

**THE TEACHER'S STRATEGY USED IN TEACHING ENGLISH
EXTRACURRICULAR ACTIVITY AT MAMBAUS SHOLIHIN ISLAMIC
BOARDING SCHOOL**

THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2022

**THE TEACHING STRATEGIES USED IN EXTRACURRICULAR ACTIVITY
FOR STUDENTS' SPEAKING SKILLS AT MAMBAUS SHOLIHIN ISLAMIC
BOARDING SCHOOL**

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the
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APPROVAL SHEET

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**The Teacher's Strategy Used In Teaching English Extracurricular Activity At
Mambaus Sholihin Islamic Boarding School**

THESIS
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December, 20th 2022 and declared PASSED

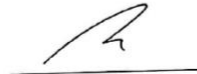
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DEDICATION

All praise and gratitude to the Almighty and Merciful Allah, who has given grace, guidance, patience, and guidance to the researcher, so that this thesis can be completed. Sholawat, blessing, and greeting always to our beloved Prophet Muhammad Sallallahu 'Alaihi Wasallam, who has given us goodness and light in life. The researcher dedicates this thesis my beloved parent; the best father, H. Syua'uddin, and the great mother, Hj. Maftuchah, who have supported and accompanied me. Then also to my brother and sisters, Muhammad Auf Al-Maghrobi, Wazifatul Mawardah, and Najlah Afaf Khumairoh, as my motivators and inspirations for completing this thesis. I am blessed to have them.

MOTTO

“Never regret a day in your life. Good days bring you happiness and bad days
give you experience.”

-Unknown-

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All praise is due to Allah for blessing the author with the ability to do this thesis, " The Teacher's Strategy Used In Teaching English Extracurricular Activity At Mambaus Sholihin Islamic Boarding School." My peace and salutation are presented to Prophet Muhammad SAW, Allah's final messenger who brought all Muslim from darkness to light.

This thesis is one of the assignments that must be completed by students as part of their final studies at the State Islamic University of Maulana Malik Ibrahim Malang, Faculty of Tarbiyah and Teacher Training, English Education Department. The researcher hopes this thesis will be useful for all parties, particularly those who involved in English education.

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LATIN ARABIC TRANSLITERATION GUIDANCE

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 dan no. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

z = ز	sh = ص	zh = ظ
a = ا	ts = ث	kh = خ
k = ك	n = ن	' = ء
s = س	dl = ض	' = ع
b = ب	j = ج	d = د
l = ل	w = و	y = ي
sy = ش	th = ط	g = غ
t = ت	h = ح	z = ذ
m = م	h = هـ	f = ف
		r = ر

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

اؤ = aw

اي = ay

او = û

اى = î

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ABSTRACT

Falilah, Mazizul. 2022. The Teacher's Strategy Used In Teaching English Extracurricular Activity At Mambaus Sholihin Islamic Boarding School. Thesis. Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Septia Dwi Jayanti, M.Pd

The ability to speak English is considered to be an impediment for most students in learning English. Each teacher has their strategy to help students succeed in speaking English. However, some Islamic boarding schools do not allow students to bring electronic devices. As a result, the teacher strives to implement the appropriate strategy by conducting English class in extracurricular activities for students learning abilities while attending Islamic boarding schools. Mambaus Sholihin Islamic Boarding School also carries out this activity as a language development for students in Islamic boarding schools. The researcher conducted this study to realize the strategy used by teachers on students' speaking skills in extracurricular activities at this Islamic boarding school.

The researcher employed qualitative descriptive analysis method in a case study research design. The purpose of this method is to describe phenomena related to the teacher's strategy used in English in extracurricular activities at Mambaus Sholihin Islamic boarding school. The researcher collected data using two instruments: observation and interviews. The collected data will be analyzed in several stages, including data reduction, present the data in narrative, and writing conclusions. The results of this study indicate that the teacher applies an active Learning strategy accompanied by five methods consisting of community language learning (CLL), Desuggestopedia, grammar translation method (GTM), audio-lingual method (ALM), and community language teaching (CLT). According to Freeman (2016) said about teaching strategy, the strategies used by teacher are repetition drill, chain drill, use of the word in sentences, memorization, memorizing-dialogue, role-play, reflective listening teaching, peripheral learning, and creative adaptation. In addition, the English extracurricular activities are used: English Course, Conversational Drilling, and Drilling.

Keyword: Strategy, Speaking Skill, Extracurricular Activity

ABSTRAK

Falilah, Mazizul. 2022. Strategi Guru pada Kemampuan Berbicara Siswa dalam Bahasa Inggris Pada Kegiatan Ekstrakurikuler Di Pondok Pesantren Mambaus Solihin. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Septia Dwi Jayanti, M.Pd

Kemampuan berbicara dalam bahasa inggris seringkali menjadi kendala bagi siswa yang belajar bahasa inggris. Setiap guru mempunyai cara masing-masing dalam mengupayakan keberhasilan siswa dalam kemampuan berbicara dalam bahasa inggris. Di beberapa pesantren tidak memperbolehkan siswa untuk membawa alat elektronik. Oleh karena itu, guru mengupayakan untuk membuat strategi sebaik mungkin dengan pelaksanaan kegiatan ekstrakurikuler bahasa inggris untuk pembelajaran kemampuan belajar siswa selama di pesantren. Pesantren mambaus sholihin juga melaksanakan kegiatan ini sebagai perkembangan bahasa siswa di pesantren. Dalam penelitian ini, peneliti melakukan penelitian untuk mengetahui strategi yang digunakan oleh guru pada kemampuan berbicara siswa dalam kegiatan ekstrakurikuler di pondok pesantren ini.

Peneliti menggunakan metode analisis deskriptif kualitatif dengan desain penelitian studi kasus dalam penelitian ini. Metode ini digunakan untuk mendeskripsikan fenomena terkait strategi guru untuk kemampuan berbicara siswa dalam kegiatan ekstrakurikuler bahasa inggris. Peneliti menggunakan dua instrumen dalam pengambilan data: observasi dan wawancara. Data yang diperoleh akan dianalisa dalam beberapa tahap, seperti: reduksi data, menyajikan data dalam bentuk naratif dan tabel, kemudian yg terakhir adalah penulisan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa guru menerapkan strategi pembelajaran aktif disertai dengan lima metode terdiri dari community language learning (CLL), desuggestopedia, grammar translation method (GTM), audio-lingual method (ALM), dan community language teaching (CLT). Menurut pendapat Freeman (2016) tentang strategi mengajar guru, strategi yang digunakan oleh guru adalah latihan pengulangan, latihan berantai, penggunaan kata dalam kalimat, menghafal, menghafal-dialog, bermain peran, pengajaran mendengarkan reflektif, pembelajaran perifer, dan adaptasi kreatif. kegiatan ekstrakurikuler bahasa Inggris yang digunakan adalah sebagai berikut: kursus bahasa Inggris, percakapan sehari-hari menggunakan bahasa Inggris, *conversational drilling*, dan *drilling*.

Kata kunci: Strategi Guru, Kemampuan berbicara, Kegiatan Ekstrakurikuler

التلخيص

الفليلة ، مزيز. 2022. إستراتيجية المعلم لقدرة الطلاب على التحدث باللغة الإنجليزية في الأنشطة اللامنهجية في مدرسة منبع الصالحين الإسلامية الداخلية. فرضية. قسم التعليم اللغة الإنجليزية ، كلية التربية وتدريب المعلمين ، جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. المستشار : سفتيا دوي جاياتني, الماجستير في التربية

غالبًا ما تكون القدرة على التحدث باللغة الإنجليزية عقبة أمام الطلاب الذين يتعلمون اللغة الإنجليزية. لكل معلم طريقته الخاصة في محاولة تحقيق نجاح الطالب في التحدث باللغة الإنجليزية. في بعض المدارس الداخلية الإسلامية لا يسمح للطلاب بإحضار الأجهزة الإلكترونية. لذلك ، يسعى المعلم إلى وضع أفضل استراتيجية ممكنة من خلال تنفيذ أنشطة اللغة الإنجليزية اللامنهجية لتعلم قدرات تعلم الطلاب أثناء وجودهم في المدارس الداخلية الإسلامية. تقوم مدرسة منبع الصالحين الإسلامية الداخلية أيضًا بهذا النشاط كتطوير لغوي للطلاب في المدارس الداخلية الإسلامية. في هذه الدراسة ، أجرى الباحث بحثًا لمعرفة الاستراتيجيات التي يستخدمها المعلمون في مهارات التحدث للطلاب في الأنشطة اللامنهجية في هذه المدرسة الداخلية الإسلامية.

استخدم الباحث في هذه الدراسة منهج التحليل الوصفي النوعي مع تصميم بحث دراسة الحالة. تستخدم هذه الطريقة لوصف الظواهر المتعلقة باستراتيجية المعلم لمهارات التحدث للطلاب في الأنشطة اللامنهجية باللغة الإنجليزية. استخدم الباحث أداتين في جمع البيانات: الملاحظة والمقابلات. سيتم تحليل البيانات التي تم الحصول عليها على عدة مراحل ، مثل: تقليل البيانات ، وتقديم البيانات في شكل سردي وجدولي ، ثم المرحلة الأخيرة هي كتابة الاستنتاجات. تشير نتائج هذه الدراسة إلى أن المعلم يطبق استراتيجية التعلم النشط مصحوبة بخمس طرق تتكون من اكتساب اللغة ، وطريقة الترجمة النحوية (GTM)، تعلم لغة المجتمع (CLL)، Desuggestopedia، وتعليم لغة المجتمع (CLT) وفقًا لفرمان (2016) ، فإن الاستراتيجيات التي يستخدمها المعلمة هي تمرين التكرار ، والتدريبات المتسلسلة ، واستخدام الكلمة في الجمل ، والحفظ ، والحوار-الحفظ ، ولعب الأدوار ، وتعليم الاستماع التأملي ، والتعلم المحيطي ، والتكيف الإبداعي. يتم استخدام الأنشطة اللامنهجية التالية في اللغة الإنجليزية: دورة اللغة الإنجليزية ، المحادثة اليومي ، والتدريب على المحادثة ، والحفر.

الكلمات المفتاحية: الإستراتيجية للمعلم، مهارات التحدث ، الأنشطة اللامنهجية

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the study followed by research problem, research objective, limitations of the study, significance of the study, and definition of key terms.

1.1 Background of Study

Education is the soul of every human being. Even for a newborn, humans will receive education from people around them. Parents are the first people who should provide a good education to every child. As has been mentioned in a *hadits* that means "*There is no more important gift from parents to their children than a good education,*" (HR Al-Hakim). Every parent, especially mother, will try to provide the best education to make us human beings who behave well and are polite. Education is a process of deliberating human expansion in improving attitudes, knowledge, skills, etc.

The first education that humans get in the world is language. Language becomes very important in our lives because it is the only way to understand each other and communicate well. Every country has a different language, tribe, and culture, as Allah has said in Q.S Ar-rum: 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

The translation of the verse is

"And among His signs is the creation of the heavens and the earth, the difference in your language and the color of your skin".

Indeed, there are signs for those who know. That means that every human being is created to have different languages as a sign of the greatness of Allah SWT and humans need interaction with communication according to the language that has been understood and studied.

English has now become an international language used to communicate by all people between countries. So, English has become a compulsory subject at every school level in Indonesia. According to Nurmawati (2018), English for kindergarten aims at being the first foreign language for them. In English subject at this level, it only introduces some vocabulary in English with songs or games. Then, English language in elementary school is as local content, which means that English as a further introduction to students regarding grammar and vocabulary. From junior high school to college, English is a compulsory subject. English subject at this level must be studied by every student and the learning will be more detailed.

The role of supervisors in learning English is important in helping students to improve their abilities. Speaking skills is the first lesson that must be studied for English language students because it is considered to be a basic skill for the development of other skills. In addition, the supervisor should provide creative and innovative learning in teaching speaking skills to inspire students' enthusiasm in the learning process, as well as providing appropriate assessments.

One of several ways used to teach English is through extracurricular activity. It becomes one of the fun learning techniques for learning classes. Just like curricular

activities, this activity also needs to be compiled in the academic calendar and evaluated every semester. This extracurricular activity is an additional activity to facilitate students' interests and talents, as well as increase their enthusiasm for learning English. In this boarding school, they implement extracurricular activities to improve the students' language skills. As in the Mambaus Sholihin Islamic boarding school, the activity in extracurricular class will be explained by researcher in the next chapter.

Mambaus Sholihin is an Islamic boarding school that is sheltered by students from elementary school to college. The approach of this Islamic boarding school is *salaf-modern*. In a sense, this Islamic boarding school still uses the Islamic classic book as a guide for teaching religion. In addition, it is considered to be modern with the existence of formal schools. There is also an obligation for high school and college students with bilingual characters in daily conversation (Arabic and English). The head of the Islamic boarding school holds several activities for language learning, especially speaking skills, to help the development of students' language skills.

There are several activities done by students at this Islamic boarding school are very busy from dawn to dusk. Starting from *jamaah* at every prayer, going to school, language courses in the morning, study the Islamic classic book, and it ended by drilling vocabularies before bed time. In addition, they are also not allowed to talk to friends or supervisors using a language other than two languages (Arabic and English). If they do not use the language (English and Arabic), they will be punished by the language supervisor. Among the activities in this Islamic boarding school, there are activities that support them to improve the quality of learning both languages (Arabic and English) such as language courses, drill vocabularies every night, and conversational

activities. However, the researcher will focus more on analyzing extracurricular activities that facilitate them in speaking English according to fluency, correct grammar and pronunciation.

In activities related to language in this Islamic boarding school, there is one week using Arabic and one week using English. The activities (both Arabic and English) include are language courses, vocabulary drilling, conversational drilling, and daily conversations with friends or supervisors. The first activity is language courses (Arabic and English). This activity is done at 06.00 A.M.- 07.00 A.M every day except Tuesday and Friday. Tutors of this courses are the elected supervisors according to their language skills (basic or intermediate). In this activity, students learn as they learn in school with their tutor in 4 English skills (writing, listening, reading, and speaking). There are also course books especially made for students as learning media.

Students are also done conversation with all parties in Islamic boarding school for daily conversation. The next activity is conversational drilling. This activity is carried out twice a week (Tuesday and Friday) at 06.00 A.M. In this activity, the students start a conversation with their peers according to the theme chosen by the language supervisors. It begins with a vocabulary drill before the conversation starts. The last activity is vocabulary drilling. this activity is carried out at night in every dorm. This activity is carried out every day to increase students' English vocabulary and pronunciation. Here, the student taking turns every day accompanied by one supervisor as an exercise in leading their friends and practicing pronouncing the appropriate and correct pronunciation. Thus, there are 4 activities related to the students' speaking

practice, they are conversational drilling, English course, vocabulary drilling, and daily conversation. Many of these activities are the efforts of the Islamic boarding school official to improve the ability of students to learn and practice language.

The researcher takes Excellent class students as the subject of the research. This is because the Excellent class students have mastered the Islamic classic book and Arabic language better than English. Excellent class students are students whose religious values are above the average of students from other classes. The teaching-learning in their class uses Arabic everyday so they are mastering the Arabic language in conversing with their friends every day. As a result of the data collected and previous research, the researcher is realized that they are less proficient in English.

There are several previous studies which have the same topic with this research. The first research was conducted by Kardiansyah and Qodriani (2018) entitled "English Extracurricular And Its Role To Improve Students' English-Speaking Ability". The results of this study are extracurriculars help students to develop their English. So many students who have participated in this activity also succeeded in becoming champions and they are more confident in speaking in foreign languages because of it. The second research, entitled "Students' Perception On English Club Extracurricular In Speaking Practices At Madrasah," was conducted by Yuliandasari and Kusriandi (2018). The researcher used a quantitative method to give a questionnaire to students in the form of a speaking test. There 26 students took part in this extracurricular activity. This study proves that 19 (73.08%) students succeeded in carrying out the speaking test, and 7 (26.9%) students failed this test. From the results obtained by researchers, it can be

concluded that English clubs or extracurricular activities can help students develop speaking skills.

The next research was conducted by Sinaga (2018) under the title "Students' Perception on the Role of English Day Programs in Speaking Skill Development." The researcher wants to know the students' perspectives on implementing the EDP (English Day Program) at SMPK Penabur Kota Wisata Bogor. The research method used by the researcher is mixed (qualitative and quantitative). The results of the study indicate that the students' motivation to master English is very high. However, only some of the students were enthusiastic about the English Day program due to the poor implementation of the previous program. The next research, entitled "The Role Of Extracurricular Activities In The Academic Achievement Of English As Foreign Language (EFL) Students In Iraqi Universities," was conducted by Yunus Yildiz (2016). Extracurricular activities are used to overcome compares the implementation of this activity with students at Ishik University Erbil Preparatory School and also examines the English language weaknesses of students in Iraq at Ishik University Preparatory Schools. Activities help learners acquire language faster and improve their speaking and writing skills, resulting in higher academic achievement. The researcher hopes that this activity will be improved and supported to improve students' English-speaking skills. The last research was conducted by Yusof and Abdulgalil (2017) under the title "Teacher's Attitudes towards the Use of Extracurricular Activities in Enhancing Students' Speaking Skills." This study describes supervisors' attitudes toward the use of extracurricular activities (ECA) in improving the speaking skills of

Saudi high school students. Researchers discovered several flaws in this extracurricular activity. Among them is a lack of preparation or the appropriate curriculum used in this activity. Furthermore, the student's ability to speak English is limited, requiring the supervisor to practice more than the students. In a sense, extracurricular activities will be successful to improve students' speaking skills if proper planning and conditions are in place.

Meanwhile, in this study, the researcher will examine the speaking skill of High School students at Excellent class in Mambaus Sholihin Islamic Boarding School. There are 40 female students in the class who are able to speak Arabic fluently. The researcher will discuss how the conversation activity can increase students' confidence in speaking English. The researcher wants to investigate the strategy of language supervisors in teaching speaking.

1.2 Research Problem

Based on the aforementioned phenomena in students' speaking skill, this research attempts to answer the following question.

“How is the teacher’s strategy in teaching English in Extracurricular activities at Mambaus Sholihin Islamic boarding school?”

1.3 Research Objective

In accordance with the aforementioned research problem, the researcher establishes the following research objective:

“To know the teacher’s strategy in teaching English in Extracurricular activities at Mambaus Sholihin Islamic boarding school”.

1.4 Limitation of the Study

In this study, the researcher will focus and determine the scope of the discussion of the English supervisor's teaching strategy in the language extracurricular activity at Mambaus Sholihin Islamic boarding school in order to focus and prevent the discussion from spreading, causing this research more in-depth and comprehensive. The researcher took Excellent class, especially eight-grade of Junior High School at Mambaus Sholihin Islamic Boarding School. That class consists of forty female students. Apart from being proficient in Arabic, the eight-grade are still processing to improve their speaking skill and vocabulary. In the extracurricular activity, the researcher will observe how the English teacher teaches speaking using various learning strategies. The researcher also takes two English weeks in language extracurricular activity to be optimal in doing this research.

1.5 Significance of the Study

The result of this research is expected to give beneficial contribution practically for English teacher, future researchers, and language learners as well as supervisors in Islamic boarding school. For English teacher, instructor, and tutor especially in Islamic boarding school, the finding hopefully could enrich their teaching strategies to be applied in teaching speaking. In addition, the finding is also expected to help them to solve the students’ problems, especially in speaking. For future researchers, the finding of this research is expected to become a reference in similar field of research for the

sake of developing knowledge, especially in EFL (English Foreign Learners) speaking teaching strategy.

1.6 Definition of Key Terms

Speaking skill refers to the communicative competence of Excellent class students at Mambaus Sholihin Islamic Boarding School in the conversation drilling class in developing vocabularies and their ability to speak with their friends using English every day. The students' speaking skill in everyday speaking with their friends and supervisors was assessed based on their understanding, fluency, pronunciation, and vocabulary.

Teaching speaking strategy are various ways used by supervisors to make students learn in an interesting, creative, and easily understood way by asking students to practice speaking in English. There are many ways of teaching speaking strategies, such as drilling and conversation. The teaching speaking strategy in this study will be explained in more detail by the researcher on the results.

extracurricular activity is a language activity carried out outside of school hours aimed at increasing students' enthusiasm for language learning, especially speaking English. The supervisor used this activity to develop the language skills of the students at this Mambaus Sholihin Islamic Boarding School.

CHAPTER II

REVIEW OR RELATED LITERATURE

The researcher explores the literature relevant to this study in this chapter. The presented literature provides a theoretical study on speaking skill, teaching speaking, teaching speaking strategy, and conversation drilling. Furthermore, the previous study related to the study is also included in the study.

2.1 Review of the Theoretical Study

2.1.1 Speaking Skill

Every student must acquire four skills in learning English. There are Writing, reading, listening, and speaking. The speaking skill is the most important of the four to learn. Because it is quite consequential when we converse to a native English speaker, but our speaking proficiency is still lacking. For two reasons, many experts claim that speaking a modern language is more difficult than reading, writing, or listening. To attempt, unlike reading or writing, speaking occurs in real time: the person you are going to speak to is commonly waiting for you to speak right afterwards. Second, speaking does not allow you to edit and revise what you want to say in the same way that writing does (Nunan, Terrell, and Brown 2003).

According to Nunan (2006;1) the ingenerate English speech sound and sound pattern are employ word and sentence structure, intonation patterns, and rhythm of the second language; choose appropriate words and sentences based on the appropriate social setting, audience, situation, and subject matter; arrange their

thoughts in a meaningful and logical order; use language to express ideas, values, and judgments; use the language quickly and confidently, with few unnatural pauses, which is known as fluency.

2.1.2 Teaching Speaking Strategy

Teaching strategy in speaking is a process between supervisors and students learning to speak a foreign language. Many studies have the same opinion that learning to speak a foreign or first language is best done through interaction. If interaction is the most appropriate thing for learning speaking skills, then students must interact with supervisors or peers during the learning process. Therefore, a communicative language teaching method emerged, which has two versions. The weak version says that the learning process should teach a language component, including communication. While the strong version says that the lesson should consist of opportunities to communicate in the target language, the learning process should start with students learning to interact (Nunan, 2003).

According to Saliha (2017), the success of students' speaking skills depends on several factors. These factors include that students can express the ideas in their minds through speaking. The second factor is that students stay active in speaking activities by responding to forums or giving opinions, not just being silent or passive in class. Finally, students can motivate themselves to speak fluently and correctly.

In the process of teaching and learning speaking skills, there will be obstacles experienced by supervisors and students. Students who lack confidence in

expressing their opinions, students who do not listen to supervisor explanations, supervisors who have difficulty managing naughty students, and other obstacles. So, the supervisor must have a teaching strategy as needed to overcome the obstacles that exist in the classroom. According to Saliha (2017) supervisors can have different teaching strategies in the classroom, because each class has different constraints. As a result, it is not generalized between classes. They can express themselves with their teaching creativity in speaking skills learning classes. Strategy consists of methods and techniques which described below.

a. Strategy

In general, strategy can be defined as a road map for achieving predetermined goals. Alternatively, it can be interpreted as patterns of teacher and student actions in the implementation of teaching to achieve predetermined goals. In education, strategy can be defined as a plan that includes a series of activities aimed to achieve some specific academic goals (Sanjaya, 2008).

b. Method

A method is a step in the operation or implementation of a chosen strategy to achieve learning objectives. The learning strategy is still conceptual, and it is implemented using specific methods. In other words, a strategy is a plan to obtain something, whereas a method is a method to obtain it (Sanjaya, 2010). According to another viewpoint, the method is a comprehensive plan for presenting language learning resources regularly (Sudjana, 2005).

c. Technique

The way teachers implement a specific method is referred to as their learning technique. According to Gerlach and Elly, as cited by Hamzah B. Uno, a technique is a path, tool, or media used by teachers to direct students' activities toward the achievement of goals.

There are various methods and techniques for teaching speaking. This study applied Freeman's (2000) Theory of Techniques and Principles in Language Teaching. Freeman explained in her book that there are ten teaching methods that can be used to teach language. From the ten methods described by Freeman, the researcher cites only five to be included in this theoretical framework. Grammar Translation Method, Desuggestopedia, Audio-Lingual Method, Community Language Learning, and Communicative Language Teaching are the methods. The following is a discussion of these methods.

2.1.2.1 Grammar Translation Method

According to Freeman and Anderson, M (2016), the primary goal of learning a language is to understand the literature written in that language. To achieve this goal, students must first learn the grammar rules and vocabulary of the target language, which is why this method is known as the Grammar translation method. The teacher can use a variety of teaching techniques to implement this method, including translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, deductive application of rules, fill-in-the-blanks, memorization, use of words in sentences, and composition. These techniques are described in detail below.

1. Translation of a literary passage

The first technique is to translate a literary passage. Through translation, students concentrate on vocabulary and grammatical structures in this technique. This translation activity can produce written or spoken words as a result. Furthermore, students are not required to translate idioms literally, but to translate them based on their understanding of the meaning

2. Reading comprehension question

The second technique is a reading comprehension question. Students in this technique are asked questions about the passage and must respond in the target language. The questions asked contain material related to the passage, and students answer based on their understanding. So each student will have a different answer.

3. Antonyms/ Synonyms

Students are given several pairs of words and must find the synonym/antonym in the passage using this technique. Students were also given passage words and asked to identify their synonyms/antonyms.

4. Cognates

Students learn the spelling or sound patterns that correspond between languages in this technique. Students are also asked to recall words that have cognates with different meanings in the target language. This technique is only used in the teaching of cognate languages.

5. Deductive Application Rules

Deductive application rules are the fifth method. The teacher teaches grammar rules and examples using this technique. Each rule must contain an exception. Students are asked to apply the rules to various samples once they have grasped the rules.

6. Fill-In-The-Blanks

In this technique, The students are given several sentences that are missing a word. Students are asked to fill in the missing word with appropriate new vocabulary or items from a specific grammar type, such as prepositions or verbs in different tenses.

7. Memorization

Memorization is the seventh method. Students are given several words from the target language with their meanings in this technique. Students were asked to memorize them in conjunction with their grammar rules and grammatical paradigms such as verb conjugations.

8. Use Word in Sentences

The use of words in sentences is the eighth technique. The students were asked to create new sentences to demonstrate their understanding of the meaning and usage of the learns new word.

9. Composition

Composition is the final technique. The teacher introduces a topic in the target language that contains material related to the passage, and then students are asked to prepare appropriate reading material.

2.1.2.2 Desuggestopedia

Teachers hope to speed up students' learning of a second language for everyday communication. This is accomplished by removing the psychological barriers that students bring to the learning environment for this method. In the classroom, the teacher is the authority figure. Students must trust and respect her method to work. Students can feel more secure once they have gained the teacher's trust. They can be more spontaneous and less inhibited when they feel safe, Freeman and Anderson (2016).

1. Classroom Set-up

The teacher uses this technique to create a cheerful and enjoyable classroom environment. The teacher creates wall hangings by pasting images of landscapes from various locations where the target language. In this case, the teacher attempts to create a positive environment for students.

2. Peripheral Learning

The second teaching technique is to hang several posters on the wall to entice students to prefer learning English. Such as dragging and dropping a landscape with English words or a poster with English vocabulary. So students would remember the vocabulary when they see it.

3. Positive Suggestion

It is the teacher's responsibility to manage suggestive factors in learning situations, assisting students in overcoming learning barriers. Teachers can accomplish this both directly and indirectly. Immediate suggestions appeal students' interest: A teacher assures students that they will succeed. However, the

more powerful of the two is an indirect suggestion, which appeals to the student's subconscious. For example, indirect suggestions were made via a dialogue option titled 'To want to is to be able to.'

4. Choose a new Identity

The students select a target language name and a new occupation. As the course progresses, students will have the opportunity to write a full biography about their fictional selves. Later, they may be asked to talk or write about their fictitious hometown, childhood, and family.

5. First Concert

The two concerts are part of the lesson's receptive phase. After introducing the story as related to the dialogue and drawing students' attention to some specific grammatical points that arise in it, the teacher reads the dialogue in the target language. The students have copies of the dialogue in both the target and native languages and refer to them as the teacher reads. After a few minutes, music is played then the teacher begins a slow, dramatic reading that is in sync with the music in intonation. The music is classical, with hints from the early Romantic period. With the music, the teacher's voice rises and falls.

6. Second Concert

The students are asked to put their scripts aside for the second phase. They sit back and listen as the teacher reads the dialogue at normal speed. The teacher sits and reads to the accompaniment of music. Thus, the content governs how the teacher reads the script rather than the music, which is pre-Classical or Baroque.

7. Primary Activation

This technique and the following technique are part of the active phase of the lesson. Individually or in groups, the students tried to read the target language dialogue aloud with individuals or groups. For example, three groups of students read different parts of the dialogue: the first sadly, the second angrily, and the last cheerfully.

8. Creative Adaptation

The students participate in a variety of activities designed to assist them to learn and apply the new material and use it spontaneously. Singing, dancing, dramatizations, and games are required for this stage. The crucial thing is that the activities are varied and do not allow students to concentrate on the form of the linguistic feature, but only on the communicative intent.

2.1.2.3 Audio-Lingual Method

According to Freeman and Anderson (2016), The audio-lingual method is a teaching method in which students are shown to use grammatical sentence patterns. The teacher hopes that by implementing this strategy, students will communicate in the target language and speak in it without doubts. Techniques that can be used in this strategy are as follows.

1. Dialogue Memorization

The first method is to memorize dialogue. In this technique, two students converse in the target language. When the lesson begins, the teacher provides the dialogue. Students memorize one character's conversation, then the other.

Alternatively, divide the class into two groups and give each group a dialogue. Then they memorized it and took turns playing the opposing roles in the dialogue.

2. Backward Build-Up (Expansion) Drill

A backward build-up (expansion) drill is the second technique. This drill is used when students struggle to pronounce a long dialogue. The dialogue is divided into sections by the teacher. Then the teacher drills it until the end, followed by students until they can master the dialogue.

3. Repetition Drill

The repetition drill is the third technique. In this technique, the teacher instructed the students to repeat the speech as accurately and quickly as possible until they were familiar with it. This drill is frequently used to teach the dialogue line.

4. Chain Drill

Chain drilling is the fourth technique. In this strategy, the teacher begins the class by asking one of the students a question. Then the student responds by asking the same question to his friend sitting next to him, and so on until the last student.

5. Single-Slot Substitution Drill

In this technique, the teacher says a few sentences before saying the word or phrase that will serve as a cue. Students repeat the sentence and substitute the appropriate sentence for the cue.

6. Multiple-Slot Substitution Drill

The technique of this drill is the same as the previous one, but the cue is the form of a phrase implanted into several different dialogue slots. Students must understand what part of speech each cue belongs to, or be able to determine where the cue can be added.

7. Transformation Drill

The teacher uses this technique to provide students with a variety of sentence patterns. Students, for example, were asked to change an affirmative sentence into a negative sentence, or statements that can be converted into questions, an active sentence removed into a passive sentence, and direct speech into reported speech.

8. Question-and-Answer Drill

The question-and-answer drill is the eighth technique. This type of drill allows students to practice answering questions. Students respond quickly to teacher questions. The teacher uses a question pattern to practice with students in this drill.

9. Use of Minimal Pairs

The use of minimal pairs is the ninth technique. The teacher uses one sound to pronounce the minimum pairs vocabulary in this technique. Students are asked to explain the difference between 'ship/sheep' and say the two words.

10. Complete the Dialogue

Complete the dialogue is the tenth technique. Students are given the dialogue that has several sentences removed. Then students complete the dialogue by filling in the missing word.

2.1.2.4 Community Language Learning

Community language learning (CLL) is a learning method based on Charles A. Curran's Counseling-Learning approach. In this approach, the teacher's role as a counselor, assisting his client (student) in understanding and learning English. Curran's approach is also influenced by Carl Rogers' humanistic psychology (Brown, 1994). The teacher wants students to learn how to communicate in the target language. Students become more aware of their learning process, take on more responsibility for it, and learn how to learn from others. The goals can be met in a non-defensive manner Freeman and Anderson (2016). This method allows teachers to employ a variety of techniques.

1. Tape Recording Student Conversation

The first technique is to record student conversations on tape. It was used to record student-generated language by allowing students to decide what they wanted to say and when they wanted to say it. Students are asked to converse in their native language using the common language of the group. In a multilingual group, the student can describe the meaning using gestures. The teacher then translates and suggests what the students say in the target language.

2. Transcription

The teacher transcribes the recorded conversation between the target languages in this technique. And the students are allowed to translate their own words, with the native language equivalent written beneath the target language words. Students can copy the teacher's transcription, which is the foundation for subsequent activities.

3. Reflection on Experience

Reflection on experience is the third technique. In this technique, the teacher allows students to reflect on their language learning experiences as well as their relationships with other students. Students then react to the teacher, and the teacher listens to their reflections.

4. Reflecting Listening

Reflective listening is the fourth technique. Students listen to their recorded voices in the target language. Alternatively, the teacher can read the transcription and then the students can listen to it, or students can repeat the teacher's words about the transcription.

5. Human-Computer

Human-computer interaction is the fifth technique. Students use this technique to select parts of the transcription and pronounce them while the teacher observes. The student attempts to repeat the pronunciation as many times as they can. The teacher does not explain which pronunciation is incorrect, but the students attempt to imitate what the teacher says until it is correct.

6. Small-Group Tasks

The sixth technique is the small-group task. In this technique, students work in small groups to create new sentences using the transcribed words. The group then shares the sentences they produced with the others in the class. The following week, the students worked in pairs to construct sentences using various verb conjugations.

2.1.2.5 Communicative Language Teaching

Communication competence is the goal of language learning in communicative language teaching Freeman and Anderson (2016). The goal of the method is to get students familiar with communicating in the target language. So, students must understand linguistic form, meaning, and function. Many different forms can be used to express the same function, and one form can represent many different functions. Students must select a suitable form based on the social context and the role of the interlocutor (Freeman, 2000). Various teaching techniques, such as:

1. Authentic Materials

The first technique is to use authentic material. In this technique, the teacher uses newspapers, live radio broadcasts, or television broadcasts to teach students the target language. In this day and age, the material can be more diverse, such as a podcast, a YouTube video, a website, etcetera.

2. Scrambles Sentences

The second technique is scramble sentences. The students are given randomly arranged text. The text can take the form of previously studied or

unknown passages. Students are asked to reorganize the text into a meaningful sequence.

3. Language Games

Language games are the third technique. Many games are used to teach language, such as the card game with an information gap cause the speaker does not know what the classmate will be doing in the coming weeks. The speaker attempts to predict what and how his classmates will participate in activities. The group members will provide feedback to the speaker. There will be no response from the member if the prediction is incomplete. They will respond if the prediction is comprehensive, allowing the speaker to assume that his prediction is understandable.

4. Picture Strip Story

Picture strip story is the fourth technique. The technique was used for a variety of activities. As an example, consider scrambled sentences. One student is given a strip story, shows the first picture to the other members of the group, and asks what the next picture could be. As a communicative technique, this activity employs problem-solving tasks.

5. Role-Play

The fifth method is role-playing. Students practice communicating with social contexts and a variety of social roles using this technique. The teacher determines the students' roles, the situation, and the topic to be discussed.

2.1.3 Extracurricular Activity

According to (Merriam-Webster dictionary), Extracurricular refers to officially or semi-officially censured and usually organized student activities (such as athletics) that are associated with school but mainly do not carry academic credit. While according to Suryosubroto (2004), Some of the main goals of extracurricular activities are to improve students' cognitive, affective, and psychomotor skills, as well as to develop students' talent and interest in the effort of self-management toward positively constructing human resources. As a result, it can significantly support students' skill development in the classroom.

The Extracurricular Activity is an activity designed by language supervisors at the Mambaus Sholihin Islamic Boarding School to improve students' English skills. Language supervisors use a variety of activities to help Mambaus Sholihin students improve their English language skills. However, in this study, researchers will only discuss extracurricular activities focused on speaking ability. This activity is carried about every day in English week. Some activities approved in this extracurricular activity focused on speaking ability are; the English course that is carried out four times an hour a week at 06.00 AM. This activity is material for students to know the structure of English fluently. The second activity is conversational drilling, carried out twice a week on Tuesday and Friday mornings. This activity is to practice how far students can speak each other using English. The next is drilling at night before students go to sleep. This drilling activity is to practice students to do public speaking. Because it is the students who will lead the drilling,

they take turns every day and will be accompanied by a language supervisor who serves as a guide for correcting pronunciation and spelling.

Students at Mambaus Sholihin Islamic Boarding School are required to speak two languages daily (Arabic and English). If they do not speak in a language the two languages, they would be punished by the language supervisor. There are various types of punishment, such as memorizing some vocabulary, standing in the field with a dictionary, or wearing a special boarding school veil for three days wherever he goes as a sign that he is a rule-breaker. This activity aims to get students accustomed to speaking Arabic and English. It also helps them apply what they learn in language classes every day.

2.2 Related Literature

In this discussion, the researcher has collected several previous studies to strengthen the originality of this research.

The first research was conducted by Kardiansyah and Qodriani (2018) entitled “English Extracurricular And Its Role To Improve Students’ English Speaking Ability”. This study discusses the influence of English language extracurricular activities on students’ speaking abilities at the university level. The method used by researchers in writing this research is qualitative to explore the phenomena that occur in class and quantitative to evaluate students’ assignments in numerical form. This activity is carried out to meet the needs of students in developing English. The results concluded in this study explained that extracurriculars help students to develop their

English. So many students who have participated in this activity also succeeded in becoming champions and they are more confident in speaking in foreign languages because of it.

The second research, entitled “Students’ Perception On English Club Extracurricular In Speaking Practices At Madrasah,” was conducted by Yuliandasari and Kusriandi (2018). The objective of this study was to determine how students perceive the English club activities held by this high school for student language development. The researcher used a quantitative method to give a questionnaire to students in the form of a speaking test. There 26 students took part in this extracurricular activity. This study proves that 19 (73.08%) students succeeded in carrying out the speaking test, and 7 (26.9%) students failed this test. From the results obtained by researchers, it can be concluded that English clubs or extracurricular activities can help students develop speaking skills.

The next research was conducted by Sinaga (2018) under the title “Students’ Perception on the Role of English Day Programs in Speaking Skill Development.” The researcher wants to know the students’ perspectives on implementing the EDP (English Day Program) at SMPK Penabur Kota Wisata Bogor. The research method used by the researcher is mixed (qualitative and quantitative). Quantitative data obtained from questionnaires and qualitative data from interviews were analyzed using descriptive analysis techniques. The results of the study indicate that the students’ motivation to master English is very high. However, only some of the students were enthusiastic

about the English Day program due to the poor implementation of the previous program.

The next research, entitled “The Role Of Extracurricular Activities In The Academic Achievement Of English As Foreign Language (EFL) Students In Iraqi Universities,” was conducted by Yunus Yildiz (2016). This study compares the implementation of this activity with students at Ishik University Erbil Preparatory School and also examines the English language weaknesses of students in Iraq at Ishik University Preparatory Schools. Extracurricular activities are used to overcome this. This extracurricular activity had been carried out by Ishik University Erbil Preparatory School before, a university adjacent to Ishik University Preparatory Schools. It was discovered that extracurricular activity was successfully carried out at Ishik University Preparatory Schools. The curriculum of these activities also moves more quickly for student learning potential at Ishik University Erbil Preparatory School. Activities help learners acquire language faster and improve their speaking and writing skills, resulting in higher academic achievement. The researcher hopes that this activity will be improved and supported to improve students’ English speaking skills.

The last research was conducted by Yusof and Abdulgalil (2017) under the title “Teacher’s Attitudes towards the Use of Extracurricular Activities in Enhancing Students’ Speaking Skills.” This study describes supervisors’ attitudes toward the use of extracurricular activities (ECA) in improving the speaking skills of Saudi high school students. Researchers discovered several flaws in this extracurricular activity. Among them is a lack of preparation or the appropriate curriculum used in this

activity. Furthermore, the student's ability to speak English is limited, requiring the supervisor to practice more than the students. In a sense, extracurricular activities will be successful to improve students' speaking skills if proper planning and conditions are in place.

There are four previous out of five previous studies have successfully implemented extracurricular activities for improving students' speaking skills at school. These four previous studies only need further improvement. Then there is one previous study that has not been perfected in preparation for this activity. So, students at school cannot use English properly and correctly. Spontaneous implementation of activities without an effective curriculum and limited students' ability to communicate in English. In a sense, if the activity plan is ripe, this activity will be successful.

Based on the research above, the researcher found that the researchers mentioned discussed the same topic regarding the implementation of extracurricular activities as student activities to improve students' speaking skills. Strategies used in that researchs is through offline learning according to this research. Based on this fact, it did not find from the researches above the use of extracurricular activities by students in Islamic boarding schools. Therefore, the researcher wants to know the strategies of Islamic boarding school teachers in using extracurricular activities in Islamic boarding schools.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher will explain the methods and stages in doing this research. It covers the research design, subject of the research, research instruments, data collection, and data analysis.

3.1 Research Design

In this study, the researcher used qualitative research method. It is a research conducted by understanding the behavior of the research frame of reference. Qualitative research is also known as “soft” because it contains many descriptions of people, places, and conversations and is difficult for statistics to research (Shukla 2017). In addition, this research has many ways to interact directly with research subjects. The type of qualitative research used by the researcher is descriptive qualitative research with a case study design. Therefore, the researcher did not manipulate the phenomena in the study and only analyzed the strategy used by the supervisor to improve the students’ speaking skills. The goal of the case study is to identify the specific factors and causes that explain the entire behavioral patterns of the component as well as the unit’s place in the social miller. Overall, the case study technique analyzes the topic qualitatively and consists of a single entity (Shukla 2017).

In this study, the case study studied by the researcher is a teaching strategy used by the teacher to teach speaking in extracurricular activity. The reason language supervisors hold this activity is to enhance students’ speaking skills at the Mambaus

Sholihin Islamic Boarding School. This activity is the main activity for students and is carried out twice a week and lasts about an hour. The students are gathered and practice conversing with their peers using English, accompanied by a language supervisor. The researcher will discuss their teaching strategy further in the discussion.

3.2 The Subject of the Study

The researcher will conduct this research at Mambaus Sholihin Islamic Boarding School. This Islamic boarding school is located in one of the villages in Gresik City. The researcher chose this Islamic boarding school as a place of research because it is well known to the people around the city as an Islamic boarding school that uses bilingual (Arabic and English) in daily conversation and the language learning process is also ingenious.

The subject chosen by the researcher in this study is Excellent class students who are in eight-grade senior high school. In this class, forty female students are more capable in speaking Arabic than English. This class is the choice of the researcher because they used to speak Arabic in their daily activities, so they lack proficient in speaking in English. Eight-grade is also an early-to-high-level class that still needs a lot to learn and practice speaking English. Therefore, the researcher feels that this class is very suitable for the subject of this research.

Each grade level at the Mambaus Sholihin Islamic Boarding School has one language tutor as their supervisor in the language course class. Tutors who will teach them in extracurricular language activities are selected supervisors according to their

language skills. If they are very proficient in English, they are assigned to teach in the intermediate class. If their English skills are lacking, they will be assigned to teach basic classes.

3.3 Research Instrument

According to Shukla (2017) , case study research involves interacting directly with other people and observing the learning process. As stated above, the researcher used a two-step instrument in this study. The first instrument is observation. The researcher will examine the learning process of this conversation drilling at Mambaus Sholihin Islamic Boarding School to find out the strategies used during the learning process. Researchers will examine this activity for two weeks. The researcher began researching from 15 to 30 November 2022. During the research, researchers paid attention to students' daily habits and language extracurricular activities at this Islamic boarding school. The researcher also found that students at this Islamic boarding school always speak bilingual (Arabic and English) in their daily activities. Although did not can speak bilingual well, they try to obey the rules of this Islamic boarding school.

The second instrument used in this research is interview. The researcher will discuss the theme of the study after the research is carried out. Then the researcher will conduct interviews with the language supervisors age ranged 23-24 years old and some of the excellent students from the eight-grade of junior high school. There were three female language supervisors as interviewees for this research. Their age range is around 19–20 years. This interview aims at obtaining more data regarding language

extracurricular activities and the problems faced by supervisors and students during the activities. The researcher will give the language supervisors 8 question and students 5 questions each. In addition, the researcher will ask questions to language supervisors about their strategy for implementing this program and the problems they face during the teaching and learning process. The questions for students are related to the problems they face in this activity and the impact of this activity on their daily lives in speaking English.

3.4 Data Collection

The researcher will collect data for this study through interview and observation. As Del S (2019) points out in his statement, interviews and observations are the most common data collection methods in qualitative research. The researcher conducted direct observations at Mambaus Sholihin Islamic Boarding School during the extracurricular activity. The purpose of observation in data collection is to determine the approach used by language supervisors in the language extracurricular activity. The researcher will follow this activity from the beginning until the end of the learning process and record the activities.

Then, the researcher will conduct interviews with the language supervisors and 3 students of the excellent first-grade high school students. The purpose of interviews in the study is to discover the teaching strategies of language supervisors through language extracurricular and what problems occur during the teaching and learning process. The researcher adjusted the questions that would be used for the interview

related to how this activity could improve the students' speaking skills. In addition, the researcher will present documentation on the activities and observations that have been made at Islamic boarding schools.

3.5 Data Analysis

Qualitative researchers keep collecting data until they achieve a saturation point. Data saturation occurs when a researcher no longer hears or sees new information. Unlike quantitative studies, which analyze their data at the end of the study, qualitative researchers examine their data throughout the study. According to Del. S (2019), qualitative researchers also keep collecting data until they achieve a saturation point. Data saturation occurs when a researcher no longer hears or sees new information. Unlike quantitative studies, which analyze their data at the end of the study, qualitative researchers examine their data throughout the study. After the researcher collects data through interviews and observations, the data will be analyzed through several stages.

As stated Murphy, Shaw (2015), there are four stages of data analysis for case study research. The first stage is "comprehend." The purpose of "comprehending" is to collect complete, coherent, and detailed description data. At this stage, the researcher will collect data by interviewing students and language supervisors and observing their activities during four direct meetings. After collecting data through observation and interviews, the data will be analyzed and presented by the researcher in the discovery and discussion chapter as a result of the research.

The next stage is “synthesizing.” The purpose of “synthesizing” is to describe the process of combining perceptions and cases in examining typical and composite patterns. The strategy of “synthesizing” can be accomplished by writing memos or summaries of information from data collection. This stage requires coordinating and managing data to be examined more deeply. Therefore, the researcher will summarize things in more detail in extracurricular activities for further analysis. The researcher will write a summary or conclusion from the interviews and observations that have been made.

The third stage is “theorizing,” which entails developing consistent and comprehensive data by analyzing the relationships between the identified data categories. This process could not be focused on theory development. The researcher can also examine the relationship with some data. Such research includes examining the relationship between student and supervisor interviews after summarizing the important points of this research. The researcher starts to see a relationship between the data. The data is derived from the observations and interviews of the language supervisor and the students at this stage.

The last stage is “recontextualizing,” which requires the development of propositions that could apply to specific settings and populations. The researcher began sharpening and shaping the propositions. Furthermore, the results will be compared to previous literature, enhancing the research’s stringency. After the summary is examined, the statement is formalized and systematically arranged into a coherent explanation at the end of the presentation in this study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses data analysis concerning the data studied. The researcher will elaborate the finding of this research about teaching strategies for students' speaking skills in English in extracurricular activities at the Mambaus Sholihin Islamic boarding school. This chapter discusses the findings and discussion.

4.1 Research Finding

The researcher divided the findings that answered the research questions of this research. The data was extracted from observation and interviews. The observation was conducted at Mambaus Sholihin Islamic Boarding School in half of November 2022. Then, interviews were conducted on Wednesday, November 30, 2022, at Daruz-Zahro Dormitory.

4.1.1 The Strategy Used to Teaching Speaking

The researcher described the findings of the observation and interview in this section. In addition, this is related to the strategies used by the lecturer in teaching speaking at this Islamic boarding school. The English language extracurricular program as a concrete manifestation of Islamic boarding school empowerment is the final study. Based on interviews with the language supervisor, the researcher found that supervisor used active learning strategies to maximize students' language extracurricular activities.

“We use an active learning strategy in this extracurricular activity. Because we need students to be more active in carrying out activities with practices.” (translated)

According to Yale Education Website, commactive learning is a development in cognitive, educational, and adult research. Active learning engages students to participate in learning, including developing conceptual awareness, applying knowledge through experience, and transferring skills across contexts. According to Freeman, the language supervisor employs five methods to achieve the goals of his strategy. These are the methods; Desuggestopedia, Communicative Language Teaching (CLT), Audio-Lingual Method, Grammar Translation Method (GTM), Community Language Learning (CLL). As what was said by the language supervisor:

“We need several methods for implementing this active learning strategy, such as GTM, CLL, ALM, CTL, and Dessuagestoppedia. In addition, we think these five methods are sufficient to be applied to the extracurricular activities of students at this Islamic boarding school.” (translated)

The first strategy used by the supervisor in teaching speaking through online learning is the grammar-translation method (GTM). In this method, nine techniques can be used by supervisors or teachers. Based on the results of observations, the supervisor uses two techniques from the grammar-translation method in his teaching. Those are memorization and use words in sentences.

The second strategy used by the supervisor is the audio-lingual method. In this method, eleven techniques can be used in teaching speaking. Based on the observation

data, the researcher found that the supervisor used three techniques from the audio-lingual method. They are memorizing dialogue, repetition drills, and chain drills. The next strategy used by the supervisor in teaching speaking for extracurricular activity is the Communicative Language Teaching (CLT) method. In this method, five techniques can be used by teachers. Based on the results of observations, the supervisor only uses the role-play technique of the Communicative Language Teaching (CLT) method in their teaching.

The fourth strategy used by the supervisor in teaching speaking through online learning is Community Language Learning (CLL). In this method, five techniques can be used by supervisors or teachers. Based on the results of the supervisor observation using the reflective listening technique of the Community Language Learning (CLL) method. The final strategy used by the supervisor in teaching speaking through online learning is the Desuggestopedia method. In this method, nine techniques can be used by supervisors or teachers. Based on the results of observations, the supervisor used two techniques from the Desuggestopedia method in their teaching. The technique is Peripheral Learning and creative adaptation.

4.1.2 The Implementation of the Strategy

In this section, the researcher explains how the language supervisor implements this strategy. All the data were collected from class observations and interviews with lecturers. Lecturers implement strategies by combining techniques in several activities. The activities used by the language supervisor are English language courses,

conversational drilling, and drilling. Below is the teaching plan used by English supervisor in extracurricular activity at Mambaus Sholihin Islamic boarding school.

SEMESTER	NO	EXTRACURRICULAR ACTIVITIES	NUMBER OF MEETINGS	
I	1	English Course ✓ Theoretical and grammatical ✓ Games ✓ Practical Skills	2 weeks (5 meetings)	5 months
	2	Conversational Drilling ✓ Drilling ✓ Make a conversation ✓ Practice conversation in pairs	2 weeks (2 meetings)	
	3	Drilling ✓ Write vocabularies ✓ Drilling ✓ Make a sentences ✓ Memorize vocabularies	4 weeks (5 meetings)	
II	1	English Course ✓ Theoretical and grammatical ✓ Games ✓ Practical Skills	2 weeks (5 meetings)	5 months
	2	Conversational Drilling ✓ Write vocabularies ✓ Make a conversation ✓ Drilling ✓ Practice conversation in pairs	2 weeks (2 meetings)	

	3	Drilling ✓ Write vocabularies ✓ Drilling ✓ Make a sentences ✓ Memorize vocabularies	4 weeks (5 meetings)	
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The first activity is an English course. This activity is carried out in the morning five times a week. The days used are Monday, Wednesday, Thursday, Saturday, and Sunday. This activity took place for one hour after the morning tadarus activity. Like language courses or language classes in general, the language supervisor will start with a warming-up, such as asking how students are today, praying before learning to use songs, and clapping to raise students' spirits. Then the supervisor began to deliver the material to be studied. At the end of the lesson, the supervisor asks students to review what they have learned with the questions or games that have been provided.

The second activity is conversational drilling. as already known by researchers, this activity requires a long time. This activity is carried out only twice a week, on Tuesday and Friday. As with the language course, this activity is held in the morning for one hour. The language supervisor writes some vocabulary with different themes that will be taught on Tuesday and Friday on the blackboard available in each complex the night before, namely Monday and Thursday nights. After that, students will start to copy the vocabularies in their conversational drilling book, then they would start to make conversation scripts with their partners and memorize the conversations they have made. In the morning, the supervisor directs the students to carry out this activity

in each complex. The supervisor started the conversational drilling activity by inviting the students to voice their yells. Then, the supervisor led the drilling vocabulary that had been written last night. The supervisor began to ask several students the meaning of the vocabulary that had been read earlier. If all students have memorized the vocabularies given, the supervisor's direct students to face their partners, then they would start talking with partners using the conversations they have made. As long as the conversation activity has not finished, the supervisor will supervise students to continue to speak English and guard if there are students who want to ask the meaning in English. If it there was one of them does not speak English, this pair will be given a penalty for doing a conversation with standing during the activity. In the last session, the language supervisor closes the class by praying and instructs the students to collect their conversational drilling books to correct their grammatical writing. This activity is intended as an implementation of previous course activities.

The next activity is carried out at 21.30 every night. This activity is a drill vocabulary activity. This activity was like drill vocabulary in general, aiming to increase student vocabulary memorization in English. The language supervisor starts this activity by writing some vocabulary on the blackboard. After that, the supervisor leads the drill by dictating to students to imitate the speech style exemplified by the language supervisor. At some meetings too, students will be appointed by the supervisor to lead the drill in front of their friends while still being accompanied by the language supervisor. The purpose of this activity is to train students' level of confidence in public speaking. Then, the supervisor will appoint several students to make examples

of one of the several vocabularies that have been given. Students will write the vocabularies in their drill book. The language supervisor wants to implement this activity in students' daily conversations. So, there were also daily conversations carried out by students in every way using English in the Islamic boarding school area.

4.2 Discussion

The researcher discussed the findings from the observation and interview presented in the previous subchapter in this subchapter. Based on interviews with the language supervisor, the researcher found that supervisor used active learning strategies to maximize students' language extracurricular activities. This activity is founded on five pillars of method: (1) Desuggestopedia, (2) Communicative Language Teaching (CLT), (3) Audio-Lingual Method (4) Grammar Translation Method (GTM), (5) Community Language Learning (CLL). Students interact directly with learning resources in a coaching program based on the five theories discussed above. This activity will assist learners in gaining experience in using English in everyday situations. Second, because this extracurricular is based on needs analysis, students will learn based on what they require. Third, students will learn in stages because this activity is based on language acquisition theory, Communicative Language Teaching (CLT), and the Grammar Translation Method (GTM), which is a process of constructing sentences for beginner levels and drilling techniques.

According to the findings of this study's needs analysis, students want to be able to form English sentences, both orally and in writing. Then students want to speak English with their friends. Students also want to be able to tell stories/speeches in

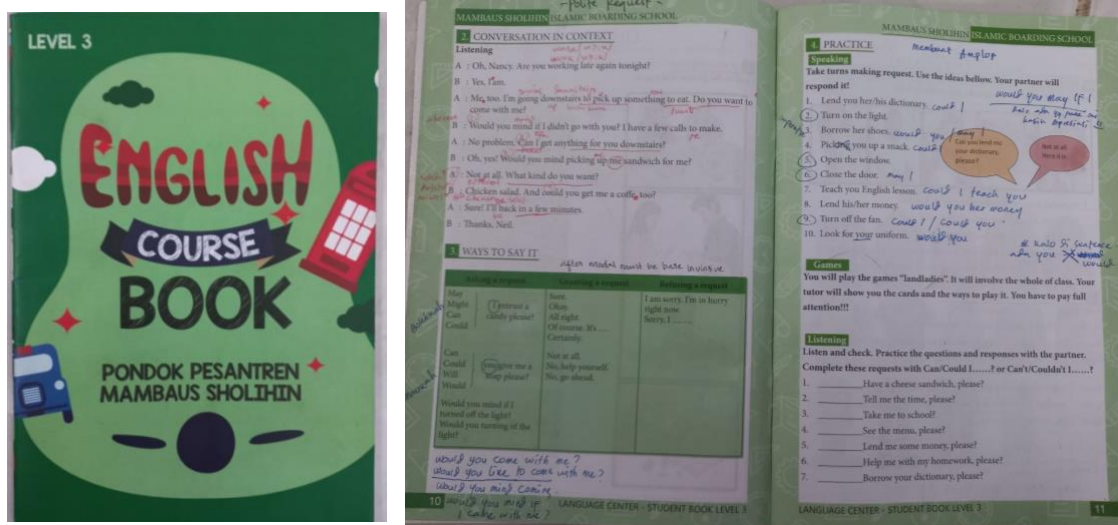
English. For about two weeks, the researcher observed the English extracurricular activities at this Islamic boarding school.

4.2.1 English Course

The English course is the first activity that students do in the morning. English course activities begin at 6 a.m. for five days a week. During course activities, the teacher providing students with material based on this boarding school's textbooks. This English course book was compiled by English supervisors and was designed according to the needs of students at each grade level. This book contains theories and arrangements of the English language which are not much different from their lessons at school. But not as thick as a formal school English book. In addition, at the end of the lesson, the supervisor will choose one of the students randomly to convey back the material that has been studied to their friends. There is also an appointment to provide examples of the material presented. This is a statement made by the supervisor during the interview.

"This course activity is similar to school activities in which theory from textbooks provided by Islamic boarding schools is used as teaching material."
(Translated)

The supervisor use Community Language Learning (CLL) method for this activity. The purpose of this method is supervisors want their students to learn how to communicate in the target language. Furthermore, they want their students to become more aware of their learning, take greater responsibility for it, and learn how to learn from one another. The supervisor used reflective listening teaching techniques. This technique encourages students to carefully listen to the supervisor's explanation to absorb the information provided.



Picture 1 Sample of English Course Book

According to the supervisor: "Students require something enjoyable to learn. As supervisors, we must provide alternative teaching that is both enjoyable and meaningful. We usually sing, dance, and play games in class." (translated)

Besides that, this activity employs the Desuggestopedia method. This method employs the technique of creative adaptation. Students are concerned with the enjoyment of the English language learning process in this technique, so it does not always contain material and is boring. can be done through singing, dancing, games,

and other activities as long as they do not deviate from the structure of the English language.

4.2.2 Conversational Drilling

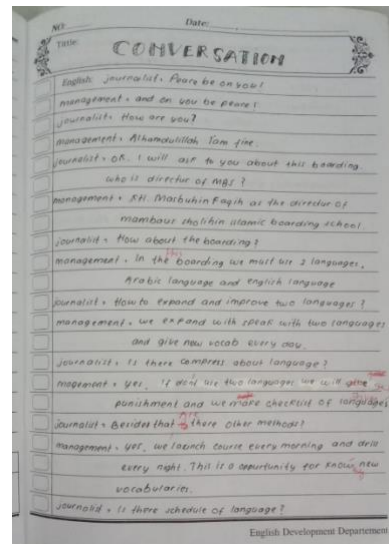
This activity employs the audio-lingual method as well. The supervisor used memorizing dialogue in this activity. Students have to memorize the conversations they had with their partners in this activity. Then, during this activity, they will practice it. The state was also proved in the supervisor interview.

"Students will memorize the dialogue they made with their previous partner.

This technique is useful to enrich student vocabularies and students' habits in speaking English." (Translated)



Picture 2 Conversational Drilling activity



Picture 3 Conversational Drilling Book

Furthermore, the supervisor employs Communicative Language Teaching (CLT). The goal of communicative language teaching (CLT) is for students to be able to communicate in the target language. Students must understand linguistic form,

meaning, and function. They should be able to choose between the most appropriate forms while keeping the social context and the role of the interlocutor in mind Diane Larsen-Freeman and Marti Anderson (2016). They must also be able to manage the process of negotiating meaning with the interlocutor. Communication is a process; knowledge of linguistic forms is incomplete.

In this method, the researcher employed the role-playing technique. Students will take on the roles of the characters they created in the conversation drilling book. They will also communicate with their peers following what they have previously designed. Supervisor statements in interviews back up this technique.

"Students create conversations in their books based on the language supervisor's themes and vocabulary."

Conversational drilling is an activity that has a series of steps. The language supervisor will write down the vocabulary that students will learn in the next day's activities the night before the conversational drilling activity begins. They must write down these vocabularies and begin writing dialogues with their partners in their books. The following day, the supervisor begins the activity with a drill based on the vocabulary that is given from the previous night. The drill is carried out in the same method as the students' drill at night, and we will discuss it later. When the drill is finished, the supervisor will direct students to pair up and have conversations using the vocabulary that has been provided. In the end, the supervisor will know students who have not mastered the correct pronunciation or spelling.

4.2.3 Drilling

The next activity is carried out at night before they sleep. This activity applies the grammar translation method. Grammar translation method is a method that focuses on language structure and translates one language into another Prastyo (2015). According to Diane Larsen-Freeman and Marti Anderson (2016), The purpose of learning using the grammar-translation method is to be able to read literature written in the target language. To do this, students need to know about the grammar rules and vocabulary of the target language. In this method, the supervisor applies *memorization* techniques then students can enrich their vocabulary in English. So, it could be easier for them to speak English. This also supported by the result of the interview with the lecturer:

“After the drilling process, I usually ask some students to make sentences from one of the vocabularies they have memorized”. (Translated)

“Sometimes, I would ask one of the students to lead the drills with his friends, but I would still accompany him”. (Translated)

In this activity the supervisor guides students to pronounce and spell each word correctly. Sometimes, students are also asked to lead their friends' drills in turn. Then students write it in a drill book provided by the boarding school. The supervisor gives 5-7 new vocab every night before the students sleep. According to the supervisor stated, the supervisor would appoint some students to make sentences from the given vocabulary. Therefore, the supervisor also applies the *Use Words in Sentences* technique. The purpose of using this technique is for the supervisor to know that

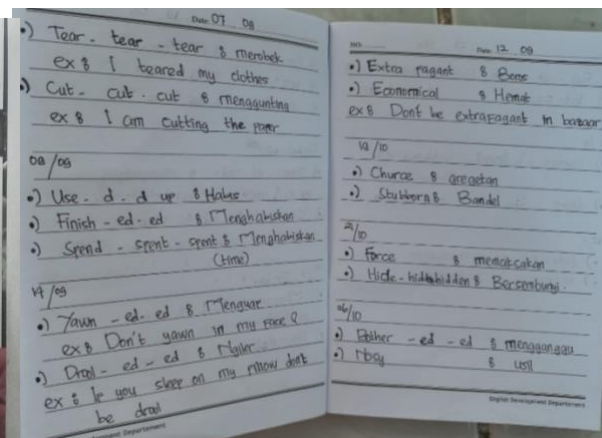
students understand the vocabulary given, so students can compose the correct sentence.

Besides the grammar-translation method, this activity also uses the audio-lingual method. The supervisor's hope for implementing this activity is that their students will accomplish this by developing new habits in the target language and overcoming old habits in their native language. The technique used by the supervisor in this method is repetition-drill and chain drill. Students are asked to accurately and quickly repeat the supervisor's model. This exercise is frequently used to teach dialogue lines. The supervisor will give an example of how to pronounce vocabulary. Then, students will repeat the pronunciation that has been exemplified by the supervisor. as the supervisor said:

“The process of this drilling activity is the same as any other activity. the supervisor will give an example of how to spell and pronounce the vocabulary we provide.” (Translated)



Picture 4 Drilling Activity



Picture 5 Drilling Book

In the activity photo above, we can observe that the one of students led this activity appointed by the supervisor. But the drill leader is still accompanied by the language supervisor as the person who corrects the student's spelling and pronouns. This activity holds at night, in front of the student's room. The student who has been the leader for the day will stand up and begin the drilling activity. The student begins with the word "Bother," and the other students follow. While the first word is being read, the supervisor assigns one more student to construct a sentence using the word "Bother- ed - ed," and also the following vocabulary.

There is an activity that is used as the implementation of the activity above. This activity does not have an activity plan or theory in its implementation. This activity is a daily conversation. The language supervisor wants the students at this Islamic boarding school to be able to apply what they have learned in the drill activities properly and correctly. Students at Mambaus Sholihin Islamic Boarding School are required to use two languages (Arabic and English) every day. They are not permitted to use other languages other than two (Arabic and English). During English Week, students will converse in English with friends, supervisors, or supervisors. In this activity, the supervisor chose the Desuggestopedia method. The goal of Desuggestopedia for supervisors is to speed up the process by which students learn to use another language for everyday communication Diane Larsen-Freeman and Marti Anderson (2016). To apply this, more students' mental abilities have to be utilized. This is applied by removing the psychological barriers that students bring into learning situations.

This activity is a place for students to practice what they learn in language course classes. The supervisor employs Peripheral Learning in this method. This technique is based on the idea that we perceive much more in our environment than we are aware of. It is claimed that by posting grammatical information about the target language on the classroom wall, students will easily absorb the necessary facts. The supervisor hangs posters with vocabulary and placards on the wall as a reminder for students to continue striving to speak in two languages (Arabic and English) (English and Arabic). This statement is corroborated by interviews with the supervisor.

"We as language supervisors here are trying to put up vocabularies boards and placards in several places as a reminder and encouragement for students when they speak English." (Translated)



Picture 6 A Sign to Speak English in Supervisor's room

IN THE BATHROOM	
> Don't splash water	: jangan ciprat-ciprat
> Anyone inside ?	: ada orang didalam ?
> Who is after you	: siapa setelahmu ?
> Stand in line	: berant...
> The bathroom is crowded	: kamar mandi penuh
> How's the watter ?	: bagaimana airnya ?
> There's little water	: airnya ada sedikit
> There's lot of watter	: airnya ada banyak
> Scrub - ed - ed	: menggosok
> Brush - ed - ed	: menyikat
> Peep - ed - ed	: mengintip
> Flush - ed - ed	: menyiram
> Rinse - ed - ed	: membilas
> Pour - ed - ed	: menuangkan
> Flow - ed - ed	: mengalir
> I wash my hair	: aku keramas
> Toilet brush	: sikat WC
> Water tap	: keran
> Liquid soap	: sabun cair
> Soap shelf	: rak sabun

Danut Zahro' Dormitory

Picture 7 Vocabularies in the Bathroom

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher presents the conclusion and suggestion for this research entitled the supervisor strategies used for students' speaking skill in extracurricular activities at Mambaus Sholihin Islamic boarding school in this chapter.

5.1 Conclusion

The researcher found that the supervisor uses an active learning strategy based on this research. According to Freeman, the method of this study used by the supervisor are Grammar Translaton Method (GTM), Desuggestopedia, Communicative Language Teaching (CLT), Audio-lingual Method, Community Language Learning (CLL). Then, the techniques used by the supervisor are repetition drill, chain drill, use of the word in sentences, memorization, memorizing-dialogue, role-play, reflective listening teaching, peripheral learning, and creative adaptation.

This strategy was used by the supervisor in more than activity in extracurricular activity. They use it at various times during each activity. English courses, conversational drilling, and drilling are examples of extracurricular activities used by the supervisor. In the English course activity, the supervisor applies reflective listening teaching and creative adaptation. The supervisor used reflective listening and creative adaption in English course. In conversational drilling activities, the supervisor used memorizing dialogue and role-play strategies. Drilling activity applies repetition drill, chain drill, memorization, and use of the word in sentences. The supervisor gives lots of fun strategies to students, so students don't feel bored and bored in learning English.

So that students easily understand the material presented by the supervisor and feel happy during the process of learning English.

5.2 Suggestion

Based on the findings of this study on supervisor strategies used to improve students' speaking skills in extracurricular activities at Mambaus Sholihin Islamic boarding school, the researcher hopes that lecturers, or language teachers, especially teachers at Islamic boarding schools, will use this research as a teaching strategy in extracurricular activities. because this research has a detailed strategy related to teaching speaking skills in extracurricular activities in Islamic boarding schools. However, the researcher hopes that future researchers will be able to gain more strategies, methods, and techniques or develop them to make it easier for supervisors to teach speaking as well as students.

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APPENDIXES

Appendix 1 Work Program

ENGLISH EXTRACURRICULAR WORK PROGRAM MAMBAUS SHOLIHIN ISLAMIC BOARDING SCHOOL

A. Introduction

During the current era of globalization, the maximum development of the potential and competitiveness of students is the dream of all citizens. Through fostering the potential of students, it is hoped that students will be able to become intelligent, creative, competitive, and communicative generations. The language extracurricular which includes the development of English and Indonesian is a medium that needs to be developed to prepare students to face the challenges of the globalization era. The immediate flow of globalization has also had an impact on the development and growth of language as a means of growth in cultural, scientific, and technological developments.

B. The goal of the activity

- Long Term Goals Preparing students to be able to speak English optimally to face the globalization era, and free trade and enter the world of work
- Short Term Goals Providing a place for learning English that is more enjoyable for students in using and practicing English, Building enthusiasm and self-confidence for students to continue learning and developing

students' communication skills in English, As a means for students to practice face competence in the language field.

C. Forms of activity

1. English courses are held ten times a month every 06.00-07.00 in the morning. The activity is filled with learning materials, some games, and practice.
2. Conversational drilling is carried out four times a month from 06.00-07.00 in the morning. The activity is filled with drilling, making conversations, and practicing conversations with partners.
3. Drilling is carried out five times a week from 21.00-21.30 at night. The activity is filled with writing vocabulary, drilling, making sentences, and memorizing vocabulary.

D. Achievement Targets

- Every student is expected to be able to speak English fluently and correctly
- Every student Club is expected to be able to spell the alphabet in English
- Every student is expected to be able to practice English in the daily activities

Appendix 2 Permission letter to conduct the research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id), email : fitk@uin_malang.ac.id

Nomor : 2284/Un.03.1/TL.00.1/11/2022 30 November 2022
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Pengasuh Pondok Pesantren Putri Mambaus Sholihin
di
Gresik

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Mazizul Failah
NIM : 18180034
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Ganjil - 2022/2023
Judul Skripsi : **The Use of Learning Strategies for Students' Speaking Skills In Extracurricular Activities At Mambaus Sholihin Islamic Boarding School**
Lama Penelitian : **November 2022** sampai dengan **Januari 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademi

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



SURAT KETERANGAN

Nomor : 031/P.5/ BI.005/M.Maimunah/OSPMS/XXXIV/XI/2022

Yang bertanda tangan di bawah ini :

Nama : Madinatul Uyun

Jabatan : Ketua Pondok

Menerangkan bahwa :

Nama : Mazizul Falilah

Prodi : Tadris Bahasa Inggris

Universitas : UIN Maulana Malik Ibrahim

NIM : 18180034

Waktu Penelitian : November 2022 – Desember 2022

Yang bersangkutan telah melakukan penelitian “ *The Teachers strategies Used In Extracurricular Activity For Student's Speaking Skills At Mambaus Sholihin Islamic Boarding School* ” selama 1 (satu) bulan di bulan November 2022 sampai dengan bulan Desember 2022 di Pondok Pesantren mambaus Sholihin

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Gresik, 30 November 2022

Mengetahui,

Ketua Pondok Mambaus Sholihin

Madinatul Uyun, S.H

Appendix 3 Interview Guideline

➤ *The Blueprint of Interview Guideline for The Supervisor*

This list of interview questions is intended to respond to the formulation of the problem in the study titled "the use of learning strategies for students' speaking skills in extracurricular activities at Mambaus Sholihin Islamic boarding school."

The following is a list of interview question:

Research Question	Interview Question
How is supervisor's strategy in teaching English in Extracurricular activities in Mambaus Sholihin Islamic boarding school?	<ul style="list-style-type: none">• Apa siswa merasa senang dengan pembelajaran bahasa Inggris?
	<ul style="list-style-type: none">• Kesulitan apa yang dialami oleh siswa dalam pembelajaran <i>English speaking skill</i>?
	<ul style="list-style-type: none">• Kegiatan apa saja yang anda gunakan untuk pengembangan kemampuan belajar siswa dalam <i>English speaking skill</i> di pondok pesantren?
	<ul style="list-style-type: none">• Mengapa anda memilih untuk menggunakan kegiatan-kegiatan ini?

	<ul style="list-style-type: none"> • Bagaimana anda bisa mengaplikasikan kegiatan tersebut dengan media yang ada?
	<ul style="list-style-type: none"> • Kegiatan mana menurut anda yang paling efektif dari beberapa kegiatan yang sudah dilakukan?
	<ul style="list-style-type: none"> • Apakah kegiatan ini di khususkan untuk siswa kelas <i>Excellent</i>?
	<ul style="list-style-type: none"> • Sudah berapa lama kegiatan ini dilaksanakan di kelas <i>Excellent</i>?

➤ *The Blueprint of Interview Guideline for Students*

No	Question
1	Is the supervisor's explanation easy to understand?
2	What do you think about the teaching strategy used by the supervisor?
3	Has the learning strategy been used effectively?

Appendix 4 The result of observation checklist

No	Extracurricular Activity	Qualification		Notes
		Yes	No	
1	Extracurricular activities are enjoyable and non-boring activities.	√		
2	Extracurricular activities help students improve their public speaking skills.	√		
3	Extracurricular activities can be used as media to help students improve their speaking skills.	√		
4	Extracurricular activities can be implemented without the use of electronic devices.	√		
5	The supervisor conveys an easy understanding of the objectives and how they are delivered.	√		
6	The supervisor employs a variety of activities to make students interested.	√		
7	Encourages students to engage in dialogue with both the supervisor and their peers.	√		

8	Students enjoy and have a good time while participating in this extracurricular activity.	√		
9	Students who participate in extracurricular activities are able to communicate effectively in English.		√	
10	Students are more practice than theoretical in speaking English in Extracurricular activities.	√		

Malang, 23 November 2022

Validator



Harir Mubarak, M. Pd

NIP. 19870708201802011152

Appendix 5 The Result of Interview

TRANSCRIPT OF INTERVIEW

Participant 1

Name: Nazilatul Fatikhah, S. Pd

The coordinator English language department of Excellent class

Day/ Date: Friday/ 25th November 2022

Time: 09.00 AM

NF (*Participant*)

MF (*Interviewer*)

MF: Assalamualaikum, selamat pagi bu.

(Assalamualaikum, good morning ma'am)

NF: Waalaikumussalam, good morning.

(Waalaikumussalam, good morning)

MF: Bagaimana kabar anda hari ini?

(How are you today?)

NF: Alhamdulillah baik. Ada keperluan apa mbak?

(It's good alhamdulillah. What's the need sis?)

MF: Saya izin untuk mewawancarai ibu tentang strategi pembelajaran dalam kegiatan ekstrakurikuler di pondok pesantren ini, apakah ibu berkenan?

(I have permission to interview you about the learning strategies of extracurricular activities in this Islamic boarding school, are you willing?)

NF: Iya silakan mbak.

(with pleasure sis)

MF: Baik bu, Saya akan mulai dengan pertanyaan pertama. Apa siswa merasa senang dengan pembelajaran bahasa Inggris?

(OK, ma'am, let me begin with the first question. Do students like studying English?)

NF: Siswa-siswa di kelas *excellent* adalah siswa-siswa pilihan yang pintar dalam bidang keagamaan. Mereka terbiasa mendengarkan penjelasan guru menggunakan bahasa Arab dikelas. Maka dari itu, mayoritas mereka lebih menyukai belajar menggunakan bahasa arab daripada bahasa Inggris.

(Students in the excellent class are exceptionally bright in the field of religion. In the class, they are accustomed to listening to the supervisor's explanation in Arabic. As a result, the majority of them prefer learning Arabic over English.)

MF: Kesulitan apa yang dialami oleh siswa dalam pembelajaran *English speaking skill*?

(What difficulties do students experience in learning English speaking skills?)

NF: Kemampuan siswa-siswa dari kelas *excellent* ini adalah *basic- intermediate*. Ada beberapa dari mereka yang memang mampu dan senang dengan belajar bahasa Inggris. Namun kebanyakan dari mereka sudah terbiasa dengan bahasa arab, sehingga merasa bahwa bahasa Inggris lebih sulit untuk dipelajari daripada bahasa arab terutama dalam speaking skill.

(The abilities of students from this excellent class are basic-intermediate. Some of them are capable and happy with learning English. However, most of them are familiar with Arabic, so they feel that learning English was more difficult than Arabic, especially in speaking skills.)

MF: Kegiatan apa saja yang anda gunakan untuk pengembangan kemampuan belajar siswa dalam *English speaking skill* di pondok pesantren?

(What activities do you use to develop students' learning skills in English-speaking skills at Islamic boarding schools?)

NF: Kebetulan di pondok pesantren ini memfasilitasi kegiatan para siswa dengan kegiatan ekstrakurikuler bahasa. Baik itu bahasa Arab ataupun bahasa Inggris. Kami memanfaatkan kegiatan tersebut semaksimal mungkin dengan memberikan beberapa kegiatan ekstrakurikuler menyenangkan agar siswa-siswa mengerti bahwa bahasa Inggris bukan pelajaran yang sulit.

(Incidentally, this Islamic boarding school facilitates the activities of students with language-extracurricular activities (Arabic or English). We make the most

of these activities by providing fun extracurricular activities so that students understand that English is not a difficult subject.)

MF: Kegiatan apa saja yang diberikan dalam ekstrakurikuler untuk perkembangan kemampuan *speaking* siswa- siswa?

(What activities are provided students with speaking skills in extracurricular activities?)

NF: Diantaranya ada *language course, daily conversation, drilling activity, dan conversational drilling*

(They are language course, daily conversation, drilling activity, and conversational drilling.)

MF: Mengapa anda memilih untuk menggunakan kegiatan-kegiatan ini?

(Why did you choose to use these activities?)

NF: Karena menurut kami, dalam kegiatan-kegiatan ini kita bisa menerapkan dasar-dasar *speaking skill* kepada para siswa. Seperti adanya drill yang dapat menambah *vocabularies* siswa dan mengerti cara mengeja kata dengan benar. Siswa diberikan kursus bahasa lagi selain pelajaran yang ada disekolah karena kami memberikan inovasi pembelajaran dengan bermain game, mendengarkan musik, sampai menonton film bersama-sama. Selain itu kegiatan *daily conversation* juga untuk membiasakan siswa dalam berbicara menggunakan bahasa Inggris.

(In our opinion, we can apply the basics of speaking skills to students in this activity. As like the existence of drills that can add to student vocabularies and understand how to spell words correctly. Students are also given language courses beside the lessons at school. Because we provide learning innovations by playing games, listening to music, and watching movies together. In addition, daily conversation activities are also used to familiarize students with speaking English.)

MF: Bagaimana anda bisa mengaplikasikan kegiatan tersebut dengan media yang ada?

(How can you apply these activities with existing media?)

NF: Meskipun di pondok pesantren ini tidak memperbolehkan siswa membawa alat elektronik, kami masih mengusahakan semaksimal mungkin untuk kegiatan ini dengan media yang ada. Seperti pemanfaatan card game untuk mencari arti yang benar dari *vocabularies* yang diberikan. Kami juga menggunakan satu laptop yang disediakan oleh pesantren dengan LCD untuk mengajak siswa-siswa menonton film berbahasa Inggris dan menyuruh siswa untuk meringkasnya. Atau mereka akan mendengarkan lagu dan kami beri kertas yang berisi lirik lagu beserta *blank* diantara lirik agar siswa bisa mengisinya dan kami dapat mengetahui sebanyak apa *vocab* yang diketahui oleh siswa. Pada kegiatan *conversational drilling*, siswa juga menulis percakapan mereka di buku tulis yang sudah kami sediakan.

(Even though the Islamic boarding school does not allow students to bring electronic devices, we are still doing our best for this activity with the available media. Such as the use of card games to find the correct meaning of the given vocabulary. We also use a laptop provided by the Islamic boarding school with an LCD to invite students to watch English movies and ask students to summarize them. Or they will listen to a song, then we will give them a piece of paper containing the lyrics of the song along with a blank between the lyrics so that students can fill it in and we can find out how much vocab the students know. In conversational drilling activities, students also write their conversations in the notebooks that we have provided.)

MF: Kegiatan mana menurut anda yang paling efektif dari beberapa kegiatan yang sudah dilakukan?

(Which activity that has been carried out do you think is the most effective?)

NF: Menurut saya semua kegiatan-kegiatan ekstrakurikuler ini efektif dalam perkembangan belajar bahasa Inggris siswa. Karena kegiatan-kegiatan ini merupakan kesatuan dalam pembelajaran yang bisa menjadikan siswa lebih bersemangat dalam belajar bahasa Inggris.

(In my opinion, all of these extracurricular activities are effective for the development of students learning English. Because these activities are a unit in learning that can make students more enthusiastic about learning English.)

MF: Apakah kegiatan ini di khususkan untuk siswa kelas *Excellent*?

(Is this activity specifically for Excellent class students?)

NF: Tidak, kegiatan ini juga berlaku untuk seluruh siswa di pondok pesantren ini.

Hanya saja cara pengajaran siswa kelas ini dan lainnya berbeda. Karena kelas ini adalah kelas unggulan, maka kami berupaya untuk melakukan yang terbaik untuk pembelajaran bahasa mereka. Agar mereka tidak hanya unggul dalam bidang keagamaan, melainkan bahasa juga.

(No, this activity also applies to all students at this Islamic boarding school. It's just that the way of teaching students in this class and others is different.

Because this class is a superior class, we try to do our best for their language learning. So, they do not only excel in the field of religion, but also in language.)

MF: Sudah berapa lama kegiatan ini dilaksanakan di kelas *Excellent*?

(How long has this activity been carried out in the Excellent class?)

NF: Kurang lebih sudah 12 tahun berjalan. Dimulai sejak Kepala pondok pesantren menghadirkan kelas *excellent*. Namun selalu dilakukan perbaikan perencanaan pengajaran dalam kegiatan ekstrakurikuler ini.

(It's been more or less 12 years. It started when the head of the Islamic boarding school presented an excellent class. However, teaching planning is being improved in this extracurricular activity.)

TRANSCRIPT OF INTERVIEW

Participant 2

Name: Indah Muflikhatul Mazaya

Class: VIII Excellent

Day/ Date: Friday/ 25th November 2022

Time: 10.00 AM

IMM (*Participant*) MF

(*Interviewer*)

MF : Selamat pagi, saya izin untuk mewawancarai terkait kegiatan ekstrakurikuler di pondok pesantren ini. Apakah anda bersedia?

(Good morning. I have permission to interview for extracurricular activities at this Islamic boarding school. Are you willing?)

IMF: Iya, silakan.

(Yes, please)

MF : Apakah anda merasa senang atas pelaksanaan kegiatan ekstrakurikuler yang di adakan oleh pondok pesantren ini?

(Are you happy with the implementation of extracurricular activities held by this Islamic boarding school?)

IMF: Saya menyukainya karena banyak keseruan dalam kegiatan ini.

(I like it because this activity is fun.)

MF : Apakah penjelasan guru mudah dipahami dan tidak monoton dalam kegiatan ini?

(Is the supervisor's explanation easy to understand and not monotonous in this activity?)

IMF: Penjelasan bu Tika mudah dipahami, tapi terkadang saya yang belum bisa menangkap materi.

(Mrs. Tika's explanation is easy to understand, but sometimes I can't understand the material.)

MF : Apa pendapat anda mengenai strategi yang digunakan oleh guru dalam kegiatan ekstrakurikuler ini?

(What do you think about the strategy used by the supervisor in this extracurricular activity?)

IMF: Saya merasa ini adalah kegiatan yang wajib diikuti oleh para siswa di pesantren ini, hanya saja kegiatan ini diluar kelas formal.

(I feel that this activity is required activity for students at this pesantren. It's just that this activity is outside the formal classroom.)

MF : Apakah strategi yang digunakan efektif untuk proses perkembangan *speaking skill* siswa?

(Is the strategy used effectively for the development of students' speaking skills?)

IMF: Iya, karena siswa juga melakukan praktek berbicara.

(Yes, because students also practice speaking.)

TRANSCRIPT OF INTERVIEW

Participant 3

Name: Rofaidah Anshoriyah

Class: VIII Excellent

Day/ Date: Friday/ 25th November 2022

Time: 13.00 AM

RA (*Participant*)

MF (*Interviewer*)

MF : Selamat siang, saya izin untuk mewawancarai terkait kegiatan ekstrakurikuler di pondok pesantren ini. Apakah anda bersedia?

(Good afternoon. I have permission to interview about extracurricular activities at this Islamic boarding school. Are you willing?)

RA : Baik bu, silakan.

(Alright ma'am, please.)

MF : Apakah anda merasa senang atas pelaksanaan kegiatan ekstrakurikuler yang di adakan oleh pondok pesantren ini?

(Are you happy with the implementation of extracurricular activities held by this Islamic boarding school?)

RA : Saya suka karena tidak hanya teori yang disampaikan oleh guru dalam kegiatan ini. Kami juga mempraktekkan apa yang telah kami pelajari.

(I like it because it is not the only theory conveyed by the supervisor in this activity. We also put into practice what we have learned.)

MF : Apakah penjelasan guru mudah dipahami dan tidak monoton dalam kegiatan ini?

(Is the supervisor's explanation easy to understand and not monotonous in this activity?)

RA : Penjelasan guru mudah dipahami dan menyenangkan.

(The supervisor's explanations are easy to understand and fun.)

MF : Apa pendapat anda mengenai strategi yang digunakan oleh guru dalam kegiatan ekstrakurikuler ini?

(What do you think about the strategy used by the supervisor in this extracurricular activity?)

RA : Ini adalah kegiatan yang bagus untuk mempraktekkan apa yang telah kita pelajari dikelas.

(This is a great activity to practice what we have learned in class.)

MF : Apakah strategi yang digunakan efektif untuk perkembangan *speaking skill* siswa?

(Is the strategy used effectively for developing students' speaking skills?)

RA : Iya efektif. Karena siswa diajak untuk praktek *speaking* dalam berbicara sehari-hari.

(Yes effective. Because students are invited to practice speaking in everyday speaking.)

TRANSCRIPT OF INTERVIEW

Participant 3

Name: Rizka Maulidiyanti

Class: VIII Excellent

Day/ Date: Friday/ 25th November 2022

Time: 14.00 AM

RM (*Participant*)

MF (*Interviewer*)

MF : Selamat siang, saya izin untuk mewawancarai terkait kegiatan ekstrakurikuler di pondok pesantren ini. Apakah anda bersedia?

(Good afternoon. I have permission to interview about extracurricular activities at this Islamic boarding school. Are you willing?)

RM : Oh, iya bu, silakan.

(Oh yes ma'am, please)

MF : Apakah anda merasa senang atas pelaksanaan kegiatan ekstrakurikuler yang di adakan oleh pondok pesantren ini?

(Are you happy with the implementation of extracurricular activities held by this Islamic boarding school?)

RM : Iya saya menyukai kegiatan ini.

(Yes, I like this activity).

MF : Apakah penjelasan guru mudah dipahami dan tidak monoton dalam kegiatan ini?

(Is the supervisor 's explanation easy to understand and not monotonous in this activity?)

RM : Penjelasan guru dalam kegiatan ini agak sulit saya pahami, karena saya kurang mampu dalam pelajaran bahasa Inggris.

(The supervisor 's explanation in this activity was difficult for me to understand. Because I was not very good at English lessons.)

MF : Apa pendapat anda mengenai strategi yang digunakan oleh guru dalam kegiatan ekstrakurikuler ini?

(What do you think about the strategy used by the supervisor in this extracurricular activity?)

RM : Guru selalu memberikan pembelajaran yang menyenangkan di dalam kegiatan ini.

(The supervisor always provides a fun learning in this activity.)

MF : Apakah strategi yang digunakan efektif untuk proses perkembangan *speaking skill* siswa?

(Is the strategy used effectively for developing students' speaking skills?)

RM : Iya efektif, karna kegiatan ini membantu saya untuk mengembangkan kemampuan bahasa inggris saya.

(Yes, it is effective. Because this activity helps me to develop my English skills.)

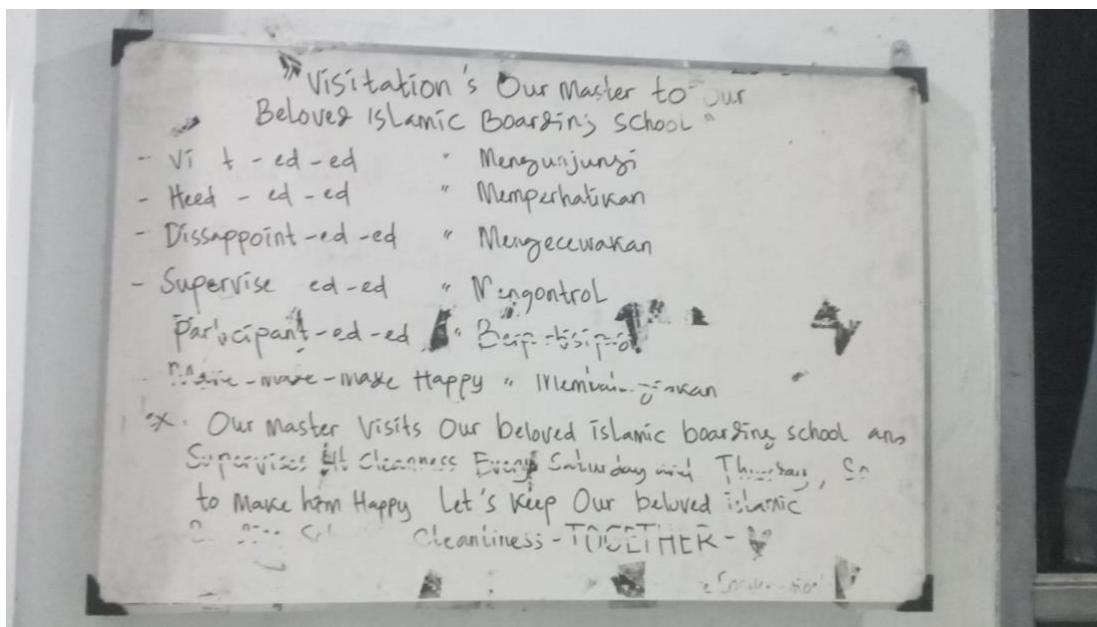
Appendix 6 The Pictures of Interviews



Appendix 7 The result of The Documentation



The documentation of the extracurricular class observation



The documentation of vocabularies in drilling activity

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Malang, 9 December 2022



Mazizul Falilah