



UNLOCKING FLUENT SPEECH: ENHANCING STUDENTS' SPEAKING SKILLS (A CASE STUDY AT JEUMALA AMAL ISLAMIC BOARDING SCHOOL)

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Abstract

Speaking skills are essential for students, especially in Islamic boarding schools where daily conversations are prevalent. Students become more engaged in speaking English by emphasizing daily vocabulary memorization, particularly when influenced by equally motivated friends. This research aims to identify the factors that impact students' speaking performance in Islamic boarding school using a qualitative descriptive method. The data was collected through interviews, revealing that motivational factors and the language used in communication significantly influence students' speaking abilities. This study found that requiring students to speak English at Islamic boarding schools helps them become more proficient in speaking. Hence, students' daily activities at Jeumala Amal Islamic boarding school can be utilized to enhance their speaking skills.

Keywords: *Speaking, Factor influencing Speaking, Islamic Boarding School*

INTRODUCTION

Learning a foreign language helps students thrive in the globalized world of today. It provides access to more media, enhances public discourse on current topics, and opens doors to employment prospects in the global economy. English is currently the most widely used language worldwide (Astuti & Lammers, 2017). According to Toubot et al. (2018), English is regarded as the principal foreign language in Indonesia, having greater significance than other languages. Speaking is one of the functional abilities of teaching and studying English. It is difficult to provide a clear and succinct definition of speaking because it is so entwined with everyday interactions (Haidara, 2014). According to Krisna and Syafii (2020), it is when people talk in contexts involving language use.

The world's most important language is now English. Almost everyone uses it to communicate, coming from many different nations. English has always attracted unique

interest. Additionally, knowing and using English is necessary for job advancement. Thus, students must do so to boost their confidence in international competition. Learning is mastering or acquiring knowledge about a subject or a skill by study, experience, or instruction. To get English skills, it is essential to learn English. In the modern era, mastery of foreign languages (especially English) is a necessity. Every country has a different language, so many people struggle when interacting with foreign nationals. Language has a huge role in human life. Almost every human activity requires language assistance, either in terms of interacting or understanding something. Therefore, an international language, namely English, is needed to be a liaison between people worldwide. Of the four language skills—speaking, listening, reading, and writing—speaking is regarded as one of the most crucial.

Speaking ability is commonly regarded as an indicator of linguistic proficiency. Proficiency in speaking is essential when learning a new language, whether it is a second or foreign language. Students' speaking abilities are typically assessed in real-life situations (Rao, 2019). Hedge (2001) supports this claim, emphasizing that speaking proficiency is a crucial measure of language competency and the ability to express oneself in that language. Mazouzi (2013) also asserts that mastering a language includes the ability to speak it. Various factors affect students' speaking abilities, with psychological variables among the primary influencers. Cabe and Selatan (2012) identified psychological factors such as fear of making mistakes, lack of confidence, shyness, speaking anxiety, and lack of motivation as barriers that prevent students from speaking. Savaşçı (2014) researched the factors influencing students' reluctance to communicate orally and found that anxiety, teacher presence, classroom conditions, fear of making mistakes, and some students' lack of active participation in conversation activities are the main contributing factors.

Based on the explanation above, the research will try to find out the activity that strengthens students' Jeumala Amal speaking factor, which influences the speaking activities of students at Jeumala Amal and affects their speaking.

LITERATURE REVIEW

Speaking is one of the macro skills of English language teaching and learning. It is not easy to define what is meant by terms such as speaking skill since it has been described in various ways in different disciplines. Finally, based on the definition given by experts above, it can be inferred that speaking is a process of expressing ideas in the spoken language, and it is one of the most important aspects of language learning. Many factors have an impact on language learning. These factors are divided into internal and external factors.

According to Nation & Newton, as cited in Tuan & Mai (2015), students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions, including time pressure, planning, the standard of performance, and the amount of support (Nation & Newton, 2009, as cited in Tuan & Mai, 2015).

According to Chomsky (1965), competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language and distinguish between grammatical and ungrammatical sentences. It is used to describe both the production and comprehension of the language. In this study, the language factor in speaking performance refers to the ability of the speaker to master the aspects of language while communicating. These aspects included fluency, intonation, vocabulary, pronunciation, and grammar.

In their research, Minghe & Yuan (2013) stated that “another external factor that affects students’ oral English learning is the lack of good language learning environment. English is used in communications, so a good language environment can effectively promote learning. But for most Indonesian students, English is a foreign language they learn at school, and mostly, students communicate in their everyday life in their native language and are too lazy to practice their English outside the class or teaching-learning process.

METHODOLOGY

This research is qualitative. According to Creswell (2012), researchers who need to delve deeper into their work and wish to look at the factors involved in the study problem can consider qualitative research. Qualitative research was used to reflect students' opinions on activities that impact everyday speech and cannot be explained by data. Researchers need to employ tests and interviews to learn about the ideas and feelings of pupils.

FINDINGS AND DISCUSSION

This section presents findings from interviews conducted on Wednesday, 28 May 2024. The researcher selected five students at Jeumala Amal Islamic Senior High School as a sample to find out their opinions and beliefs regarding activities that impact EFL students' speaking. The researcher aims to find out the factors that influence students' speaking.

Example:

Question : What do you think about the use of English in everyday practice?

Answer : Efficient, very good, and also more effective because the teachers support us in speaking English more because speaking English at home feels foreign. But in the Islamic boarding school environment, the teachers encourage us to want to speak the language and make friends, too, because we learn together.

Question : What is your strategy for acquiring English vocabulary?

Answer : It's more like reading, sis, reading English books and English texts, working on English questions, or keeping an English diary.

Question: What do you often experience when speaking English?

Answer: You often experience problems, especially with pronunciation and lack of vocabulary, especially vocabulary that is difficult to pronounce, so you have to look for more resources from the teacher and read them in the dictionary.

Question : How do you increase your confidence when speaking English?

Answer : Preparation is the most important thing, inviting friends to repeat each other's lessons so that when you move forward, you will have something to hold on to.

Question : What efforts have you made to improve the way you pronounce words in English?

Answer : For pronunciation, listen more or look for how to read it in a dictionary.

Question : How do you avoid being embarrassed when speaking English?

Answer : Prepare yourself to speak and often invite friends to speak with each other. Because by often inviting friends to speak, our mistakes will not be laughed at. and remind each other more.

Question : Does your teacher's personality inspire enthusiasm for the lesson?

Answer : Yes, because the teacher's personality influences whether the student wants to.

Question : Do your classmates influence your motivation to study?

Answer: It influences us because our goal is to study together, so friends are very supportive.

Question : Do you think the learning objectives given are easy to achieve?

Answer : Easy, because every material presented is quite enjoyable, and the teacher always pays attention to whether we understand, because if we don't, he will keep repeating.

Question : How important do you think it is to learn English?

Answer : Very, very important because technology now uses a lot of English, and English is an international language, so it is to increase our competitiveness in our global era.

From the results of the interviews, students also stated the importance of learning English and that speaking English requires preparation from ourselves so that we can speak English. From the results of interviews with students, students' English speaking skills in daily activities are average. They also really believe in learning together to speak English and their motivation is also very big. with support from family and friends, they are enthusiastic about following Islamic boarding school rules.



Picture The interview process

The interview results reveal that daily activities at Jeumala Amal Islamic Boarding School are designed to immerse students in English, creating an environment where English usage becomes routine. This consistent exposure helps students become more comfortable speaking English, enhancing their speaking skills. The structured integration of English into everyday activities, combined with a strong emphasis on language practice, significantly boosts students' confidence and proficiency in English.

Furthermore, students at the boarding school demonstrate a high level of motivation towards learning English. Their enthusiasm is evident through their daily efforts to memorize new vocabulary and engage in English conversations. This high interest in learning drives their academic progress and encourages them to actively participate in English-speaking opportunities actively, reinforcing their language skills.

Support from peers plays a crucial role in this learning process. The collaborative environment, where friends regularly encourage each other to speak English, fosters a supportive community that enhances communication skills. This peer interaction creates a positive feedback loop, where students' increased practice and encouragement from friends contribute to their growing ability to communicate effectively in English. The combination of structured training, personal motivation, and peer support collectively advances students' English proficiency.

CONCLUSION

The research findings demonstrate that the daily English-speaking activities at Jeumala Amal Islamic Senior High School significantly enhance students' speaking skills. Integrating English into routine activities, coupled with solid motivation from peers and teachers, fosters an environment where students become increasingly comfortable and confident in their language abilities. The active encouragement from friends and the supportive role of educators play pivotal roles in sustaining students' enthusiasm for learning English. Therefore, Islamic boarding schools that emphasize regular English practice effectively contribute to improving students' speaking skills, making their daily activities a valuable strategy for advancing language proficiency.

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