementation of Mahkamah Bahasa (Language Court) in Developing English Speaking Skills

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 29 Juli 2021
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B

Transcript of Interview Sample

Interviewer: what are the benefits of a language court in this Islamic boarding school?

RH : It has a lot of benefit, i thnik language language court has a lot of benefit because if someone enter to language court, they will feel "jera", mungkin orang itu bakal gak ngulangin kesalahannya lagi karena mereka udah jera, mereka gakmau lagi dapat hukuman dari language court tersebut karena itu susah sih hehehe.

Interviewer : does the application of the language court help you in improving your speaking skill ? explain !

RH: Not really work for me hahaha, biasa aja sih just so so hehehe

Interviewer: does the language court support you in improving your language skills in your daily life?

RH : yes, it does

Interviewer: what are your difficulties in speaking English in daily conversation?

RH: I think my grammar is not good. So, it's better if I use Indonesian

Interviewer: have you ever breaking the language court rules by using Indonesian?

RH: yes, i have hahahaha

Interviewer: why did you break the rules of the language court by using Indonesian? Explain!

RH: because I think my grammar is not good like I answer the question hmmm yeah

Interviewer: what are the punishments given by language members to students who breaking the rules of speaking English ?

RH : they gave me oh no they ask me to memorize 10 vocabularies then i makes the sentences then i have to be a spy

Interviewer : Is the punishments are able to make you always use English in your daily conversation ?

RH : I think yes hahahaa

APPENDIX C

Interview Questions

The interview questions were adapted from Fajriah (2011)

List of Interview for Supervisors and Language Division Members

1. Do language members play an active role in improving the quality of the daily conversation of the students in this Islamic boarding school?
2. What roles does the language department play in improving the language quality of the students?
3. How successful are the roles that language members have applied?
4. Which language do students use most often in daily conversation, Arabic or English?
5. What are the reasons the students use Arabic and English in their daily conversations?
6. What punishment are given to students who breaking the rules of language discipline?
7. Is the punishment given with the offense committed?
8. Is there an active role from the teacher or language supervisor in improving language quality?
9. What are your suggestions for improving the language quality in this Islamic boarding school?

List of Interview for Students

1. What are the benefits of a language court in this Islamic boarding school?
2. Does the application of the language court help you in improving your speaking skill? Explain !
3. Does the language court support you in improving your language skills in your daily life?
4. What are your difficulties in speaking English in daily conversation?

5. Do the language members help you a lot in improving the quality of English for daily conversation?

6. Have you ever broken the language rules by using Indonesian in daily conversations?

7. Why did you break the rules of the language court by using Indonesian? Explain!

8. What are the punishments given by language members to students who breaking the rules of speaking English?

9. Are the punishments able to make you always use English in your daily conversation?