EXAMINING STUDENTS' PASSION IN SPEAKING ENGLISH
(An Ethnographic Study on English Language Teaching at MTsS Babun Najah)

THESIS

Submitted in partial fulfillment of the requirement
for the degree of Bachelor Education

By
Sri Wahyuni
NIM. 231222647

STUDY POGRAM OF ENGLISH EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM - BANDA ACEH
2017

THESIS

Submitted to Faculty of Tarbiyah Teacher Training of
UIN Ar-Raniry Darussalam Banda Aceh
as a Partial Fulfillment of the Requirements for Sarjana Degree (S-1)
on Teacher Education

By
Sri Wahyuni

The Student of Department of English Education
Faculty of Tarbiyah and Teacher Training
Reg. No. 231222647

Approved by

Main Supervisor,

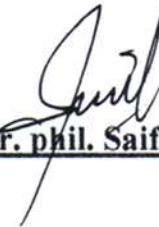Dr. phil. Saiful Akmal, MA

as Co-Supervisor,

Ayuna Netta, M.Pd

It has been defended in *SidangMunaqasyah* in front ofthe council of
Examiners for WorkingPaper andhas been accepted in Partial Fulfillment
ofthe Requirements for *Sarjana* Degree (S-1)
on Teacher Education

On:

Thursday, $\frac{\text{February09}^{th}, 2017 \text{ M}}{\text{Jumadil Awal 12}^{th} \text{ 1438 H}}$
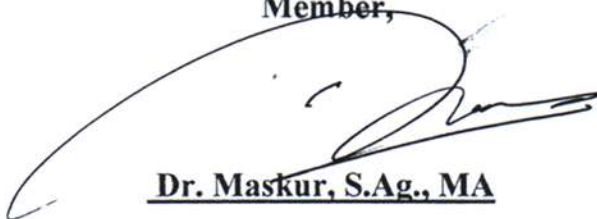
Darussalam - Banda Aceh

Chairman,

Dr. phil. Saiful Akmal, MA

Secretary,

Risdaneva, MA

Member,

Dr. Maskur, S.Ag., MA

Member,

Ayuna Netta, M.Pd

Certified by:
The Dean of Faculty Education and Teacher Training
Ar-Raniry State Islamic University

Dr. Mujiburrahman, M.Ag
NIP. 197109082001121001

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya :

Nama	: Sri Wahyuni
NIM	: 231 222 647
Tempat/Tgl. Lahir	: Aceh Besar/ 09 Juni 1995
Alamat	: Blang Krueng, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: *Examining Students' Passion in Speaking English (An Ethnographic Study on Language Teaching at MTsS Babun Najah)* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 26 Januari 2017

Saya yang Membuat Pernyataan

Sri Wahyuni

ABSTRACT

This study is entitled "Examining Students' Passion in Speaking English (An Ethnographic Study on Language Teaching at MTsS Babun Najah). The purpose of this research is to examine students' passion in speaking English and to investigate English instructional process in Babun Najah Islamic Boarding School. The participants of this research are 25 students of class-IX of MTsS Babun Najah who have learned English for three years. This study uses purposive sampling in collecting the data. I conducted interview and observation. Thus, the instruments used are observation sheet and interview guide. The instructional process conducted at Babun Najah Islamic Boarding School was run well. The students are not very passionate is being English.

TABLE OF CONTENT

COVER
APPROVAL LETTER
SIDANG MUNAQASYAH-EXAMINER SIGNATURE
Page

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

This chapter presents the background of study, previous study, research question, aim, terminology, significane study.

A.   Background of the study

Speaking is one of the ways to communicate which ideas and though a message orally. Hybel (2001, p. 45) mentions that "speaking is any process in which people share information, ideas, and feeling. It involves all body language gesticulation and style-anything that adds meaning to a message". It means speaking as the way to relate massage to the others. To enable students to communicate, we need to apply the language in real communication. According to Gert et al. (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. In addition Brown et al. (1999: 14) state that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.

On the other hand, Rebecca and hughes (2006:144) state that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact. In learning English, students are expected to master four skills. They are listening, speaking, reading, and writing. Speaking is one of the

important skills should be mastered by the students in order to be able to communicate with other people or foreigners.

The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes. According to Renandya et.al (2002) publication where they stated, a large percentage of the world language learners study English in order to develop proficiency in speaking (p. 201). Moreover, students of second/foreign language education programs are considered successful if they can communicate effectively in the language (Riggenback & Lazaraton, 1991). Speaking was then made the primary aim of language when the Direct Method came. In the era of this method oral communication became the basis of grading the language teaching programs (Richards & Rodgers, 1986:10).

Furthermore, Wisesa (2016) mentions that teaching speaking in the formal institution and informal institution at Gedongan Boarding School has differences process of the teaching. In the formal institution such as school; in classroom. The teacher should know what to do in the classroom. When the students are taking a conversation in the classroom, such as greeting, selling and buying, agreeing and disagreeing, etc. In the classroom, most of researchers have already recognized how that research is going to be observed. This study is inspired by Hughes (2011) who argues that when the spoken language is the focus of classroom activity there are often other aims which the teacher might have. From that paradigm, the researchers mostly research teaching speaking in the formal institution.Whereas, in teaching speaking in the informal institution as a boarding

school, is definetely pretended ungeneral. Pondok Pesantren is the place where students from different background of education learn what they will actually need to prepare their future life. Then, it is almost certain that English is absolutely part of it. As for learning in boarding school, students outside of school hours in required to speak in a dorm, that is speaking in Arabic as well as English. Students have a language activities i.e. vocubalary and conversation. Students expected to be effective in speaking in Arabic or English. In contrast to learning in schools where children are taught only within hours of learning only.

Babun Najah is Islamic Modern Boarding School in Aceh-Indonesia which has more than 500 students. Two foreign languages usually learnt by the students are Arabic and English. It is expected that they are able to speak those two foreign languages in their daily life in this boarding school. It is a very important thing for students to increase their ability in foreign language. As language learners who had learned English intensively, the students should be able to interact orally each other through English.

Similarly Babun Najah also has the activities as the activity conducted by the students in Gedongan Boarding School. The students also have to speak two languages. They are Arabic and English in daily conversation.

In reality, Many students of grade 3 MTsS Babun Najah prefer Arabic to English. Because they assume that learning English is simlpy lacking necessary knowledge and uninteresting. The interview results showed that 20 students (80%) like to speak Arabic, and only 5 students (20%) like to speak English.

Beside that, only 20% of the students actively participated teaching and learning process in Speaking class. In fact, the situation appears that students are more passionate in Arabic and English at Babun Najah Islamic boarding school. (Author's observation, 1st November 2016 – 30th November 2016).

One of the previous studies conducted by Hadijah (2014) finds out the problem of research is about most of the students in this program did not use it as their communication. They preferred to use *Bahasa Indonesia* and their local language than English as a medium of interaction. It is because of their speaking ability is unsatisfactory and they have problems on speaking English. The students' English speaking ability should be improved by motivating the students on how the important of English for global communication and interaction. Indeed, the students would interest and try to overcome their problems faced on English speaking skill.

From the fact above, the writer is interested in examining more deeply about Students' Passion in English Speaking that make students preferred one of the languages. (An Ethnographic Study on Language Teaching at MTsS Babun Najah).

B.   Research Questions

1. How is the instructional process taking place in Babun Najah Boarding School.

2. How is the students' passion in speaking at Babun Najah Boarding school?

C.   Research Aim

1. To investigate the instructional process taking place in Babun Najah Boarding School.

2. To know the students' passion in speaking at Babun Najah Boarding school.

D.   Terminology

To avoid misunderstanding of the readers, the writer would like to clarify the terms as in the following:

1. Speaking

According to Campbell (1999: 39) states that speaking as an active and activity on the part of one individual to make oneself understood by another and to understand what is in the mind.

2. Students' passion

According to Andrew Weiler (2011) "Passion for something comes because we identify with the object of our passion so much that we can't really see our life without it". It means somebody gets the energy from what they are drawn and that energy enables to work harder, do the things we though weren't possible before. This exercise is designed to help somebody find that connection and stimulate and grow that energy.

3. Definition of Islamic Boarding School

According to Header (2004), Islamic Boarding School interpreted as a small house or dormitory where students come from different or same regions

who stay inside and learn holy book Al-Qur'an and other Islamic teachings together

Islamic boarding schools are interpreted as educational institutions, where the students usually stay in the lodge (dormitory) with Islamic teaching materials of classical books and general books of scientific knowledge, aiming to master the science of the Islamic religion in detail and along with general sciences such as mastery of foreign language and apply it as well as guidance in daily lives by emphasizing the importance of morality in social life (Depag, 2005:4).

E.   Significance of Study

The researcher expect that the readers to get detail information about students' passion in speaking English at Babun Najah Islamic Boarding School. For the students, it will enrich their knowledges about students' passion in speaking English. Meanwhile, for the teachers, it will help that they would apply an appropriate way and motivated in teaching speaking English.

CHAPTER II
LITERATURE REVIEW

This chapter discusses several speaking issues. It provides the definition of speaking, aspects of speaking ability, learning speaking, characteristic of successful of speaking activities, problems of speaking activities. English language teaching, students' passion and teachers' passion in classroom.

A.   Definition of Speaking

As stated in the background of this study, speaking is a productive skill in oral mode which is taught by the teacher at school. In school curriculum, speaking is one of the language skills that must be learned by students in order to make the teaching-learning process to be active. Besides, students are expected to be able to speak English fluently and acceptable in context.

In addition, Scott (1982:70) states that oral communication (speaking) is an activity involving two or more people which the participants are both the listener and the speaker. Another definition is stated by Chaney (1998, p. 13) as cited in Kayi (2006) that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety context.

Bryne (1998, p. 8) asserts that "speaking is a process between speaker and listener and it involves the productive and understanding of speaking". It means that speaking skill occurs when a speaker tries to convey meaning to the listener. The listener has to understand what the speaker has conveyed to be able to respond to his or her talk.

Furthermore, speaking is more than making the right sound, choosing the right words or getting the constructions, it needs habit to make a real communication. It is supported by Campell (1999, p.39) who states "speaking is an activity on the part of one individual to make oneself understood by another and activity on the part that other to understand what is in the mind of first". In addition, Hybell (2001, p. 45) elaborates that "Speaking is any process in which people share information, ideas, and feeling. It involves all body language gesticulation and any style that adds meaning to a message." It means that speaking is the way of expressing thought, ideas, and feeling which use the ability to pronounce the words, organize the word, and to receive the meaning of our information.

Therefore, Hymes (cited in Richard's, 2002:206) states that to speak a second language or foreign language well, L2 learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with other in different situation and relationship. The idea means that to be a good foreign language learners, the learners should have achievement both linguistic and communicative competence.

Richard (cited in Nunan, 1999:226) provides characteristic of communicative competence as follows:

1. Knowledge of grammar and vocabulary of the language.
2. Knowledge of rule of speaking
3. e.g.: knowing how to begin and conversation, knowing what topic can be talked about in different types of speech events, knowing which address form should be used with different person one speaks to and in different situation.
4. Knowing how to use and respond to different types of speech act such as request, apologies, thanks and invitations.
5. Knowing how to use language appropriately.

The statements above mean that there are a lot of things should be considered by the learners to master speaking.

In addition, Hutchison and Waters (1986, p.17) state that the communicative competence is not about formulating grammatical correct sentences, but also a knowledge of how to speak when people need to speak and when they have to start to speak. It is expected to the learner not only learn about grammatical, but students have to master social interaction in order to become communicative competence.

According to Yeny (2012),to develop the student's speaking, the teacher can use this type of conversation:

a. Guided conversation
   In this case, the students may be encouraged to express themselves in simple ways under the guidance of the teacher. The main purpose of it is to train the students have the courage to speak and to prepare them for their free conversation later.
b. Free conversation
   It is conversation in which the students express his ideas in free a way, not depending on the direction or pattern given by the teacher. In this case, the students must be told in studying a foreign language, particularly English. They do not need to be worried to make mistake.

Therefore, the teachers must have the knowledge of the type of conversation to develop students' speaking skill. Teachers play an important role in improving students' speaking skill by motivating students and using meaningful activities in the class. The teachers have to guide the learner to reach the successful communication. In speaking, the learners must have a feedback immediately betwee n speaker and listener to reach the successful communication. The first preparation in speaking is conversation. The learners can communicate with others, spontaneously in utterance, by face to face directly, so it is easy to understand the purpose of the communication without asking previously.

As cited in Chaer, (1994:63-65) a communication using a language should pay attention the eight elements, they are:

1. Setting, it is concerning the tim{e and place that occurred in conversation.
2. Participants, they are the persons who are involved in conversation.
3. Ends, it is concerning the purpose and the goals of conversation.
4. Act sequences, it is concerning the form and the content of conversation.
5. Key, it is concerning the manner to do the conversation.
6. Instrumentality, it is concerning the line of the conversation, whether orally or not orally.
7. Norm, it is pointed at behavior norm of the participants in conversation.
8. Genres, it is point at the language variety that used.

To master speaking ability, the students must be trained to be communicative in English. If they do not practice English frequently, it is difficult for the students to master speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

The ability to speak a foreign language well is very complex task if the learners try to understand the nature of what appears to be involved. The learners needs linguistic competence as communicative competence involves being able to use the language appropriately in given context (Freeman, 1956: 131). It means that the learners must also acquire the knowledge of how the native speaker uses the language in context of structured interpersonal exchange in which many factors interact each others.

B.   Aspect of Speaking Ability

In mastering speaking, a speaker has to know the components of speaking to make the listener easy to understand the meaning. Generally, there are at least

five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 1987: 3):

a) Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it. Therefore, the speaker needs to comprehend the whole of speaking skill before beginning the speaking. According to Brown (2004:172-174), the students have to understand any conversation connected with their topic or experienced. The students are expected to understand simple question and statements if delivered with slowed speech, repetition, or paraphrase etc.

b) Grammar

Heaton (1978: 5) states that student's ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The utility of grammar also learns the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary is one of the important elements in learning a foreign language. Lack of vocabulary can be limited understanding in terms of listening, speaking, reading, and writing.Vocabulary is something to do with the appropriate diction which is used in conversation. Without a sufficient vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms.

According to Richards (2002, p. 255) vocabulary is a core component of language profiency and provides much of the basic for how well learners speak, listen, read and write.

d) Pronounciation

Derwing and Munro (2005:21) point out that having a good pronounciation of the language can be helpful in a normal communication, particularly for intelligibility pronounciation deals with phonemes, phonemic patterns, intonation, rhythms, and stresses. It is the way for speaker to produce clearer language when they speak.

e) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "errs". These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown, 1997: 4).

The idea above means that fluency is very important in speaking language learners have the goal to speak English fluenty. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby, 1995: 826). It is the reason why the language is very important in daily activities.

C.   Learning Speaking

According to Brown(1997:78), characteristics good language learners are:

1. Final their own way, taking change of their learning
2. Organize information about language
3. Are creative, developing a "feel" for language by experimenting with it's grammar and words
4. Make their own opportunities for practice in using their language inside and outside the classroom
5. Learn to live with uncertainly by both getting flusters and continuing to talk or listen without understanding every words
6. Use mnemonics and other memory to recall what has been learned
7. Use linguistic knowledge, including knowledge of their first language, in learning a second language
8. Learning certain tricks that help conversation going

9. Learn different style of speech and writing and learn to vary their language according to the formality of the situation

Based on the idea, language learners who have the characteristics explained above are considered as the good language learners.

D.   Characteristic of Successful Speaking Activities

Succesful speaker is someone or somebody who can achieve the results hoped. Hence, speaker has character to achieve succesfull of speaking activities. Nunan (1991:39) states mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991: 39). To be able to have a successful communication, the speaker of the language needs to be able understand each other skills and competence. It should be taught integratively with the other skills and competence in the class.

In Addition, Harmer (1998:88) contends that speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. Thus, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves.

On the other hand, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). In order to carry out the successful speaking, learners have to fulfill some characteristics of successful speaking activity such as:

a. Talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
b. Participant is even. Classroom discussion is not dominated by a monitory of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
c. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

From the explanation above, the success of speaking activity can be done well when the students talk a lot, They are active, high motivation, In addition they can comprehend one another.

E.   Problems of Speaking Activities

There are a lot of problems faced by the learners in speaking activities. Furthermore, There are six problems compiled by Febriyanti (2011) that can be found in the speaking class. There are many problems faced by the learners in speaking activities. Furthermore, according to Ur (1991:121), there are four problems faced by the learners in conducting speaking activities. They are as below:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some active responses from the audience. There are three problems that cause the students inhibited to speak English. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about mistake, afraid making mistakes or losing face, or simply shy of the attention that their speech

attracts. Febriyanti (2011) states that student's unwillingness to speak English, they aren't self-confident in front of their friends and fearful of criticism. Further is because there are students who dominate and almost intimidate. Brahim (2015) said that there are always some students who want to talk all the time because they want to dominate and they have no fear or worry to speak in front of their peers, and some of them especially in groups just participate if they are obliged, while others don't speak at all and keep silent all the time. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.

b. Nothing to say

> Febriyanti (2011) states students keep using their own language, they have difficulty to say something and because they do not want to lose their face in front of their peers, they think that they better use their native language and so others can understand them. if they are not inhibited, teacher often hear learners complain that they cannot think of anything to say : they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

In addition this problem also connected with students who do not want to talk or say anything in the foreign language but they keep using their own language. In this situation, teacher can create an English environment and keep reminding them to use English.

c. Low and uneven participation

It is difficult to handle students in large classroom it mean if the classroom is big, for example 30 or 40 students in a classroom, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need.

Yeni (2012) states only one participant can talk at a time if he or she is to a heard, and in a large group this means that each one will have only very little talking time. This problem is compounded the tendency of some learners to dominate, while other speak very little or not at all. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions.

In addition, there are advantages of a large classroom when there are many students in a classroom that they can share many different ideas, interesting life experiences, learn to share responsibility and help each other during project work which can bring variety and speeds up the work.

    d. Mother tongue use

Febriyanti (2011) states that students keep using their own language they will use the best way to communicate with their friends. Hence, the most influence of problem is inhibition, because the fluency of speaking is based on speaking habit, but the students cannot think that the other factors is unimportant.

In classes where all or a number of the learners use the same mother tongue, they may tend to use it, because it is easier. It feels unnatural to speak to one another in foreign language, and because they feel less 'exposed' when they are speaking in their mother tongue. When they are talking in small groups, it can be quite difficult to get some classes; particularly the less disciplined or motivated ones, to keep to the target language.

F.   English Language Teaching

English is one of the international languages that is used to communicate all over the world. It is very important language for its usage to become more and more widely spread today. Therefore English language teaching very need today. {Richards & Rodgers, (1986:10) state in this global era method of oral

communication became the basis of grading the language teaching programs. Here, speaking becomes to the objectives of English language teaching. The greater problem is how to build up the motivation of the students in language learning.

As cited in James states Good teaching will happen when the teacher able to not discouraging personalities using non defensive approaches to language teaching and learning, and values to their students. In general, the students need highly motivated, but it is primarily motivation toward practical use of the language. Speaking becomes the objectives of English language teaching. To make the students speak fluently in English, a teacher has a big role in determining the student's mastery of English speaking.

Harmer (1998:8) suggests that integrative motivation of the students is more powerful than instrumental motivation in learning foreign language. Some students study a foreign language because they want to know more about the people who speak English very well and success in using foreign language. This will depend on a large extent on understanding of the culture and the people, and the empathy with them.

Richard,(2002:201) states Speaking skill plays a very important role in language learning, including foreign language learning because speaking is a process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety contexts, beside the ability to speak a second of foreign language well is very complex task, because speaking is used for many different purposes, and each purpose involves different skill. For example when people use casual conversation, their purposes may be to establish social contact with other or to establish rapport or to engage in the harmless chitchat that occupies most of the time learners spend with friends.

Based on explanation above, it can be concluded that speaking skill is a process of people communication. Speaking skill itself can be stated as the skill to

use the language accurately to express meanings in order to transfer or to get knowledge and information from the other people in the whole life situation.

According to Yeny (2012) when teaching an intermediate level the following speaking skills might be seen as significant:

a) The ability to agree and disagree.
b) The ability to identify people and places.
c) The capability to express preference.
d) The skill to expresses opinions.
e) The ability to ask for and give suggestions.
f) The ability to report and people are asking and saying.
g) The ability to summarize a conversation.

G.   Teaching Speaking

Teaching speaking is effectively done in the formal institution as in the classroom because there are some steps to achieve the goal of teaching speaking itself. As Hughes (2011) states that speaking is great deal going in classroom and another argument is, when spoken language is the focus of classroom activity there are often other aims which the teacher might have. Regarding to Nation quoted by Hinkle (2011), argued that thus a well-planned speaking course will build on learning through meaning-focused input, will provide substantial opportunities for meaning focused output through speaking, will give deliberate attention to pronunciation, the learning of vocabulary and multiword units, handling discourse, and feedback on errors, and will develop fluency in speaking.

Teaching speaking needs some approaches to communicate with students. There are two approaches in English Language Teaching, but specifically this study will take a Communicative approaches, regarding to Patel and Jain (2008) this approach is including; Grammatical Competencies, Speech Competencies, Technical Competencies, and Socio-linguistics Competencies. As Hughes (2011) argues that a simple example for teaching speaking as fundamental one is teaching of idioms for which timing, accurate and fluent delivery, and cultural knowledge of how to place them in conversation. Planning in teaching speaking is also pretended as a crucial one to improve students' speaking ability. Thus, it is

necessary needed to recognize the criteria of fluency and accuracy. According to ILTS (2007), confirmed that the indicators of fluency are speech rate and speech continuity and accuracy are the number of grammatical errors in a given amount of speech and the communicative effect errors.

> In English language teaching, Richard (2011) states that teachers need to start by considering the language-specific competencies that a language teacher needs in order to teach effectively. However, this study take a several competencies, including; to provide examples of words and grammatical structures and give accurate explanations (e.g., of vocabulary and language points), to use appropriate classroom language, to select target-language resources (e.g., newspapers, magazines, the Internet), to monitor his or her own speech and writing for accuracy, to give correct feedback on learner language, to provide input at an appropriate level of difficulty and to provide language-enrichment experiences for learners.

H. Students' Passion in Classroom

In teaching learning speaking English, student are expected to master overall the material in context social and grammatical. As we know when the teacher convey the speaking's material only many students can master overall. Its cause every students have the passion. Students' passion could be influenced for their learning. In addition, Fedrick et al. (1999) states passion is collaboration between motivation and effect that make interesting in the task. Thus teacher hoped can increase motivation in learning speaking and also be creative.

Several of the following concepts can be used in trying to understand passion including :

a. Interest (enjoyment of a task)

b. Attainment value (the extent to which doing the activity fulfills core aspects of one's identify)

c. Flow (being totally involved in the activity).

From consepts above in passion students need enjoyment learning to achieve the result hoped.

On the other hand, every passion is either happiness or difficulty antedate them. Passion is neither happiness nor difficulty Okham (2004). According to Aristotle, these two follow passions and so are not passions. Thus, every passion antedate happiness or difficulty. But happiness and difficulty are not antade except by doing something. Therefore a passion, properly, is an act and there is no difference between act and passion, taking passion properly.

In the classroom teacher the one of important actor to know feeling the students and expected may handle all of their student's feeling. Passion is not only the result of reached but passion is one of process how somebody can get every meaningful moment, or any effort or sacrifice. Germán Villarroel (2015) stated that there his students not only learned how to get the interest and wonder of language through a literature class but connected of making every moment count.

As the teacher, in the classroom they also have to know how manage the class. Thus, the teacher also has the passion or called "passionate teacher". Robert L. Fried (2001) said that a passionate teacher is to be someone in love with a field of knowledge. When convey something teacher should have a sense of empathy, affection, and motivator for the students. Teacher passionate also have to be able isolation between in the classroom and out classroom. All of this influential on the process of learning in classroom.

In addition, Ellison (2015) asserts passion (in terms of teaching) especially here at the academy have a deep love and drive to overtake knowledge and

created something to evoke interest to the students. In the learning passion very influential in the acceptance of knowledge from the learner. Students' passion can change their mindset towards an acceptable thing and it became an interesting thing for them if delivered in interesting things.

I.   A Teacher Passion in Classroom

Passion is a motivational factor that affects teacher performance. It drives the teachers for a better student accomplishment. Passionate teachers create an effective learning environment and increase learning potential of students. Passion leads to creativity; therefore, passionate teachers have the ability to think and produce new notions in easy way. Passionate teachers are committed and dedicated to their schools and a good education achievement is an outcome of this commitment and dedication.

Fried (2001) states that there is a strong connection between passionate teaching and the quality of student learning and explains the reasons as:

1. If students know that teachers get immersed in their subjects and sets high standards for students, they take their studies more seriously. At this point, teaching ceases to be a job done by force, and turns into an inspiration for students.

2. There is a little chance of building a relationship based on respect and trust between teacher and student unless a collaborative learning environment and willingness to take risks are not created.

3. Students will not have motivation to learn as long as they do not have a clear idea of how to apply things they have learnt to their own lives.

Passionate teachers are those who make great changes in our lives. Their beliefs and vigorous actions make us realize our inner values and bewitch us. Passion contribute to teacher's motivation and performance. Passionate teachers have an effect on students' achievement. There is a strong correlation between passionate teaching and successful student learning. Commitment, a sense of adherence, is a key factor that influences learning process of students.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methodology which deals with research design, research participant, technique of data collection, technique of data analysis and brief decription about research location.

A. Research Design

This study is an ethnographic study, Creswell (2002, p. 213) explains to know the phenomeno from the individuals and sites. Besides, tax and blase (1984) explain that the reseacher will see the issue of a group. The advantages of this kind of research is that it improves a depth understanding in words rather than in numeric data analysis.

In this study I conducted an ethnographic study which concerns the culture-sharing that has develop shared values, beliefs and language of the group. Johnson (1992:134) states that ethnographic study can describe and interpret the cultural behavior including communicative behavior of the group. In addition, Ramadhan and Atkinson (1999, p. 49) contend that the aims of ethnographic study is to know deeply a description of the cultural practices of individuals. It is clear that qualitative research is focused on the description of phenomena which happen naturally without an experiment treatment.

This research focused on describing the instructional process either in the classroom or out of the classroom.

B.   Participants

According to Creswell (2008), research participants refer to the subjects who are believed to have an ability to provide the researcher rich information which is related to research questions. In this study, I used purposive sampling to choose the participants. Griffee (2012, p.58) opines that "purposive sampling is a technique where the researcher decides who would most likely help us to provide information about our construct". In other words, purposive sampling is a sampling technique based on certain consideration or criterion. Therefore, the participants of this study were selected based on the students' preference in speaking based on the preliminary study.

Furthermore, the criteria of the participants selected who had lower passion in speaking English and less of participants to speak English in instructional process. The reason is because I want to know what the affect they prefer Arabic than English. Thus, the participants were 1st nine grade of junior high school. There are four classes of the third grade namely 1st nine grade, 2nd nine grade, 3rd nine grade, 4th nine grade. Then, I chose the students of 1st nine grade. There are thirty students and all of them were girls.

In addition, as I wanted to gain in-depth information about their preference in speaking. I selected six students who would participate in the interview. The criteria of the six students were selected based on the preliminary study.

C.   **Technique of Data Collection**

The techniques of data collection used in this research are observation and interview. Thus, the instruments used are observation sheet and interview guide. The explanation is provided below.

1. Observation Sheet

The main tool of data collection of this study is observation. Driscoll (2011, p. 9) states that observation is the most important scientific methods fotr obtaining data in qualitative research. Furthermore, Ary (2006, p. 474) explains that qualitative observations rely on words instead of numbers to describe the activities. It means, the result of this study is presented in narration.

> Narbuko and Achmadi (2005, p. 70) defines observation as the way of collecting data by observing and taking notes about the activity. In adequacy with this theory, therefore, the writer took notes about the implementation of oral speaking in teaching speaking based on the questions in the observation sheet. In the observation sheet, there were 18 items that need to be observed (see Appendix 1). The items were created based on the theories of language classes by Lewis (2002) and some questions were expanded by the writer to produce better result.

In the classroom, I sat at the back of the class and observed the instructional process carefully. I did not interfere the process of instructional. There were also no interaction between me and the students in the class.

2. Interview Guide

Interview was conducted to support the primary data from observation. Based on Driscoll (2011, p. 11), interview is an excellent way for writer to learn all information for writer project. From this interview I selected six students to have an interview. I used semi-structured interview. According to Dornyei (2007), semi structured interview is a type of interview in which the interviewer prepared

the guiding questions, the format of the questions will be open-ended questions. The writer has seventeen questions in each interview lists have been asked to 6 students in 1st nine grade MTsS Babun Najah boarding school to grasp their perceptions about their preferance in languages. I selected 6 students as the interview participants.

The aim of this interview is to gain deeper information from the students about their responses towards students' passion in speaking.

D.   Technique of Data Analysis

Data Analysis is the systematic process done to help the writer to build their own understand towards the materials: the interview transcript, field notes, and other instrument (Bogdan & Biklen, 1998). In analyzing the data, the writer did several steps as follows. After conducting the observation, the items in the observation sheet is described in narration.

According to Patton (1987), there are three things occur during analysis; data should be organized, data should be reduced through summarization and categorization, and patterns and themes in the data should be identified and linked.

The following part gives more detailed explanations about the techniques of data analysis.

1. Technique of Analyzing observation

Before explaining the further data in the descriptive analysis from interview, I firstly measured the students' answers on my observed. It seeks to acquire the unique and personalized information about the students' responses on

their passion in speaking. Thus, the data from observation sheet were analyzed by coding.

2. Technique of Analyzing Interview data

Based on the preliminary study, the researcher conducted an informal interview to the students to find out what kind of English instructional process that to know students' passion in speaking English. When the writer is doing the first observation, before conducting research, the writer uses the result of the interview as the points to focus on. So, the researcher could effectively use the limited time given by school, where the writer conducted the research. The writer used interview to know deeper information about students' passion in speaking English.

The data from interview was translated into English and the writer described all the findings related to feedback applied by the teacher in speaking classes.

E.   Brief Description of the Research Location

This research was conducted in Islamic boarding school of Babun Najah.It is located in Ulee Kareng, Banda Aceh. This school was built in 1994; it had two levels of school, senior high school and junior high school. The writer was started by greeting permission from the Headmaster of MTsS Babun Najah Ulee Kareng.

As other Islamic boarding school in Aceh, this school also combined two curriculums; national curriculum and Dayah curriculum. In morning learning activity, the school applied national curriculum which contains science and

language subjects, such as math, chemistry, physics, English, and Arabic. While at night, it applied Dayah curriculum which enable students to read and understand kitab.

The writer choose Babun Najah boarding school as the place to conduct this research.There are two reasons of conducting the research at this school. First, Junior High School of Babun Najah is an Islamic Boarding school which conducts daily conversation. Second, the students of junior high school of Babun Najah preferred Arabic to English (based on preliminary study). It led the writer's curiosity to examine the students' passion in speaking English.

CHAPTER IV
DATA ANALYSIS AND DISCUSSION

This chapter consists of research findings and the result of the study. The results of observation analysis and the analysis of interview are also presented. The result of the data analysis denotes the answer of the research questions and draws out some points and issues for discussion. The research findings and discussion are provided below.

A.   Findings

To know the findings of this study, I display the result by describing the data. Furthermore, this findings were based on the preliminary, observation and interview for teacher and students who had lower passion in speaking class. The Speaking class and interview were conducted in ninth grade MTsS at Babun Najah Islamic Boarding School Ulee Kareng. Afterwards, to answer research question in this research, the observation and interview were analyzed to identify students' passion and how the instructional process was conducted in the class.

In addition, the observation was conducted in ninth grade MTsS Babun Najah Boarding school on January 2, 2016. During the observation, I acted as a silent observer. The observer did not take part in the instructional process. I also did not interact with the teacher or the students during the instructional process.

The main focus of the observation was to find out the teacher influences in students' passion in English speaking and their problems in the instructional process. There were 25 students in 1st nine grade of junior high school . They were female students

In addition, there are kinds of English Learning Activities in the Islamic Boarding School. "Evening Vocabulary" is given to students each evening, related to the necessity of students in the teaching-learning process in the classroom and in daily conversation. Language Movement that is changed each two weeks carried out by a team of language (language court), and students become the object for the purpose of control and guidance of daily language trips. Evening Conversation was held once in a week instead of vocabulary in the evening. The aims of conducting conversation are to train and familiarize the students in English usage. Memorizing Vocabulary were done by the students, and guided directly by class supervisor. In addition, the purposes of speech training activities of English and Arabic language are to encourage students, to improve the quality of language learning, to motivate the students, to master English and Arabic, to improve self-confidence in teaching-learning process in the classroom. The students are expected to be able to speak Arabic and English language well in public.

On the other hand, Bilingual Competition or English and Arabic competition that consists of English debate, English operetta, scrabble game and story telling were conducted.

Furthermore, Award program was also conducted to motivate the students to speak each language (English or Arabic) consistently. The award is given to the students who have never violated the language at all. Through this awarding, the students compete to be better that the others.

All of the English learning activities explained above were taught informally outside the formal learning activities (outside the classroom), They were conducted to develop students' ability in English as the tool of oral communication in Mtss Babun Najah Islamic Boarding School. But in fact, the students' passion in English is lower than their passion in Arabic.

1. Instructional Process in Babun Najah Boarding School

As the discussion described in the previous chapter, one of the techniques of data collection used in this study is observation. The observation was used to know the instructional process in speaking class.

a. Teacher's teaching method

There are a lot of methods of teaching English have developed rapidly. Especially, as a language teacher, it is important to understand the various methods and technique, so that we are able to teach.

The teacher start the class by greeting and motivating students support the instructional process. During observation, the teacher most dominant used direct approach and communicative approach.

b. Students' learning method

Based on the observation and the interview, I found that the students were in speaking. The teacher used various ways to make the speaking class more interesting and fun. The students' responses in speaking English could be seen from their attention and participation. 1st R1 said:

> "I am very happy with English learning process. Before we start our material, teacher will play game based on previous material. It makes me fun and enjoy learning".

Second, it could be seen from their enthusiast to respond the teacher's questions. 2nd R1 explained:

> "Teacher motivated me by speaking. When I heard teacher spoke English during teaching and learning process. It makes me to have motivation".

It is very important for teachers to motivate and encourage the students to speak English. Teachers play an important role in motivating the students.

> "Mr. AA said that students' speaking ability improved because of game activity in learning and teaching process".

Based on interview and observation, the writer found that increasing students' English speaking because of using various methods in the instructional process. The teacher said:

> "I usually teach English class by applying various methods based on suitable material given. Sometimes, I apply media to support teaching method, such as native speaker short video, English song. Furthermore, some of them enjoy studying during instructional process".

2. Students' Passion in Speaking

Based on the interview which has been conducted in ninth grade MTsS Babun Najah. Students were lake of passionate to learn English. They preferred Arabic to English. Some of factors causing students' preference Arabic to English as follows:

a. Students' Speaking Problem in English

Almost all of the students in ninth grade got the problems in term of pronunciation, grammar, vocabulary, fluency and comprehension. This could be seen from their speaking performance over ten times observation conducted.

The ability was seen when the students spoke with their friends which is not related to pronunciation. When they spoke with their friends, they combined the vocabulary between Arabic, Indonesian, and English. The writer conducted the interview towards 6 students. They are:

1st R1 said that:

"I don't like to speak English because of difficulties to pronounce the words. However, I enjoy speaking Arabic is easier to pronounce the words than English".

Students said that pronunciation is difficult thing to master because they were unfamiliar with their tongues during learning at secondary school. Another respondent also told the same problem about the difficulties pronunciation. R3 told that she often did mistake toward pronunciation.

"I ever misunderstood my friends' conversation. I said to my friend "give me bag (back)". And then, she took my bag. Actually, it means that "back" but my pronunciation is untrue".

However, it was different from 3 other students. They assumed that pronunciation could be easy if they usually practice English in daily activities because of English is one of official language in boarding school. R6 said:

"I learn pronunciation through my English teacher. I repeated what my English teacher said. Furthermore, I easily to pronounce the word correctly".

And then, many students also cannot master grammar, they considered that it was difficult to understand. Hence, they often do grammar error in sentences while they are speaking. One of respondents told that she does not understand to use tenses in conversation such as present, past, and future tense (R1):

"It is hard to apply each tenses in conversation. For example: I cannot distinguish each tenses in term adverb of time".

In addition, 3 other students have similar answer. They do not master tenses and apply them in sentences. Next, the respondent claimed that she did have rich vocabulary. As a result, she combined Arabic, English, and Indonesia in her conversation. R1 explained that:

"I often combine Arabic and Indonesia in English conversation because of lack of English vocabularies".

R3 also said that she did not have rich vocabulary and the next aspect is the students cannot speak fluently. A good English speaker speaks fluently in English. It means that there is no interruption. R3 explained that:

"I do not understand speak English fluently".

In fact, the researcher found that 3 other respondents have the same answer. The result of interview analysis shows that 3 respondents preferred English to Arabic. Yet, they were not able to speak English fluently. Finally, based on the result of interview, the student do not comprehend English text well. R2 explained that about her experience in teaching and learning process. R2 said:

"I cannot comprehend English text given by English teacher".

R1 also said that comprehension was one of difficult aspects to understand. If the teacher give text, she able to understand them but she could not explain them in English.

b. Lack of Interlocutors in speaking English

Based on the interview, some students are lack of self-confident to speak English. They have lack of participant in Speaking English. R1 said:

> "When I start to speak English. My friend will answer in Arabic in daily activity".

R3 also said that she did not have motivation to improve her English speaking, because some of her friends did not want to speak English. They often use Arabic language in their daily conversation. In addition, 3 other respondents have similar answer. They assumed that to improve our English language, we have to apply English language in daily conversation. But in fact they have lack of interlocutors to speak English language.

c. Arabic classes have much time in school

Based on the interview which has been conducted in ninth grade MTsS Babun Najah. I found that the students have 16 classes related to Arabic and only three classes related to English. R1 said:

> "There are many Arabic lessons in my Islamic Boarding School. That is why, I have motivation to learn them during teaching and learning process".

It seems that they are so enthusiastic to learn Arabic due to that case. R2 explained:

> "Arabic is the best linguistic in the world with the riches vocabulary, easy to communicate with each other's, and easy to learn during teaching learning process".

The result of the interview with the students shows that the frequency of learning in the class influences the students' passion especially in Speaking.

B.   Discussion

In this section, I intend to discuss the data obtained. This includes the data collection from observation and interview. While gathering the data, the researcher did not find any difficulties. The students very helpful and approved to be interviewed.

Bunkart (1998) states that the goal of English speaking in instructional process is to improve the oral production of the students. It means that the student must be able to speak not only in the correct form but also in an acceptable way. Based on finding of observation, it showed that the most dominant students can't improve their speaking. In the speaking class, most of students ninth grade MTsS faces more problems in pronunciation, grammar and lack of vocabulary.

It is supported by Brown (2003, p.172-173) mentions five aspect of speaking skills; grammar, vocabulary, comprehension, fluency and pronunciation (accent). This finding is in line with Doan's finding which showed that (2011, p.216), there were some problems faced by students in speaking, there are the students who are unable to remember words or phrases, making grammar mistakes when speaking, making pronunciation error, thinking in mother tongue and then translating into English, and were unable to express their ideas well. The result also showed that the students perceived the pronunciation, grammar and fluency are very difficult for the students in speaking English. They think that the

pronunciation is hard to learn because the English words are different from they way it is pronounced. While grammar is difficult to learn and fluent was affected by their mother tongue.

Based on the interview with the students, it can be concluded that their passion in speaking English is lower than their passion in speaking Arabic because they studied Arabic more than English. The school provides much more time for learning Arabic rather than English. They only have three classes related to English in a week. While, they have 16 classes related to Arabic in a week. The frequency of learning in the class influences the students' passion especially in Speaking.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents some conclusions based on the research findings, and suggestions based on the conclusions.

A. Conclusions

Based on the research that has been done, I would like to draw some conclusions. They are as follows .

1. The instructional process conducted at Babun Najah Islamic boarding school was run well. They have two English activities in the instructional process. The first, instructional process in the classroom and learning activities out of classroom. Based on the interview, They were interested in the method applied in teaching speaking in the classroom, Their motivation in speaking English increases. Here, I would like to conclude the data obtained in the previous chapters. This research showes that the students do not like to use English in the instructional process. Based on the results of study, I can conclude that most of the participants were interested in fun methods.

2. The students have low passion in speaking class. Based on the interview, I found that the students felt difficult to pronounce English correctly. The lack of teaching material of English influenced to their passion. Students' passion in Speaking English lower than their passion in speaking Arabic. It means that they preffered Arabic to English.

B. **Suggestions**

Based on the conclusions, I would like to provide several suggestions to the teachers or lecturers and students. They are as follows:

1. **Suggestions for the English Teachers or Lecturers**

In the classroom, teachers should create the situation of learning process that can motivate the students to speak English. In addition, the teachers also have to help the students to express their ideas to speak in order to motivate them to like English. The teachers also have to give the opportunity to all of students to speak in order to avoid the domination of some students. Furthermore, it is also expected that the teachers have to help the students to overcome their problems in speaking skill in order to achieve the purpose of learning speaking.

2. **Suggestion for the English Students**

In this globalization era, it is very important for the students to practice to speak English. The students should practice to speak English regularly inside or outside classroom. They must learn to pronounce the words correctly, learn more about grammar, try to use English in every conversation to improve themselves in English Speaking.

References

Brown, H. Douglas. 1997. *Teaching by Principles: An Interactive Approach to Language Paedagogy.* San Francisco: Prentice-Hall, Inc.

Brown, H. Douglas. 1997. *Teaching by Principles: An Interactive Approach to Language Paedagogy.* San Francisco: Prentice-Hall, Inc.

Brown, H. Douglas. 2001. *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition.* San Francisco State University

Bryne, D. (1998). *Teaching Oral English Longman Hardbook for English Teacher.* Singapore: Longman Group.

Cambell, R.N. (1999) Linguistic and Social Aspect of Communication Competence. Lowa :Wm.C.Brown Company Ltd.

Campell, R.N (1999). *Linguistic and Social Aspect of Communication Competence*. Lowa:Wm.C.Brown Company Ltd.

Chaney. (1998). *Teaching Oral Communication in Grades K-8*. Boston : Allyn and Bacon in *http://www.iteslj.org/articles/kayiteachingspeaking.html.*

Departemen agama RI. 2005. *Pembakuan Sarana Pendidikan*. Jakarta: Directorat jenderal kelembagaan agama islam DEPAG RI

Hadijah, S. (2014). *Investigating the problems of English speaking of the students of Islamic boarding school program at Stain Samarinda*. Dinamika Ilmu, Vol 14 No 2,2014

Haedari, Amir. 2004. *Panorama Pesantren dalam Cakrawala Modern.* Jakarta: Diva Pustaka.

Harmer, J.2001 *The practice of English Language Teaching,* (England: Pearson education limited Press).

Harmer, Jeremy. *How to Teach English,* (England addition Wesley Longman Limited 1998).

Harmer, Jeremy. *How to Teach English,* (England addition Wesley Longman Limited 1998).

Heaton, J.B. 1978. *Writing English Language Test*. Longman Handbooks for Language Teachers. New York: Longman inc

Hornby, As. 1995. *"Oxford Learner's Ocked Dictionary",* New York: Oxford, University Press.

Hughes, Rebecca. 2006. *Spoken English, TESOL, and applied Linguistics: Challenges for Theory and Practice.* Great Britain: CPI Antony Rowe

Hybel, D. (2001) *Understanding Speaking Interaction.* New York : Cambridge: University Press.

Hybel, D. (2001). *Understanding Speaking Interaction.* New York: Cambridge *language* (2nd ed.) (pp. 125-136). Boston: Heinle & Heinle.
Manser, Martin H. 1990. *Oxford Learner's Dictionary.* New York: University Press.

Nunan, D. 1991. *Language Teaching Methodology.* Sydney: Macquarie University.

Nunan, D. 1999. *Second Language Teaching and Learning,* Usa: International Thoruson, Publishing Company. Chaer, Abdul. 1994. *Linguistik Umum.* Jakarta: PT Rineka Cipta

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge Language Teaching Library.

Richards, Jack. C. and Willy A. Renandya, *Methodology in Language Teaching,* Cambridge: University Press, 2002.

Richards, Jack. C. and Willy A. Renandya, *Methodology in Language Teaching,* Cambridge: University Press, 2002.

Rickheit, Gert and Strohner, Hans. (2008). *Handbook of Communication Competence*. Germany.

Riggenbach, H., & Lazaraton, A. (1991). *Promoting oral communication*

Scott, R. (1982) *Speaking Communication in the Classroom Application and Methods for Communicative Approach*, in Keith Johnson and Keith Marrow (Ed), Second Impression Hongkong :Wing Tai Cheung Printing Co Ltd.

Syakur, 1987. Language Testing and Evaluation. Surakarta: Sebelas Maret University Pres.

Tarigan, Guntur H, 1990. *Pengajaran Bahasa,* Bandung: Angkasa Bandung. University Press.

Ur, Peny. 1991 .*A course in Language Teaching (practice and theory).* Cambridge : Cambridge University Press

Weiler, A. (2011,07). *Language Learning Passion*. Retrieved from www.strategiesin language learning.com/language-learning-passion/.

Wisesa, I. (2016) Exploring teaching speaking : A case study at Pondok Pesantren Gedongan. Retrieved from http://www.academia.edu/9623747/Teaching_Speaking_In_Islamic_Board ing_School.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/2091/2016
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 pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu menunjuk pembimbing skripsi;
		b.	Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
Mengingat	:	1.	Undang-undangNomor 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 Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
		7.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
		8.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		11.	Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
Memperhatikan	:		Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Februari 2016

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Dr. T. Zulfikar, M.Ed — Sebagai Pembimbing Pertama
2. Ayuna Netta, M.Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Sri Wahyuni**
NIM	:	**231222647**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Examining Students' Passsion in Speaking English (An Ethnographic Study on Language Teaching at Babun Najah Boarding School)**

KEDUA	:	Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
KETIGA	:	Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
KEEMPAT	:	Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2016/2017.
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.

Banda Aceh, 28 Maret 2016
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

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;

Nomor : Un.08/TU-FTK/ TL.00/ 11781 / 2016   Banda Aceh,   01 Desember 2016

Lamp : -

Hal   : Mohon Izin Untuk Mengumpulkan Data
          Menyusun Skripsi

Kepada Yth.

Di -
      Banda Aceh

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry   Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Sri Wahyuni
N I M	:	231 222 647
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Desa Blang Krueng, Kec. Baitussalam Aceh Besar

Untuk mengumpulkan data pada:

MTsS Babun Najah Ulee Kareng Banda Aceh

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

"Examining Students' Passion in Speaking English " (An Ethnografic Study on English Language Teaching at Babun Najah Boarding School)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan

terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali,S.Pd.I.,MM
NIP. 196907032002121001

BAG UMUM   BAG UMUM

Kode: 4859

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jln. Mohd. Jam No.29 Telp. 27959 – 22907 Fax. 22907
BANDA ACEH (Kode Pos 23242)

Nomor : B- /537 /Kk.01.07/4/TL.00/12/2016   07 Desember 2016
Sifat : Biasa
Lampiran : Nihil
Hal : **Rekomendasi Melakukan**
Penelitian

Yth, Kepala MTsS Babun Najah
Kota Banda Aceh

     Assalāmu'alaikum Wr. Wb.

     Sehubungan dengan surat Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : Un.08/TU-FTK/TL.00/11781/2016 tanggal 07 Desember 2016 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan *Skripsi,* dengan judul "Examining Student' Passion in Speaking English (An Ethnografic Study on English Language Teaching at Babun Najah Boarding Shcool)" kepada saudara :

Nama : **Sri Wahyuni**

NIM : 231 222 647

Prodi/Jurusan : Pendidikan Bahasa Inggris

Semester : IX

Dengan ketentuan **sebagai berikut** :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang Tidak menggganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke kantor kementerian agama kota banda aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

               a.n Kepala,
               Kasi Pendidikan Madrasah,

               Aiyub

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.

Nomor   : 017/Adm-BN/BA/ II /2017
Lamp   : - .
Prihal   : Telah Melaksanakan Penelitian

Kepada Yth:

Dekan Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry Darussalam Banda Aceh

Di --

Tempat

Assalamu'alaikum Wr.Wb

Salam teriring doa semoga kita senantiasa berada dalam lindungan Allah swt, dan selalu sukses dalam melaksanakan kegiatan sehari-hari.Amin

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Kota Banda Aceh Nomor: Un.08/TU-FTK/TL.00/11781/2016 Tanggal 01 Desember 2016, dan Surat Kankemenag Kota Banda Aceh Nomor : B-1537 Kk.01.07/4/TL.00/12/2016 Tanggal 07 Desember 2016, maka dengan ini kami beritahukan bahwa:

Nama   : Sri Wahyuni
NIM   : 231222647
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester   : IX
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Benar yang tersebut namanya di atas telah melaksanakan penelitian di Pesantren Moderen Babun Najah Kec.Ulee Kareng Banda Aceh untuk memenuhi persyaratan dalam menyusun skripsinya dengan Judul *" Examining Students' Passion in Speaking English (An Ethnografic Study on English Language Teaching at Babun Najah Boarding School)"*.

Demikianlah surat keterangan ini di sampaikan, untuk   dapat dipergunakan seperlunya.

Banda Aceh, 01 Februari 2017
An. Pimpinan Pesantren,
Wakil Pimpinan

Ust.Edi Azhari,M.Pd

Appendix 1

Observation Sheet

No	Prompt	Comment
1	The teacher greets students	
2	The teacher walks around the classroom	
3	Teacher dominates all the talk in speaking class	
4	Teacher speaks in clear voice	
5	Teacher participates in students 's discussion	
6	The teacher motivates the students	
7	The teacher gives students the topic about speaking	
8	Students are active in speaking	
9	Students listen to teacher's talk	
10	Every students has chance to speak	
11	Teacher control the classroom totally	
12	Teacher gives feedback to the students	
13	Teacher responds student's question directly	
14	Teacher reviews the lesson	
15	Teacher varies the techniques used in teaching speaking	
16	Teacher assess the student's speaking ability	
17	Teacher gives explicit correction.	
18	Students pronounce intonation, fluency appropriate and acceptable use of language	
19	Teacher encouraged and assured full student participation in class	
20	The class felt free to ask question, to disagree, or to express their own ideas	
21	The students were encouraged to speak English	
22	The teacher was aware of individual and group needs	

This observation sheet is modified from lewis (2002) and Brown (2002).

Appendix 2

Interview Guide for the Students

A. Interest

1. Apakah kamu menyukai Bahasa Inggris? Mengapa?

2. Dari beberapa aspek speaking berikut ini: (pronunciation, grammar, vocabulary, fluency and comprehension), aspek manakah yang membuat anda sulit dalam berbicara Bahasa Inggris, Mengapa?

3. Apakah kamu takut berbicara Bahasa Inggris di depan teman-temanmu? Mengapa?

4. Apakah materi yang diajarkan sesuai dengan kemampuan siswa dan menarik?

B. Attainment value

1. Menurut kamu, apa yang membuat kamu susah dalam berbicara Bahasa Inggris?

2. Apakah kamu sering menggunakan Bahasa Indonesia dan Bahasa Daerahmu ketika berbicara dengan teman-temanmu? Mengapa ?

3. Apakah kurangnya motivasi dan kurang ide ketika kamu berbicara merupakan salah satu kesulitan kamu dalam berbicara Bahasa Inggris di depan teman-temanmu? Mengapa?

4. Apa kendala yang sering kamu dapatkan ketika berbicara Bahasa Inggris?

5. Apakah metode pembelajaran Bahasa Inggris yang digunakan menyenangkan/menarik bagi kamu?

6. Apakah dalam pembelajaran Bahasa Inggris guru sering memotivasi siswa ?

7. Apakah media yang digunakan dalam pembelajaran Bahasa Inggris sesuai dengan materi yang diajarkan ?

C. Flow

1. Seberapa seringkah kamu berbicara Bahasa Inggris dikelasmu?

2. Apakah kamu merasa tidak mampu berbicara Bahasa Inggris ketika dikelompokkan dengan teman-teman kelasmu? Mengapa?

3. Apakah kamu sering menggunakan Bahasa Inggris dalam percakapan sehari-hari ?

4. Apa saja kegiatan yang kamu terapkan untuk dirimu supaya bisa berbicara bahasa Inggris?

5. Apakah kamu berbicara Bahasa Inggris ketika minggu Bahasa Inggris?

This interview guide is modified from Ur (1995: 121).

Interview Guide for the Teacher

A. Interest

1. Do students like learning English?

2. How do you encourage the students to speak English?

3. Do you often motivate your students in learning English?

B. Attainment value

1. How is the students' ability in speaking English?

2. What are the obstacles or difficulties faced by the students in mastering English?

C. Flow

1. What are the methods you use in teaching English?

2. What materials do you use in teaching speaking?

3. Are the students able to understand and master the material taught?

AUTOBIOGRAPHY

1. Full Name   : Sri Wahyuni
2. Place/ Date of Birth   : Aceh Besar/ 09 Juni 1995
3. Sex   : Female
4. Religion   : Islam
5. Nationally/ethnic   : Indonesia/ Acehnese
6. Marital Status   : Single
7. Occupation   : Student
8. Address   : Jln. Komplek Unsyiah,
                Blang Krueng, Aceh Besar
9. Email   : srie.unie95@gmail.com
10. Parents' Name
    a. Father's Name   : Ibrahim Abdullah
          Occupation   : Civil servant
    b. Mother's Name   : Kartini
          Occupation   : House wife
11. Address   : Blang Krueng, Aceh Besar
12. Educational Background

Name of Institution	Major Field of Study	Year
SDN Bantayan, Aceh Timur	General	2000-2006
MTsS Babun Najah, Banda Aceh	General	2006-2009
MAS Babun Najah, Banda Aceh	Natural Science	2009-2012
UIN Ar Raniry, Banda Aceh	English Department	20012-2017

Banda Aceh, January 26th, 2017

Sri Wahyuni