

**THE IMPLEMENTATION OF ENGLISH SPEAKING DEVELOPMENT
PROGRAM BY LANGUAGE ADVISORY COUNCIL (LAC) AT PONDOK
MODERN AL-KAUTSAR PEKANBARU**

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment of the Requirements for the Degree
of Magister in English Education



Written By:

SAFRIANI ULFA MAWADDA
SRN.21890125451

**THE POSTGRADUATE PROGRAMME
ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU
1443 H/2022 M**

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama : Safriani ulfa mawadda
Nomor Induk Mahasiswa : 21890125451
Gelar Akademik : M.Pd. (Magister Pendidikan)
Judul : The Implementation of English Speaking Development
Program by Language Advisory Council (LAC) At Pondok
Modern Al-Kautsar Pekanbaru

Tim Penguji:

Dr. Khairil Anwar, MA.
Penguji I/Ketua

Dr. Kasmidin, Lc.,M.A.
Penguji II/Sekretaris

Dr.Nur Aisyah Zulkifli, M.Pd.
Penguji III

Dr. Riza Amelia, M.Pd.
Penguji IV

Tanggal Ujian/Pengesahan

23/06/2022

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

EXAMINER APPROVAL SHEET


The thesis entitled "The Implementation of English Speaking Development Program by Language Advisory Council at Pondok Modern Al-Kautsar Pekanbaru" is written by:

Name : Safriani Ulfa Mawadda
Student ID Number : 21890125451
Study Program : Islamic Education
Concentration : English Education

It has been examined and revised based on the feedback provided by the Thesis Examiner Team of the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau in the final exam held on June, 23rd 2022.


Approved by :
Examiner I,

Dr. Nur Aisyah Zulkifli, M.Pd
NIP. 198506192009122008



Date: July, 22nd 2022

Examiner II,

Dr. Riza Amelia, M.Pd
NIP. 198204152008012017


Date : July, 21st 2022

Acknowledged by :
Head of Islamic Education
Study Program


Dr. Alvinizar, M.Ag
NIP. 197004222003121002

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.


APPROVAL SHEET

The thesis entitled "The Implementation of English Speaking Development Program by Language Advisory Council (LAC) at Pondok Modern Al-Kautsar" is written by :

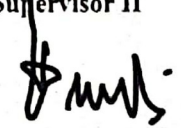
Name : Safriani Ulfa Mawadda
Student Number : 21890125451
Program of Study : Islamic Education
Field of Study : English Education

is accepted and approved to be examined at the thesis examination of Postgraduate Program at State Islamic University (UIN) of Sultan Syarif Kasim Riau.


Date: April 27nd, 2022
Supervisor I


Dr. Bukhori, S.Pd.I, M.Pd
NIP.197905122007101001

Date: April 27nd, 2022
Supervisor II


Dr. Hi. Helmiati, M.Ag
NIP.197002221997032001

Acknowledge by :
Head of Islamic Education Study Program


Dr. Alwizar, M.Ag
NIP.197004222003121002

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Dr.Bukhori, S.Pd.I, M.Pd

The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Safriani Ulfa Mawadda

To : Director of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having read,analyzed,corrected and revised the thesis with the title mentioned below written by :

Name	: Safriani Ulfa Mawadda
Student Number	: 21890125451
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: "The Implementation of English Speaking Development Program by Language Advisory Council (LAC) at Pondok Modern Al-Kautsar"

It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pekanbaru, April 27nd, 2022
Supervisor I,

Dr.Bukhori, S.Pd.I, M.Pd
NIP. 197905122007101001

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Dr.Hj.Helmiati, M.Ag

The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Safriani Ulfa Mawadda

To : Director of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

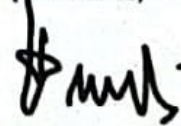
Having read,analyzed,corrected and revised the thesis with the title mentioned below written by :

Name	: Safriani Ulfa Mawadda
Student Number	: 21890125451
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: "The Implementation of English Speaking Development Program by Language Advisory Council (LAC) at Pondok Modern Al-Kautsar"

It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pekanbaru, April 27nd, 2022
Supervisor II,



Dr.Hj.Helmiati, M.Ag
NIP : 197002221997032001

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ACKNOWLEDGEMENT



Alhamdulillah, all praises be to Allah SWT for His blessing upon me to complete this thesis entitled: The Implementation of English Speaking Development Program by Language Advisory Council (LAC) at Pondok Modern Al- Kautsar. Shalawat and Salam is always addressed to the Prophet Muhammad (peace be upon him), the greatest messenger of all times. May Allah bless him, his family, friends, and his follower.

This thesis intended to fulfil one of the requirements for the degree of Master in English Education at the Postgraduate Program, State Islamic University Sultan Syarif Kasim Riau. This last project would not be finished without support, help, advice and encouragement from a number of parties. Therefore, the writer would like to express a special appreciation and gratitude to:

1. Prof. Dr. Khairunnas, M.Ag, Rector of The State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. Ilyas Husti, Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Zaitun, M.Ag, Deputy Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
4. Dr. Alwizar, M.Ag, Chairperson of Islamic Education Study Program, State Islamic University of Sultan Syarif Kasim Riau.
5. Dr. Khairil Anwar, MA, Secretary of Islamic Education Study Program, State Islamic University of Sultan Syarif Kasim Riau and all staffs for their services, advice and suggestions during the accomplishment of this work.
6. Dr. Bukhori, S.Pd.I, M.Pd my first supervisor, for his valuable times and super vision during the writing up of this thesis.
7. Dr. Hj. Helmiati, M.Ag, for her constructive suggestions, feedback, and advice during the writing up of this thesis.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

8. All of the lecturers and staff of Postgraduate Program UIN Suska Riau for their knowledge, information and motivation.
9. My beloved parents, Bapak Syafruddin Hawra and Ibu Yusni for their endless love, prays, cares and supports for my success in life.
10. My beloved Husband, Haamidunnas who always pray and support to finish this study in time.
11. My beloved sister, Safriani Rafika Azifa, S.Pd always pray and support to finish this study in time.
12. My lovely friends, Tanri Aulia Putri, S.Pd for her kindness and support of me during my study.
13. Thank you most warmly of my classmate PBI A 2018 Postgraduate Program students of UIN SUSKA RIAU. Thank you for inspiring me and along the time we were together.
14. All my lovely friends at I CAN READ Pekanbaru who always pray, support me during my study.
15. Finally, the writer realizes that this thesis is far from being perfect; therefore, constructive ideas and critics from the readers are much appreciated for its improvement.

Pekanbaru, JUNE 10th,2022

The writer,

Safriani Ulfa Mawadda

SRN.21890125451

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table of Contents

Table of Contents.....	iii
ABSTRACT.....	viii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem.....	6
D. Research Questions.....	6
E. The Purpose and Objectives of the Study.....	7
F. The Significance of the Research.....	7
G. The Definition of Key Terms.....	8
CHAPTER II REVIEW OF RELATED LITERATURE.....	10
A. English Speaking Activities for EFL.....	10
B. The Problems in English Speaking for EFL.....	14
C. The Students' Response on English Speaking Program.....	20
D. Nature of Language.....	24
E. Nature of Speaking.....	28
F. Speaking Skill.....	45
G. Elements of Speaking.....	48
H. The Concept of Language Advisory Council (LAC).....	50
I. Relevant Research.....	53
J. Conceptual Framework.....	59
CHAPTER III RESEARCH METHODOLOGY.....	60
A. Research Design.....	60
B. Location and Time of the Research.....	60
C. Participants.....	60
D. Method of Data Collection.....	61
E. Method of Data Analysis.....	61
F. Methode of Data Triangulation.....	62
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	64
A. RESEARCH FINDINGS.....	66
B. DISCUSSION.....	112
CHAPTER V CONCLUSION AND RECOMMENDATION.....	122
A. Conclusion.....	122
B. Recommendation.....	122



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



TRANSLITERATION GUIDE

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ذ	Zha	Zh
ع	„ain	„
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	„
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance **العبيهه** written *al-ammah*.

3. Short Vowel

Fathah is written *a*, for instance **شع** **ث** (*Syari“ah*), Kasrah is written *i*, for

instance **الضبال** (*al-Jibali*) and **dhommahis** written *u*, for

instance (*zhuluman*).

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. Double Vowel

او is written *aw*, و is written *uw*, ا is written *ay*, and ا is written *i*.

5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse h, for instance الشَّعْبَةُ is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic: خَتِ الْمِ

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, عبدالله (*Abdullah*).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan ;
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SafrianiUlfaMawadda (2022): The Implementation of English Speaking Development Program by Language Advisory Council (LAC) at Pondok Modern Al-Kautsar Pekanbaru

This qualitative research was conducted to investigate the implementation of English speaking development program by LAC at Pondok modern al-kautsar. Furthermore, it was particularly intended to answer three research questions: 1) What are the activities implemented by Language Advisory Council (LAC) in developing students' speaking English proficiency at Pondok modern al-kautsar? 2) What are the problems occurring when implementing English development program by LAC at Pondok modern al-kautsar? 3) How do the students' respond to LAC at Pondok modern al-kautsar? The participants were three groups, they are LAC or as a facilitator, CLI (Central Language Improvement) board, and all santri. Data were generated from multiple sources such as interview, observation, and documentations. The data were analyzed qualitatively to explore (1) santri's perspective and thought about the implementation of speaking development program at Pondok modern al-kautsar (2) the problems that happened while implementing all programs and (3) the santri's respond about the programs at Pondok modern al-kautsar. The findings of this study provided the insight and recommendations for related authorities as well as establishing chances for the further research on the implementation of English Speaking Development Program and other similar context.

Keywords: speaking development, speaking skill, activities, problems in speaking, students' response

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan ;
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Safriani Ulfa Mawadda (2022): **Pelaksanaan Program Pengembangan Berbahasa Inggris oleh Dewan Penasihat Bahasa (LAC) di Pondok Modern Al-Kautsar**

Penelitian kualitatif ini dilakukan untuk menyelidiki pelaksanaan program pengembangan berbahasa Inggris oleh LAC di Pondok modern al-kautsar. Selain itu, secara khusus dimaksudkan untuk menjawab tiga pertanyaan penelitian: 1) Apa kegiatan yang dilaksanakan oleh Dewan Penasihat Bahasa (LAC) dalam mengembangkan kemampuan berbahasa Inggris siswa di Pondok modern al-kautsar? 2) Apa masalah yang terjadi Ketika menerapkan program pengembangan Bahasa Inggris oleh LAC di Pondok modern al-kautsar? 3) Bagaimana tanggapan siswa terhadap LAC di Pondok modern al-kautsar? Para peserta terdiri dari tiga kelompok yaitu LAC atau sebagai fasilitator, CLI (Central Language Improvement), dan semua santri. Data dihasilkan dari berbagai sumber seperti wawancara, observasi dan dokumentasi. Data tersebut dianalisis secara kualitatif untuk mengetahui (1) cara pandang dan pemikiran santri tentang pelaksanaan program berbicara di Pondok modern al-kautsar (2) permasalahan yang terjadi selama pelaksanaan program dan (3) respon santri tentang program-program di Pondok modern al-kautsar. Temuan penelitian ini memberikan wawasan dan rekomendasi untuk otoritas terkait serta memberikan peluang untuk penelitian lebih lanjut tentang pelaksanaan program pengembangan berbahasa Inggris dan konteks serupa lainnya.

Kata kunci: *pengembangan berbicara, keterampilan berbicara, kegiatan, masalah dalam berbicara, respons siswa*

المعهد في اللغة إشراف هيئة قبل من الإنجليزية اللغة تنمية برنامج تطبيق (2022): جودة ألف سفرياني الكوثر العصري

اللغة إشراف هيئة قبل من الإنجليزية اللغة تنمية برنامج تطبيق اكتشاف بهدف النوعي البحث هذا إجراء تم ما (1): أسئلة ثلاث على الإجابة إلى البحث هذا بهدف ذلك، إلى بالإضافة الكوثر العصري المعهد في الطلاب؟ عند الإنجليزية اللغة مهارة لتنمية الكوثر العصري معهد في اللغة إشراف هيئة طبقه الذي البرنامج

معهد في الإنجليزية اللغة تنمية برنامج تطبيق في اللغة إشراف هيئة تواجهها التي المشكلات هي ما (2) كان الكوثر؟ العصري المعهد في اللغة إشراف لهيئة الطلاب يستجيب كيف (3) الكوثر؟ العصري الطلاب وكل اللغة، ترقية قسم وأعضاء كميسر، اللغة إشراف هيئة أعضاء جميعهم البرنامج في المشاركون بعض مع مقابلات: مثل مختلفة، مصادر من البحث بيانات إنشاء ويتم. الرابع الصف إلى الأول الصف من الوثائق الإنجليزية، اللغة لتنمية الأنشطة وملاحظات الطلاب، جميع ومع اللغة إشراف هيئة في الموظفين- الكلام مهارات تنمية برنامج تطبيق في والتفكير الطلاب، نظر وجهات لاكتشاف كمي البيانات تحليل ويتم ذلك ومع المعهد في الإنجليزية اللغة تنمية برنامج تطبيق في للمشكلات الحل وإيجاد المعهد، طلاب لدى الأحياء بعض وفي السهل، بالأمر ليس الطلاب استجابة على للحصول والسعي البرنامج كل تنفيذ عند التي البرامج من العديد اللغة إشراف هيئة أعضاء جميع أنشئت ذلك جانب إلى المشاكل من الكثير تحدث بالإضافة السلطة لصاحب وتوصيات ثاقبة نظرة النتائج توفر. الإنجليزية اللغة في المعهد طلاب نجاح تدعم. مشابه سباق وفي الإنجليزية اللغة تنمية برنامج تطبيق حول جديدة بحوث لإجراء فرصة من التوفير إلى

استجابة الكلام، مهارة تعليم في مشكلة برنامج، التحدث، مهارة الكلام، مهارة تنمية: الرئيسية الكلمات الطلاب

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan :
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan ;
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

INTRODUCTION

A. Background of the Problem

English is international language, which is commonly used by all of country in the world. In Indonesia, English is taught from the kindergarten until the university. English is the most important foreign language to transfer and get of knowledge, science, technology, art and culture and establish international relationship. Susanto (2007) argues that “English becomes popular and the one of most important language in the whole aspects of life to understand literature. The students should know about language usage, but they will be unable to use it if they do not practice in daily communication”. Therefore, English is the important thing to be learned and practiced for speaking in daily communication. Besides, Richards (2002) states a large percentage of the world’s language, the learners study English in order to develop proficiency in speaking. In short, the ability of English is measured by the result in speaking skill or oral communication. Speaking ability becomes the competence for people interaction and communication. Speaking also as the way of communication and it makes people who come from different countries to be comfort in making interaction and communication.

As stated by Richards and Renandya (2002) that speaking is one of the central elements of communication. It means that speaking is very essential, and someone can express his or her feeling, emotion, and idea by speaking. In addition, according to Brown (2004) argues that speaking is an interactive process

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

of constructing meaning that involve producing, receiving and processing information. When someone speaking they should be able to make meaning depending on the context of the information. For example: context of situation and on the participation. From the definition above, it can be conclude that speaking is the process of expressing ideas to construct meaning.

In Indonesia, English is thought as an obligatory subject in formal education starting from elementary to university. In spite of the fact that English is taught in education institution, there are very limited proof that learning English is successful. Not only formal education that makes English lessons a compulsory subject, but also non-formal education because they aware of the urgency of English skill in this era. Pesantren (Islamic Boarding School) is defined as a dormitory or a place for students to study Al-Qur'an.

While in terms Pesantren is an Islamic educational institution where the students learn with classical books and aims to master the science of Islam in detail as well as practice as a guideline for daily life by emphasizing the importance of morals in social life¹. Castles, (2007) statets that The term pesantren is derived from the term santri (student), which is given prefix "pe" and suffix "an" and become pe-santri-an or pesantren and hence it denotes the place where students (santri) stay at dormitory (pondok) for the purpose of education . This is equivalent with a center for Islamic religious learning activities. Indonesian people have the positive connotation about Islamic Boarding School. Of course, its activities are aimed at enhancing the spiritual soul and getting closer

to God. Various ways, programs and visions are used to create a young generation in accordance with the objectives of the pesantren itself.

One of the pesantren programs that help young energetics face world problems is to study English. Abdullah Syukri (2006) stated that Islamic boarding schools are the most effective and ideal Islamic educational institutions to produce community cadres and provide information for the ummah. But there are only a few Islamic boarding schools in Indonesia that learn other than religious knowledge, so it is kind of rarely institution. From that, might there are some problems that might not have been identified academically and a research becomes necessary and important to do to solve the problems. One of Islamic boarding schools in Pekanbaru that organizes a learning English is Pondok Modern Al-Kautsar.

Pondok Modern Al-Kautsar is an educational institution with boarding school system. In addition to teaching religion and general science, Pondok Modern Al-Kautsar also famous for educational institutions that implement a foreign-language environment, Arabic and English language. They have jargon “with language we can dominate the world “. And “language is our crown”. Pondok modern al-kautsar running with a learning system adopted from the language boarding school system in pondok modern Gontor.

Bakhtiar Mahmud (2017) states that “In Gontor there are two organizations that manage about the language, there are CLI and LAC. CLI is the place for fifth students to control the students’ language activity under them. And LAC is the



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

place for the teacher to compose about English material and give punishment to students who break the language law".Some of the activities are learning language in class using modules, daily speaking, memorizing vocabulary, deepening grammar material and others. In daily speaking, all students are required to use English to communicate with other students of English program. The system is gradual, for the first month is forbidden to use regional languages, must use the national language. Then the second to the fifth month each sentence spoken must contain English vocabulary even though it is only one word. The sixth month and beyond are required to use full English whenever and wherever. To improve language proficiency can not only depend on informal classes as a place to practice language proficiency, but it is necessary to create an environment inside and outside classroom that gives freedom to individual students to always communicate with English which this can be apply by creating an English environment in Pondok Modern Al-Kautsar Pekanbaru.

In this research, the researcher is focusing in speaking skill because speaking is the most important thing that the students must have to make them easier to communicate with each other in a different era. Richards (2008) said that the mastery of speaking skills in English is a priority for many second- language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The presence of Language Advisory Council (LAC) is a proven right decision in creating an environment that students got used to speak English every day 24 hours. As well as implementing a variety of English language activities by providing punishment for participants who violate the discipline of language in Pondok Modern Al-Kautsar. So, students will be motivated to use English in every day conversation. Observing this phenomenon, researcher is in interest to conduct research at “Pondok Modern Al-Kautsar” to know the implementation of English development program of Language Advisory Council (LAC) in this boarding school. Therefore, this paper’s title is: **“THE IMPLEMENTATION OF ENGLISH DEVELOPMENT PROGRAM OF LANGUAGE ADVISORY COUNCIL (LAC) AT PONDOK MODERN AL-KAUTSAR PEKANBARU.**

B. Identification of the Problem

As we know it, Pondok Modern Al-Kautsar famous for their bilingual environment. In Al-Kautsar, student must speak in two languages, Arabic and English every day in every activity. First class students only given 3 months to speak in mix with Indonesian language. They are not allowed to speak in local language. After 3 months, they have to follow the rules of language in al-Kaustsar and they have received punishment for violating. The reason why researcher was interest in conducting research in Pondok Modern Al-Kautsar because the researcher wants to know how the implementation of English development program of Language Advisory Council (LAC), so that students have good foreign language skills and have good motivation to speak a foreign language. By finding out the answers to the question using qualitative approach by involving

the language section and the students as the members, the conceptions of English development program in Pondok Modern Al-Kautsar could be better understood. With this understanding, the researcher could propose appropriate learning materials for continuous improvement.

With regard to the above explanation, the researcher feels encouraged to know more about the implementation of English development program of Language Advisory Council (LAC) at Pondok Modern Al-Kautsar.

C. Limitation of the Problem

There may be a number of issues that could be explored and observed regarding the English development program at Pondok Modern Al-Kautsar. But considering the limitation of time, energy and cost, the researcher only focused on “the implementation of language development program of Language Advisory Council (LAC) at Pondok Modern Al-Kautsar in speaking.

D. Research Questions

1. How is the English Speaking Development Program implemented by Language Advisory Council (LAC) at Pondok Modern Al-Kautsar?
2. What problems occurred when implementing English Speaking Development Program of Language advisory Council (LAC) at Pondok Modern Al-Kautsar?
3. What is the students' perception toward the implementation of English Speaking Development Program of Language advisory Council (LAC) at Pondok Modern Al-Kautsar?

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

E. The Purpose and Objectives of the Study

The Purpose of the research was to investigate the implementation of English development program of Language Advisory Council (LAC) at Pondok Modern Al-Kautsar with the following objectives:

1. To describe the activities Implemented by Language Advisory Council (LAC) in developing student speaking English proficiency at Pondok Modern Al-Kautsar.
2. To explore factors that will support & constraint Language Advisory Council (LAC) on English development program at Pondok Modern Al-Kautsar.
3. To describe the students", respond factors on Language Advisory Council (LAC) on English development program at Pondok Modern Al- Kautsar

Based on the problem limited above, the problem is formulated in the following research problem as follows:

F. The Significance of the Research

Nowadays, the existences of English language are not odd anymore in the world. It has become the popular language which is learnt by most people in many areas of the globe. English is an international language (Brumfit, 1982 p1). Al_Kautsar already talk about the importance of English for their students. So that he was able to create various interesting programs to create a consistent language environment. Since Such English Development Program is Rarely found especially in Pondok Modern Al-Kautsar, this study becomes a stepping stone for

this institution to encourage other educational institutions to do the same things, so that the graduate will not afraid to speak in foreign languages. By so doing, the local community will also be interested in sending their children to study at Pondok Modern Al-Kautsar. At the same time, the quality of human resources improving. Practically, when students tried to practice their speaking, they needed support from teachers, facilities that school given to the students, then the students would probably achieved the school's goals to implement their speaking development program in school.

G. The Definition of Key Terms

To avoid misunderstanding, it is important to provide the definitions of key terms used in this research. The terms use in research is quote from scientific works and accountable references as follows:

1. Language Advisory Council (LAC)

Language advisory council (LAC) is language institute at Pondok Modern Al-Kautsar orienting towards learning English for students at Pondok Modern Al-Kautsar. It should require the attention of all participants at Pondok Modern Al-Kautsar, because the existence of this language institution is very important, to establish programs and linguistic activities in learning English at Al-Kautsar.

2. English environment:

According to the Krashen (2002), environment is classified into two types; first, formal and informal environment that concern in communication,

and Krashen claimed that two separate knowledge system underlay second language performance. It concluded that environment is a crucial thing to develop students' ability to communicate with others and the students must know an appropriate environment that can support them to achieve their goals.

3. Pondok Modern Al-Kautsar:

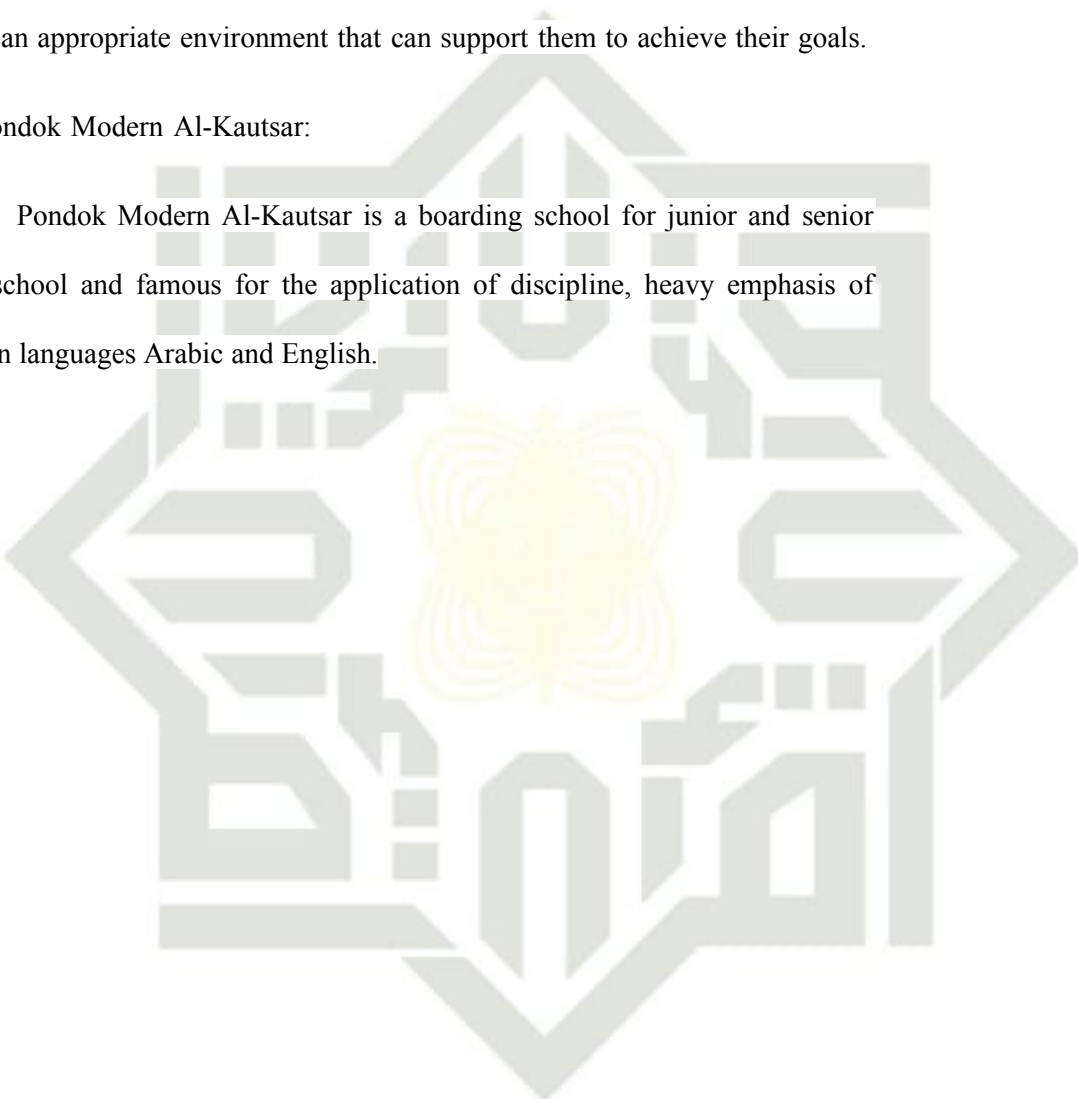
Pondok Modern Al-Kautsar is a boarding school for junior and senior high school and famous for the application of discipline, heavy emphasis of foreign languages Arabic and English.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II REVIEW OF RELATED LITERATURE

A. English Speaking Activities for EFL

According to the article Teaching Speaking: Activities to promote speaking in a second language, there are lots of activity that can improve students' speaking skill for instance: discussions, role play, stimulations, picture narrating, and so forth. All these activity can be implementing in class or outside the classroom to make a flexible situation while practising and improving student's speaking skill. In discussion, the students can share ideas, get involve and find the solutions if they are having some problems.

1. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. According to (Harmer, 1984) cite in Teaching Speaking: Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their

topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way.

2. Role play

According to (Harmer, 1984) cite in Teaching Speaking: Activities to promote speaking in a second language journal, students pretended they are in various social contexts and have variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..."

It can conclude that, in this activity, the students can share their ideas and becomes open minded and they can also improve their speaking skill. Then, in stimulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings the microphone to sing and so on. It can conclude that, in this activity, the student can be more creative and can improve their self confident in delivering their speaking.

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For



instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility

4. Picture Narrating

In this activity, students are asked to tell the story taking place in sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubric can include the vocabulary or structures they need to use while narrating. It can describe that in this activity, the students must be good in structure and also vocabulary.

This activity can support and improve their vocabulary and structure to improve their speaking skill. Hence, according to Khan (2005) cite in journal of Dea "A Study on Students" English Speaking Problems in Speaking Performance" there are 4 problems that the students might face, for instance: linguistics problems, physiological problems, Lack of Self-Confidence and anxiety. So that, the researcher concludes that there are many problems that may be happened with the students when they try to speak English confidently such as criticism from their friends or teachers, lack of vocabulary, mother tongue and so forth. So, as teacher in school, the first thing that the teacher must do is asking the students what is exactly problems that they might see in the real life, so the teacher can easily to teach them as their needs besides,

using story telling was also a good way to improve students' speaking performance.

5. Story Telling

Storytelling is a universal function of language and one of the main ingredients of casual conversation. Through their stories learners not only practice the essential skill, but they can also get to know one another: we are our stories. Narration has always been one of the main means of having learners recount folk tales, or amusing or dramatic incidents based on a series of pictures. The value of encouraging learners to tell their own stories has been recognized, and course books now include personalized narrating tasks, whether monologist or dialogic, as matter of course. Example: She asked students to read a fairy tale, then she asked them to retell orally about the story that they have read. Story telling is a creative art form that has entertained and informed across centuries and cultures and its instructional potential continues to serve teacher.

Storytelling or oral literature has many of its roots in the attempt to explain life or the mysteries of world and the universe – to try to make sense out of things. Story telling has been used as a means of communication since earliest times, but at now, story-telling is becoming one of the key ingredients to managing communications, educations, training and innovation. Highlights for beginner educational storytelling is dedicated to helping children grow in basic skills and knowledge, in creativeness, in ability to think and reason, and many more. In Speaking, story-telling can be a method to improve the



students" speaking. Then, speaking is an active activity, so the students need to make utterance.

It can also about the procedure of this method. First, students can briefly summarized tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps student"s express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Second, students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. Using the medium of the performing arts can describe that storytelling is a fundamental method for sharing knowledge among people as it allows participants to be transported to another time and place. Through the use of descriptive oral language, students are able to have an enhanced experience with literature. It means story telling is a creative art form that has entertained and informed across centuries and cultures.

B. The Problems in English Speaking for EFL

Nowadays, in spite of the inevitable criticism of available methods, techniques or resources, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era, it has been treated as the ultimate goal of language training and its proper development has become the focus of attention of both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in

classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom.

This difficulty results basically from the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties and genres of oral communication. In fact, selecting the most appropriate types of spoken discourse for classroom practice in a particular language course is a very hard decision which, unfortunately, hardly ever reflects the natural occurrence and distribution of communicative situations. Additionally, an advanced language course should create optimal conditions for developing learners' sociocultural knowledge, that is "the culturally embedded rules of social behavior" (Thornbury 2007: 31) and their linguistic knowledge, which includes discourse and speech act knowledge, and knowledge of the grammar, vocabulary and phonology of the target language. These knowledge areas must then be appropriately activated in order to be made available for use in regular speaking practice in the classroom and beyond.

In other hands, when the students are implementing their second language in their community, they will have some struggles and problems. These problems must be clear when they want to learn and speak English fluently and confidently. According to (Ur 1995: 121) cite in journal of Magdalena, problems in speaking may be additionally aggravated by excessive use of self-monitoring process and tendency to formulate utterances in the native language first. These mental

operations create obvious costs in terms of fluency and may lead to producing artificial discourse.

Next is about fear of mistake. In terms of possible solutions to overcome students' fear of mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be built. This way, the students are expected to feel comfortable with their teacher and believe that the teacher will help them if they make a mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

Then is the feeling of shyness. Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the



speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

Others' problems that are commonly observed in language classroom are related to individual learners' personalities and attitude to the learning process. They can be defined as follows (Ur 1995:121) cite in journal of Magdalena:

- 1) Inhibition – fear of making mistakes, losing face, criticism; shyness;
- 2) Nothing to say – students have problems with finding motives to speak, formulating opinions or relevant comments;



- 3) Low or uneven participation- often caused by the tendency of some learners to dominate in the group;
- 4) ? Mother-tongue use – particularly common in less disciplined or less motivated classes, students find it easier or more natural to express themselves in their native language.

Other researcher also stated that there are lots of problems teacher face when teaching the students foreign language. According to Greene, and Preetly (1967) cite in teacher's problems in teaching speaking to young learners, teachers often face the problems form, the duration of teaching and learning process is limited. The material on text books is different from the lesson plan. The quantity of the students in the class because a better class should have 12 to 20 students because young learners need more attention in learning. According to Ningsih&Fatta, 2015) cite in in teacher's problems in teaching speaking to young learners, learning a foreign is very useful if the lesson material relates to our daily activity or using real media to increase their curiosity in motivating the students. As the researcher's observation, there are lots of problems that may be happened with the students when they try to speak English fluently and confidently. So, LAC that has big role in improving students' speaking skill must be know what problems that the students face in their real life. So that, it can be easier for the teachers to push and motivate students to speak English regularly. Besides, the problems that students faced to improve their speaking ability was coming from their inside such as anxiety and low motivation.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Horwitz and Young (1991), it is possible to conceptualize foreign language anxiety in two ways: (1) as a manifestation or transfer of other types anxiety (i.e., trait anxiety test anxiety, or public speaking anxiety) in the language learning context, or (2) as a situation-specific anxiety. Early studies on anxiety and language learning used the “anxiety transfer” approach and found unclear and even contradictory result.

Scovel’s (1978) review concluded that these studies had either not defined the type of anxiety they were considering or had used inconsistent constructs and measures. Since that time, SLA researchers have generally used a specific-anxiety approach to the study of foreign language anxiety. Horwitz, Horwitz, and Cope (1986) agreed that foreign language anxiety is not the simple transfer of other types of anxiety from one domain to another and offered a definition that has been widely used in a field. Rather, language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.128).

According to MacInryre (1999), “even if one views language anxiety as being a unique form of anxiety, specific to second language contexts, it is still instructive to explore the links between it and the rest of the anxiety literature” (p.28). The literature on anxiety generally distinguishes three types of anxiety: trait, situation, -specific, and state. Trait anxiety refers to a stable predisposition to become nervous in a wide range of situations (Spielberger, 1983) and is, by definition, a feature of an individual’s personality and therefore both stable over time and applicable to a wide range of situations. People with trait anxiety are

predictably and generally anxious about many things. A situation-specific anxiety is similar to trait anxiety except that it applies to a single context or situation only. Situation-specific anxieties are stable over time but not necessarily consistent across situations.

A large number of studies have investigated the relationship between foreign language anxiety and second language achievement. These studies generally report a consistent moderate negative relationship between measures of language anxiety and language classroom (Horwitz, 2001). For example, Horwitz (1986) found that teachers and scholars understand the anxiety-provoking potential of foreign language learning. Since language learning requires oral communication using unfamiliar sounds and forms, it seemed logical that people who fear communicating orally or who worry that others would view them negatively would find language learning anxiety-provoking. In addition, language students often report that they feel as if they are constantly being tested in their language class.

C. The Students' Response on English Speaking Program

The last and it is also important for the researcher must know is the students' response. Response is an act or feeling produced in answer to a stimulus. McKechnie states that response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation (1981: 1935). While Hulse (1975: 38) defines the psychological response as the action of nerve cells or the action of single muscle movements that go into some complicated bit of behavior like walking, closing

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the door, operating a crane or saying the word psychology. More commonly, the psychologists use the term response to label the function or to end result that can be described as behavior. In line with Hulse, Berube (1982) says that a response is the act of responding and a reply or an answer. The term of responses here is deal with any behavior of students during the English teaching and learning process.

According to Ahmadi (2009: 150) that the response is "response as one of the main functions of the soul can be interpreted as a memory image of observation, has stopped, just an impression. Meanwhile, the response" is the activity of organizing it, not just a positive movement, of all types of activity caused by stimulants, can also be interpreted as a result or impression gained (left behind) from observation. Students" response is an interactive communication that allows formative assesment by enabling the teacher to pose questions and receive students answer immediately. According to Suherdi (2010), that the students" response is actions from the students during interaction process in the classroom. In this research, students" responses means students action toward English teaching and learning process. In this research students" response is defined as students reaction toward learning process has done, especially model of learning used by teacher.

According to Rosenberg and Hovland (1982), there are three components of attitude called tripartite models. There are cognitive, effective and conative.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Cognitive

This component can be identified by the representation of what a person believes or things about something.(Azwar, 2012). The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs. Then, we also simplify that cognitive is the mental action or process of acquiring knowledge and understanding through thought and experiences. While the students have good cognitive, so they will response all the activity in positive response because they know and beliefs that the activities will be effective and will be needed someday in their perceptual responses.

2. Affective

This component is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective. So, the researcher concludes that when the students have an effective response in implementing their speaking skill in their community and they believe that this activity is good for their future, so they will get easily to implement it in their daily activities.

3. Conative

This component is referring to someone tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior. As explain action is happened one at the times while habits happened continually.

The conclusion of the response is formed from the process of stimulation or the giving of action or causes that result in reaction and result from the stimulus process. Responses arise from message reception after a series of communications between some people. Therefore, the change in attitude is depending on the alignment between people are communicate, whether the stimulus can be accepted by the object or instead unacceptable. If the strategy stimulus acceptable means of communication can be effective and smoothly and also the opposite.

Stimulus given to someone can be accepted or rejected. If the stimulus is not receive or rejected, it means that the stimulus is not effective in influencing individual attention and stop here. But if the sttimulus recieved by someone means there is attention from the individual and the stimulus is effective. If the stimulant has recieved attention from someone then he understand the stimulus is continued to the next process. This theory bases the assumption that the cause of behavior change depends on the quality of the stimulus of communicated by someone. That is the quality of the source of

communication such as credibility and the style of speak very determine the success of changes in the behavior of a person, groups, or society.

D. Nature of Language

Language is the system of sounds and words used by humans to express their thoughts and feelings (Oxford 1995: 662). According to Finocchiaro and Michael Bonomo (1973:3), language is a system of arbitrary vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. Also, Language serves as a cornerstone for human cognition, yet much about its evolution remains puzzling. Recent research on this question parallels Darwin's attempt to explain both the unity of all species and their diversity. What has emerged from this research is that the unified nature of human language arises from a shared, species-specific computational ability. This ability has identifiable correlates in the brain and has remained fixed since the origin of language approximately 100 thousand years ago. Although songbirds share with humans a vocal imitation learning ability, with a similar underlying neural organization, language is uniquely human.

As one of the branches of linguistics, sociolinguistics - the investigation of the relationship between language and society- has a particular relevance to be integrated with the Qur'anic moral values with certain rationalities. Firstly, this idea is reasonably supported by the fact of the substance of sociolinguistics itself. As one of the branches of linguistics, sociolinguistics concerns with the study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used. The focus of sociolinguistics is the

effect of the society on the language. Sociolinguistics refers to the study of the relationship between language and society, and how language is used in multilingual speech communities. In this case, there is a clear affirmation of the relationship between language and various aspects of language users' life, including religion as a part of human life. Since a religion becomes a part of human life, it has a close correlation of one's linguistic behavior and becomes marker of identity.

A person's language behavior reflects the religious affiliation he/she chooses. In fact, the differences in religious contexts and environ require the use of language specifically. In addition, the users of language are actually tied to the moral values on how language is used in the speech community. In brief, all linguistic practices can be evaluated meaningfully from a moral point of view. In fact, language itself enables its users to mark symbolically what is considered immoral or moral.

Secondly, the language phenomena are discussed in the verses of the Qur'an. As a sacred book that is believed as the guideline for human life, the Qur'an surely also contains verses on the language phenomena, both regarding the origin of human language, the diversity of human languages, and ethics of using language. The Qur'an invites people to study and respect the diversity of languages and declares it as an important sign of divine power at work in the organization of the universe.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Qur'an does not only recognize the existence of the diversity of languages as a manifestation of Allah's will, but also presents it as a challenge for research and understanding. In the perspective of the Qur'an, the human ability to speak and the diversity of languages are the form of God's power and love. Language varieties, both geographical and temporal parameters, and changes, can be studied in terms of the existence of God. In addition, language is meant to be used as part of "worship" because it is a tool to earn God's graced and blessing.

The humans' activity in the process of oral communication continues to writing skill. Writing allows the preservation of communication over space and through time, and its great importance in human history and in complex societies would be hard to overestimate. Through writing humans can transfer knowledge from generation to generation. Since writing is important for human civilization, God did take an Oath by a Pen as stated in the following verse: Nuun. By the Pen and what they (humans) inscribe (Noble Qur'an, al Qolam, 68:1). The contemporary exegesis of Qur'an (the interpretation of Qur'an) states that the term of pen as mentioned in this verse may refer to the pen that people use. This God's oath indicates is extremely powerful because it writes down idea, history, theory, identity, plan for human civilization. It also writes down what people think, feel, experience and much more. For this reason, if the pen of humans is meant, then „wa maa yasturuun“ – and what they inscribe- means that human history which men write out.

Humans could hardly have survived, if their ability to produce speech is derived from the beginning of their days (Najar, 1982). The Quran's statement

that the first human being was taught to speak is very important in this context. God equips humans with the mental capacity, with an ear ready to receive what he hears, and a mouth and tongue to express their intentions. Coincidences cannot account for the perfect and complex creation of our ear, mouth and tongue. It is eminently reasonable to conclude that God's gift Of language to humans could be accepted in faith and praise to Him.

Qur'an contains amazing statements on the brain mostly about the area of frontal lobe. The frontal lobe is the part of the brain that controls important cognitive skills in humans, such as emotional expression, problem solving, memory, language, judgment, and sexual behavior. It is, in essence, the control panel of humans' personality and ability to communicate. As its name indicates, the frontal lobe is at the front of the brain (Chapman: 2009). The right hemisphere of the frontal lobe controls the left part of the body, and vice versa. The frontal Advances in Social Science, Education and Humanities Research, volume 178 514 lobe is also the most common place for brain injury to occur. Damage to the frontal lobe can create changes in personality, limited facial expressions, and difficulty in interpreting one's environment, such as not being able to adequately assess risk and danger.

Savignon (1997: 4) assumes that communicative language teaching derives from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners' participation in

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

communicative events that will enable the learners to use the language in real life situation. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006: 2).

Communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making 9 communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Larsen-Freeman: 2000).

Furthermore, Gabelentz (1891) stated that there has been treatises on language, a standard list of factors in the development of man that were hospitable to the birth of language, the upright gait, the enlarge brain, the infant's long has been a favorite and inexpensive pastime of grammarians and epilogists for a long time.

E. Nature of Speaking

1. Definition of Speaking

Speaking is one of language skills. It perhaps the most demanding skills for the teacher to teach (Wendy and Lisbeth, 1993:33). There are three reasons why it is good to give students speaking (Harmer, 1991:87-8). Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. According

to Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

In other words, Brown (2001) stated that “the successful of language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.” When people speak, they do not only think about the use of right sounds or patterns but also the choice of words in order to communicate with other persons so they can convey the right meaning.

Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people’s behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years. Based on the characteristic of the problems, they can be solved by giving appropriate technique.

The researcher gives solutions to applying the technique in speaking English, namely action learning strategy. Action learning is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual work problem and develop an action plan. The action learning process attempts to achieve this blend through giving rigour and pace to the cycle of learning and through using the positive powers of small groups, to sustain this discipline and rhythm.

According to Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Wilson (1983: 5) defines speaking as development of the relationship between speaker and listener. Another definition comes from Cameron (2001: 40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as „well“, „oh“, and „uhuh“ make spoken language feel less conceptually dense than other types of language such as expository prose (Nunan: 1989).

Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

expression of thought and form a social behavior. Additionally, Kayi (2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context. From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in order to exchange information, so the listener understands what the speaker means.

Welty says speaking is the main skill in communication. Referring to this statement, it can be said that from the four language skills listening, reading and writing, speaking become the first stress. Speaking in English is a crucial skill to function in any aspects of global transformation. It is likely to be in any aspects of modern life. Therefore, it is communicative activities that can encourage them to speak and to interact to each other.

Speaking is the most important skill in English language teaching. It's almost impossible to have true mastery of a language without actually speaking it (Maxom: 2019). In the other hand, speaking is the ability to produce sound or words to express, to state, and to show thoughts, ideas and feeling. Therefore, speaking is not merely the utterance of sound symbols or words. Speaking is a tool for communicating ideas which are arranged and developed in accordance with the listener's need. It is clear that the main objective of speaking is for communication. In order to express thought effectively, the speaker should know completely what he wants to say or to communicate.

Next, speaking is a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in speaking process, people try to communicate with each other and use their language to send their message to the second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other as a listener who receives information.

Hughes (2002:6) stated that “Speaking is not a discrete skill.” It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation are included. People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciation should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities.

Speaking, according to Bygate in Nunan “Speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to the each other’s contributions.” (2006:76). The brief explanation about speaking above inspires the writer that in speaking, speakers produce language which has meaning in order to express

some ideas or thoughts. In other words, people speak in order to express their ideas and in order to give information to who they talk to. This means that speakers need listeners to keep the conversation going. According to Fauziati, speaking is “an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. Fauziati states that “teaching of speaking skill should be figured as central in foreign language pedagogy”. The goal of teaching speaking is to communicate efficiently. Teaching speaking is training students how to integrate skills to deliver oral “presentations” without articulation difficulties. The objective of the language teaching is the production of the speaker’s competence to communicate in the target language. When teaching speaking skills, focus on the following:

- 1) Low Beginning Focus on simple information exchange, expressing thoughts and asking questions.
- 2) High Beginning Focus on using language to accomplish simple personal objectives appropriately.
- 3) Low Intermediate Focus on general discussion of a variety of topics and functioning well in social situations.
- 4) High Intermediate Focus on elaborating and supporting opinions as well as simple formal presentations.
- 5) Advanced Focus on formal presentations, polished conversation skills and idiomatic expression.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Then, teachers are also having responsibility to know about the principle of teaching speaking. David Nunan (2003), states that there are five principles of teaching speaking:

- 1) Be aware of difference between second language and foreign language in learning context.
- 2) Give students chance to practice with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work or pair work.
- 4) Plan speaking task that involves negotiation for meaning.
- 5) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

Furthermore, Wilson (1983: 5) defines speaking as development of the relationship between speaker and listener. Another definition comes from Cameron (2001: 40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as „well“, „oh“, and „uhuh“ make spoken language feel less conceptually dense than other types of language such as expository prose (Nunan: 1989).

Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior. Additionally, Kayi (2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

(1) Rehearsal

It gives them a chance to rehearse having discussions outside the classroom.

(2) Feedback

Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

(3) Engagement

Good speaking activities can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving etc.) are intrinsically enjoyable in themselves.

According to David Nunan (2003:55-6), speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. A foreign language context is one where the target language is not the

language of communication in the society (e.g. learning English in Japan or studying French in Australia).

Learning speaking skills is very challenging for students in foreign language contexts, because they have very few opportunities to use the target language outside the classroom. In language lessons – especially at the beginning and intermediate levels – learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency – building practice and realize that making mistakes is a natural part of a new language.

According to Martin Bygate (1987:3) speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is also a medium through which much language is learnt, and which for many particularly conducive for learning is.

Martin Bygate(1987:3) further says that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. The speakers’ sentence cannot be as long as or as complex as in writing, because the writer has more time to plan. Mistakes are also made in both the message and the wording. We forget things we intended to say. To minimize those mistakes, the learners should have speaking practice through

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



many kinds of activities such as storytelling in front of the class, playing a role on stage, or even joining conversation program on radio.

Speaking as the primary skill is not same with writing ones. When someone writes something, s/he has a time to reread and correct to any mistakes what they have made. But they do not have time to avoid and correct the mistakes they have while they are speaking. Indeed, it includes differences include its functions, contexts, and consequently the way of conveying messages (Halliday, 1989:32).

In speaking, people do communication for some reasons. Jeremy Harmer (2002:46) States the reasons as follows:

- 1) "They want to say something". What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.
- 2) "They have some communicative purpose". Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

3) “They select from their language store”. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose, they will select (from the “store” of language they possess) the language they think is appropriate for this purpose.

Harmer (1988:1-2) also states that people who want to learn a foreign language may have a number of reasons for doing so. There are some reason why people learn English.

The first reason is the target language community. When the students live in the target language community either temporarily or permanently; they have to learn the language so that they are able to speak the target language to survive in that community.

The second reason is English for specific purposes. In this case, a student has specific reason for wanting to learn English. A news reporter from a foreign TV Station, for example, has to be able to speak English fluently. There are students who learn English because of the school curriculum. Since English is a compulsory subject and a part of the school curriculum, students have to study it.

Furthermore, there are students who learn English because they are attracted by the culture of the target language community. The students want to know more about people who speak English and places in which English is spoken.

The next reason is advancement. Some people believe that they will have a chance for advancement in their daily lives if they master English Language. People with a good knowledge of a foreign language will get a better job. This is particularly English which is considered as an international language.

In conclusion, to become a fluent English speaker is not an easy job. They need to practice more, do a daily conversation as much as possible and also the environmental is also supported and give them facilitations to improve their speaking development. One of the ways that the schools do is implementing the Language Advisory Program in the school. Hence, the reason is miscellaneous. There are number of other reasons which are possibly less important than those mentioned above. For example, student goes to English classes just for fun, he likes a particular person in the class, or in general he likes the atmosphere of the class. According to the BBC World Service radio series(<http://www.bbc.co.uk/worldservice/learningenglish/radio/studyguides/pdf/betterspeaking.pdf>), there are some of the common problems which people face when they are learning to speak English. If someone wants to become a more fluent speaker of English, and at some of the skill it is needed for effective communication. There are six important things considered to be useful that someone can be more fluent in speaking. They are confidence; fluency and accuracy; finding the right words; showing where we are going; keeping the listeners interested and sounding natural.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



In conclusion, there are various reasons for studying English. Therefore, an English teacher should not treat his students in some ways during the lesson.

2. Types of Speaking

The successful speaking of people can be characterized by talking a lot, participation is even, motivation is high, and language is one of the acceptable levels. There are five basic types of speaking or oral production Brown (2004: 141). They are:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions in directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. For example conversation, conversation could readily be part of group work activity as well.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- a) A casual register
- b) Colloquial language
- c) Emotionally charged language
- d) Slang

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- e) Ellipsis
- f) Sarcasm
- g) A covert “agenda”

Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

3. Components of Speaking

According to Syakur (1987:3), there are at least five components of speaking skill. Those components are:

a. Comprehension

For oral communication as speaking, comprehension is the important element. It is requirement of one subject to respond to the speech as well as to initiate it.

b. Grammar

Grammar is one of important aspect of speaking. An utterance can has different meaning if the speaker uses incorrect grammar. If grammar rules are to carelessly violated. Communication may suffer

c. Vocabulary

A person cannot communicate effectively or express their ideas both oral and written if they do not have enough vocabulary. Without



grammar, very little can be conveyed. Without vocabulary nothing can be conveyed.

d. Pronunciation

Pronunciation is an essential aspect of learning speaking on a foreign language. If a student does not pronounce a word correctly, it is difficult to be understood. We get the true word from its pronounce. If the pronounce of one word is false, it means that we get the other form of word that is of course having or not having the other meaning. It can be seen that good pronunciation is vital on speaking skill.

e. Fluency

Fluency in speaking skill is the aim of many language learners. A successful speaking on a foreign language is mostly shown from a better fluency he/she has. D. Criteria of Good Speaking Skill.

4. The Purpose of Speaking

There are three functions of speaking according to Brown and Yule in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow:

a. Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experience, and so on because they wish to be friendly and



to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other. Such exchange may be either casual or more formal, depending on circumstance and their nature. Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that takes place under the control of unspoken rules.

b. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. Making the message oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading or writing. In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding. Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

c. Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language.

F. Speaking Skill

Speaking is one of the language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as „speakers“ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. In order definition, Harmer (1996, p.4) defines speaking as a form of communication, so a speaker must convey what he or she is saying effectively. In line with definitions, Carter (1997, p.4) defines it as “one of the types of composing language itself is symbolic used by communicators to construct and to convey information.

Thornbury (2005, p.4) stated that speaking as a skill and needs to be developed and practiced independently of the grammar curriculum. It means that speaking is an oral communication as a sociocultural activity in the classroom. Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills. The diagram below expresses these four skills:

	Productive / Active	Respective/ Passive
Aural medium	Speaking	Listening
Visual medium	Writing	Reading

According to Bygate (1987: 5-8), there are two basic ways in which speaking can be seen as a skill. They are motor perspective skill and interaction skill.

1. Motor perspective Skill

Involve perceiving, recalling and articulating in the correct order sounds and structure of the language.

2. Interaction Skill

Cover making decisions about communication, such as what to say, how to say it and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others.

Refers to Richard and Renandya (2012: 208) says that there are two functions of speaking in human interaction, they are Interactional function serves to establish and maintain social relations. In the meantime, transactional function focused on the exchange of information. Speaking in this case aims to give information from one to others that can involve two or more people who use language for interactional and transactional purpose. Brown (1994) labels

speaking as the most challenging skill for students because of the set of features that characterize oral discourse contractions, vowel reductions and elision; the use of slang and idioms: stress, rhythm and intonation; and the need to interact with at least one other speaker. There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment (Lindsay and Knight, 2016: 58).

From the experts above, the researcher concluded that the purpose of speaking is to develop effective speaking skills such that they can be understood by classmates, faculty, staff, and others for academic and social purposes including conversations, classroom discussions According to Harris (1969:81) speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. and oral presentations.

The following four or five components are generally recognized in analysis of speech process:

- 1) pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation);
- 2) grammar;
- 3) vocabulary;
- 4) fluency (the ease and speed of the flow of speech)

5) Comprehension.

The definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961:240) points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report situations in precise words, or the ability to express a sequence of ideas fluently. The researcher can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communicate.

G. Elements of Speaking

Jeremy Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1. Language features.

The elements necessary for spoken production, are the following:

a. Connected speech.

In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.



b. Expressive devices.

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

a) Lexis and grammar.

Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

b) Negotiation language.

Effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

2. Mental / social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

a. Language processing:

Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Interacting with others

Effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c. Information processing.

Quite apart from our response to other's feelings, we also need to be able to process the information they tell us them oment we get it.

H. The Concept of Language Advisory Council (LAC)

Language advisory council (LAC) is language institute at Pondok Modern Al-Kautsarorienting towards learning English for students at Pondok Modern Al-Kautsar. It should require the attention of all participants at Pondok Modern Al-Kautsar, because the existence of this language institution is very important. To establish programs and linguistic activities in learning English at Al-Kautsar. Language Advisory Council (LAC) assisted by sixth grade and fifth grade. They have their respective roles and functions. From sixth grade it's called by Central Language Improvement (CLI) and from fifth grade it's called by Language Section.

According to journal cite in (<https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-secondary/moi/support-and-resources-for-moi-policy/lspmlfs-sch/d-sch/ow/tifeltiem-sch/content.pdf>) stated that LAC is one of the approach that integrates language learning and content learning. Language cannot be effectively learnt without a context while learning in all

subjects is dependent upon language. In view of the above, language and content are closely interrelated. In fact, content subjects provide a context for language while effective language development facilitates the learning of content subjects. It is therefore necessary to integrate language and content. So, the researcher concludes that LAC program is one of the best ways to ensure the students to speak in English and help students learn more effectively.

1. The Purpose of Activities

- a. As an assistant to the chief of Pondok Modern Al-Kautsar
Enforce discipline and sunnah of Al-kautsar.
- b. Apply the motto and five souls of Al-Kautsar.
- c. Provider of facilities in the improvement of official language.
- d. Coordinating students' creativity in exploring official languages.
- e. Responsible for improving the quality of official language in Al-Kautsar.
- f. The students can improve Conversation Ability.
- g. The students can Learning Together.
- h. The students can build Self Confidence.
- i. The student can Hold a Helpful Event.

2. The Focus of The Programme

The target of Central Language Improvement (LAC) is to build their English Environment in Pondok Modern Al-Kautsar and students wanted to talk in foreign language both Arabic and English.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Central Language Improvement (CLI)

Central Language Improvement (CLI) is an organization consisting of sixth grade students who have good foreign language skills. They assisted Language Advisory Council (LAC) in creating language environment in Pondok Modern Al-Kautsar. They are responsible for creating attractive programs; begin from daily, weekly, monthly and yearly programs. And they make sure the programs that have been made run properly. They are also responsible for controlling fifth grade students or Language Section to run English programs and providing penalties for violating them.

The duty of Central Language Improvement (CLI) is to keep and to check learners every time around dormitory, if she gets learners who do not speak English, she will get punishment, and called into the office by announcement. All spying and checking is the important factor to guide the learners to always speak English in anywhere and in every place, because the spy is among them. For those who always break the disciplines: they will punish by bald their hair. This due to the other students must be obeying and following the disciplines as well as possible. (www.gontor.ac.id).

4. The Concept of Language Advisory Council in their own Curriculum

In addition, Pondok Modern Al-Kautsar has their special curriculum. So, they are creating the curriculum based on the students'

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

need. The curriculum in Pondok Modern Al-Kautsar leads the student to be independent learners which teach them with practice.

Hence, Pondok Modern Al-Kautsar is one of the schools that is not only teaching the students basic skills, but also teach them how to be skillful in ma aspects especially in English. This may hope that the students are able to be fluent in English both spoken and written in order to make they can communicate easily with people and have a good quality in their environment. To increase students' ability in English is not just enough for a formal class, but also the school must have their own extracurricular. So that Pondok Modern Al-Kautsar has their extracurricular, it is LAC (Language Advisory Council). Language Advisory Council is one of the alternative which is good to increase the students' quality to learn English, so that language institution at Pondok Modern Al-Kautsar strive as much as possible by creating the environment and the students must require to speak English everyday both in the learning process inside and outside of the classroom and implement a various language activities related to English by giving punishment to students for those who violate the English language discipline at Pondok Modern Al-Kautsarin order to produce quality alumni who can master the for skills in English include speaking, writing, reading and listening.

I. Relevant Research

This research has relevance with other previous researchers, research from MuhRasmi (2015). He conducted the research entitled "Kontribusi Language

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Advisory Council Terhadap Penciptaan Lingkungan Bahasa Arab di Pondok Pesantren Darul Huffadh Tuju-Tuju Kajuara Kabupaten Bone”. He tried to use LAC program and encouraged the students to speak Arabic with LAC procedure.

Learning patterns that exist in Pondok Pesantren Darul Huffadh Tuju-Tuju Kajuara Kabupaten Bone is casual learning that is not formal because members are from Pondok Pesantren Darul Huffadh Tuju-Tuju Kajuara Kabupaten Bone between 10-15 students consisting of semesters 2 and 4 in various study programs at Pondok Pesantren Darul Huffadh Tuju-Tuju Kajuara Kabupaten Bone. Learning patterns at Pondok Pesantren Darul Huffadh Tuju-Tuju Kajuara Kabupaten Bone are usually in class or Language laboratory, where students sit in a circular manner and guide English Club starts by making small talk about topic, such as storytelling, news reading, debate and others.

The second research conducted by Bakhitar Mahmud (2017) entitled “Teacher Solution to Solve in Implementing the Activities Used in Teaching Speaking English in Islamic Boarding School Darussalam Gontor. He was applying the LAC program in the school and used its method to implement speaking English in daily conversation. There is a punishment when the students aren’t applying the speaking language program.

The teachers in the school have a function as facilitator and as motivator to support the students to speak English fluently during the program. Hence, during the Language Advisory Program, the students also can improve their vocabulary

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

knowledge and their grammar and become active students. This implementation has a good impact for Islamic Boarding School DarusalamGontor.

The third research conducted by SitiJubaidah (2014) which entitled “The Study and The Achievement of Arabic Language in Modern Islamic Boarding School Gontor in DarulMa’rifatGurah Kediri Jatim”. According to the previous research above, LAC program was really good to use in the schools. This also happened in Modern Islamic Boarding School Gontor in DarulMa’rifatGurah Kediri Jatim. This activity was applying after reading the Quran in maghrib prayer to evaluate the student’s mistake and give punishment to the students who aren’t applying and following the rules during the program is running. In other hands, students are also need to remember the text that has already given by the teacher as facilitators. When the LAC starts, so all the students must speak English and do all their activities using English language. They make their English environment and practicing their English as much as they can.

The fourth research conducted by Sitti Hadijah (2017) entitled “Investigating the Problems of English Speaking of the Students of Islamic Boarding School Program at Stain Samarinda”. This research was aimed to identify the students’ English speaking skill and the problems caused it in Islamic Boarding School of STAIN Samarinda. The method used in this research was triangulation. The quantitative data were obtained from oral assessment of 130 students and the qualitative data were obtained from the result of questionnaire and interviews with some students that suitable with the criteria. The results of this study indicate that the ability of students to speak English is very low. The

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

problems faced by students are difficulties in understanding grammar (42%), lack of vocabulary (35%), pronunciation and spelling (42%). The cause of the problem is that students do not have much knowledge about English in all aspects of speaking. In addition, the environment did not support these activities, where Islamic boarding school basically learns about religious knowledge but students are also required to study about general sciences such as English. It made students have difficulty discussing religious issues in English.

The fifth research conducted by Natali Rahayu (2015) "entitled An Analysis of Student's Problem in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School". This research aims to examine speaking problems in a language program environment in Husnul Khotimah Islamic Boarding School. This study focuses on speaking problems, factors, and strategies to solve speaking problems. The result of this study is there were two factors that influenced the students' speaking problems, namely internal factors and external factors. They are consist by lack of vocabulary in students, poor pronunciation, lack of understanding of grammar, limited opportunities, interest in learning, difficulty in leaving the mother tongue, rarely practice and practice, fear of making mistakes, and environmental factors that are less supportive. In addition they also have physiological problems such as lack of motivation. The essence of this factor is the environment where students live, not supporting students to apply and practice public speaking.

The sixth research conducted by octovany sinaga (2018) which entitled "Students' Perception on the Role of English Day Program in Speaking Skill

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Development” the researcher wants to investigate students’ perceptions of English Day Program in speaking skill development. The researcher used quantitative data collected by the questionnaire and the qualitative data obtained from the interview were analyzed employing the descriptive analysis technique , the participants were 35 eight graders of SMPK Penabur Kota Wisata, Bogor. The. The results showed that students' motivation to master English speaking was very high, and they expected the English Day Program would help them develop English speaking. However, only slightly more a half of them were enthusiastic to join English Day Program due to its previous poor implementation.

The seventh research was conducted by zuhairati , muslem,dan fitrisia (2021) entitled “ An Analysis of English Language used in Daily Communication by Students of Dayah islamic Boarding School”.this research were to analyze the policy regarding the language used and to know students’ perceptions about the use of English language for daily communication. This study used a mixed method and the researcher combined questionnaire, document analysis, and interview to gain the data needed. The subject of this study were 20 students of the sixth grade, and the leader of Dayah or Islamic boarding school. The research finding showed that the Dayah Modern Darul 'Ulum arranged the regulations regarding English language implementation and developed some programs to increase and motivate students to use the English language, the finding of this research showed that 72,5% students perceive using English as daily language plays a good role in their speaking skill development, 93,3% students expected daily language program that can help them improve their English speaking skill,

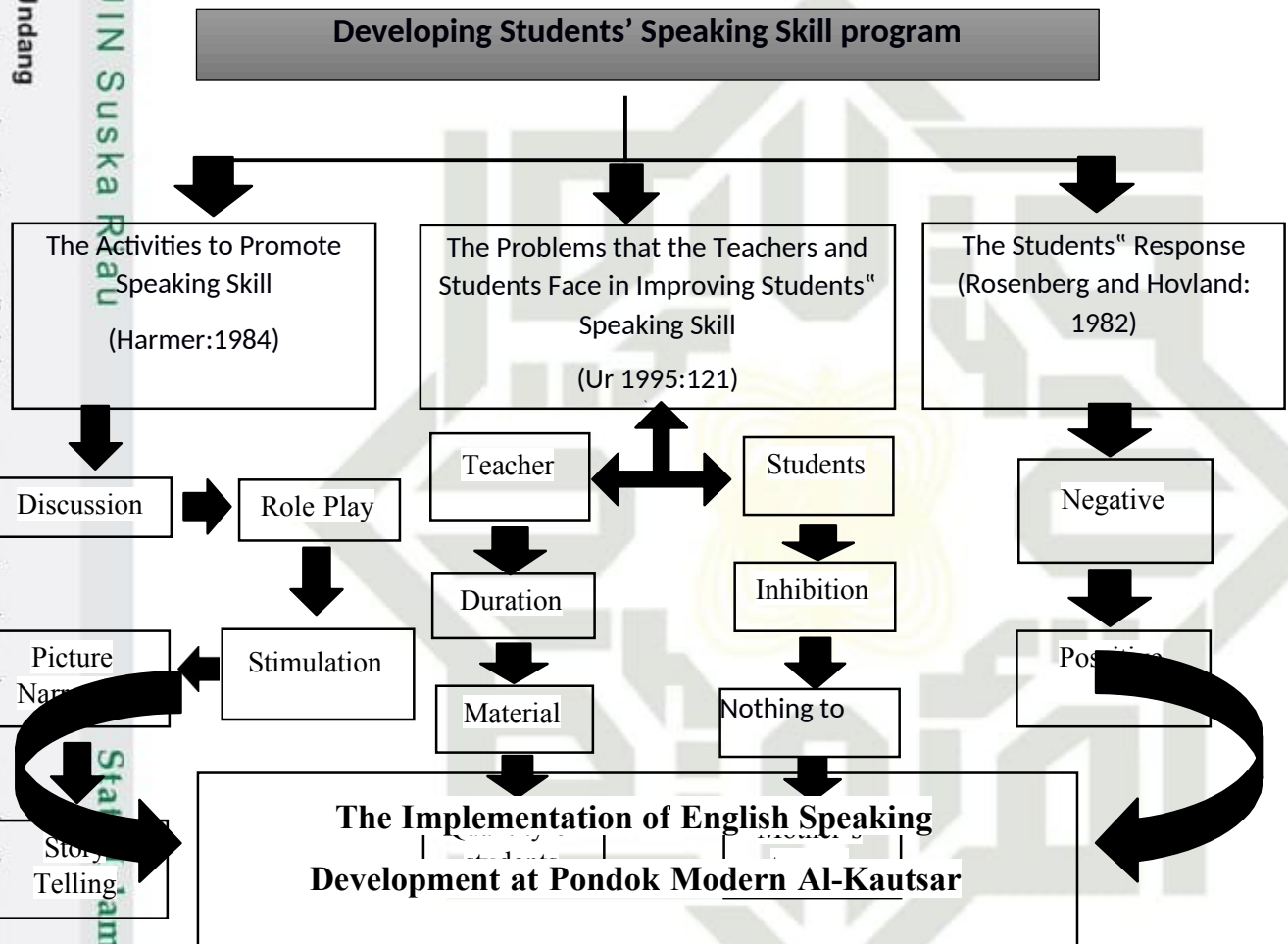
and 70% students perceive English language speaking implementation was good enough.

The eighth research was conducted by Leong Lai Mei and Ahmad Seyedeh Masoumeh entitled “An Analysis of Factors Influencing Learners’ English Speaking Skill”. This research was aimed to find out what factors affect the English speaking skills of learners. This research also provided the importance of speaking, speaking performance, and finding out the needs of learners who need more attention. This research used descriptive qualitative method. The results of this study were students who have low self-confidence and have high anxiety encounter difficulties in speaking foreign language skills even though they had abilities in linguistics science. Meanwhile, students who have high motivation and have low anxiety, they could speak English effectively. The supporting factor was a friendly and cooperative environment.

The ninth research was conducted by ali,ateefah and fatimah (2016) entitled “ Developing EFL Learners Speaking Ability,Accuracy and fluency: the researcher wants to reviews some empirical studies to clarify the effectiveness of various methods and approaches to promote the speaking skill accurately and fluently.

J. Conceptual Framework

To study about the activities in implementing students' speaking skill at Pondok Modern Al-Kautsar, the researcher used the following framework.



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

Sultan Syarif Kasim II Islamic University of Sultan Syarif Kasim II

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

To achieve the purposes of this research, case study was chosen as the research design. It is because the researcher wanted to find the real data based on the real situation happened at Pondok Pesantren Al-Kaustar. This research used qualitative approach in the form of case of this research; where the data could collected from the key informants. The key informants of the research were the head master of Pondok Modern Al-Kautsar, chief of Language Advisory Council (LAC) board, member of LAC and participant at Pondok Modern Al-Kautsar.

B. Location and Time of the Research

The research was conducted at Pondok Modern Al-Kautsar.]located in Jl. Hangtuah Ujung, Sail, Kec. Tenayan Raya, Kota Pekanbaru, Riau 28285. It starts from September until February 2022 . it takes time in six months.

C. Participants

The participants of this reserch were fourteen participants,they consisted of two members of LAC(Language advisory Council) board as the facilitators, four members of CLI (Central Language Improvement) they were the students that had good vocabulary and grammar and they were becoming the language

enforcer in improving student's speaking skill. Then Language centre and the last was eight students of Pondok Modern Al- Kautsar.

Creswell (2012) says that researcher intends to select individuals and site to learn or understand the central phenomenon and to develop a detailed understanding of a concept or a theory. The number of participants who contributed in this research was students from class 2-4 grade.

D. Method of Data Collection

Interview is a method in collecting data which requires direct communication between the researcher and the subject of the study or respondent. Interview is an open-ended data collection technique. The answer was recorded by using Audio recorder and the results were transcribed for further analysis. Transcript to be analysis. The interview was conducted by using interview guidelines which were also arranged by some experts.

E. Method of Data Analysis

After collecting the data, the researcher analyzes all the obtain data. Miles and Huberman (2014, p. 12) state that data analysis is a process of categorizing, systematizing data into pattern, category, and basic essay unit to find out the theme and to formulate the hypothesis as suggested by the data. To gain the data, the writer conducts observation in two meetings of the forum. The observation to see how the ways the student do English speaking around the English Environment is. Then to make sure the data gotten in the

observation; the interviews were also administered to know the difficulties from the member of Language Advisory Council (LAC) perception.

Miles and Huberman also state we see analysis as the current flows of activity (1) data consideration (2) Display (3) conclusion, to making data stronger we also need to full body of written field note by interview transcript, document and other empirical material.

After the data will collect by Miles and Huberman model. At first, the Researcher collect data to reduce by summarizing and choosing the specific part of the data that meet the research questions. Then after the data reduction, the data will display by researcher like a script. At last, the researcher makes the data verification by making conclusion of the data findings.

The researcher will use qualitative analysis data. This technique emphasized on the explanation about the research result and it does not use numeral. This analysis can be drawing from method used by the written. A method that the writer used is inductive method. Inductive method is the way of thinking from especially fact then to generalization in common.

F. Methode of Data Triangulation

According to Creswell (2012) the qualitative research inquires triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observation and interviews), or methods of data collection (e.g., documents and interview) in



description and theme in qualitative research. This ensures the study will be accurate because the information draws on multiple sources of information, individuals, or process.

Triangulation in this study is done by comparing information or data from different ways. In this study, researcher uses interview, observation, and documentation. To get the truth of reliable information and a complete picture of certain information, researcher used methodological triangulation to compares the results of interviews with the results of observations to check the truth. The researcher also compares the observations with the student activities book, LAC Report.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion

This research was conducted to know the implementation of English speaking development program by Language Advisory Council (LAC) at Pondok Modern Al-Kautsar. Based on the findings and discussion in the previous chapter, there were some of activities that can develop students' speaking skills implemented by LAC. The activities consist of annual activities, semester activities, monthly activities, weekly activities and daily activities.

First, the researcher found that there were some of activities done to improve English speaking development program at Pondok Modern Al-Kautsar for instance; wall magazine, public speaking, and daily conversation.

Second, the researcher found that there were some problems while implementing English speaking development program at Pondok Modern Al-Kautsar, for instance; the time limit, the facilities and the problem faced both students and facilitators.

Third, there were some kinds of student's response while implementing English speaking development program such as positive, negative and ambivalent response.

B. Recommendation

As result of this research have been presented, the following points are the recommendations to related authorities related to the research to the research

findings especially the implementation of English speaking development program at Pondok modern al-Kautsar, as follow:

First, the activity in the school must be renew and added to make the students think that learning English is fun and very enjoyable and all the members of LAC and CLI at pondok modern al-Kautsar must be having evaluation deeply to see how far their ability in English to support the santri to do all program in the next semester.

Second, the teachers in the school must be more confident in implementing and teaching the students English with some appropriate ways. Then, the teaching media and tools must be added and must be integrated with the technology.

Third, the school manager and headmaster at Pondok modern al-Kautsar must be do some work shop and seminar in some of institutions to introduce Pondok modern Al-Kautsar which can make this school go one step forward to get success.

Last, the researcher hope that the further researcher will be able to find out all new activity done by LAC and CLI members and their new contribution in the new activities implemented at Pondok modern al-Kautsar.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

REFERENCES

- Abdullah, M. Y., Hussin, S., & Ismail, K. (2019). Implementation of flipped classroom model and its effectiveness on English speaking performance. *International Journal of Emerging Technologies in Learning*, 14(9), 130–147. <https://doi.org/10.3991/IJET.V14I09.10348>
- Al-Najjar, Zaghul R. 1982. *Islamizing the Teaching of Science: A Model in Challenge and Response*: Kuala Lumpur: International Institute of Islamic Thought and Civilization (ISTAC)
- Amalia, N. (2022). The Implementation of Group Discussion in English Speaking Class for The Seventh Grade Students. *Syntax Literate ; Jurnal Ilmiah Indonesia*, 7(2), 876. <https://doi.org/10.36418/syntax-literate.v7i2.6328>
- Bailey and Savage, (1994), *New Ways in Teaching Speaking*, South Washington: Library of Congress Control
- Baker, Wendy, and David Bowie. 2010. “Religious Affiliation as a Correlate of Linguistic Behavior.” *University of Pennsylvania Working Papers in Linguistics*, 15 (2), pp. 1-10.
- Brown, H.D. (2000). *Teaching by principles: An interactive approach to language pedagogy*. San Francisco, California: Longman.
- Brown, G., & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press
- Brumfit & Carter, (1986), *Literature and Language Teaching*, New York: Oxford University Press.
- Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics* 18:102–123.
- Chapman, Siobhan, and Christopher Routledge (Eds.) *Key Ideas in Linguistics and the Philosophy of Language*. Endinburgh. Endinburgh University Press Ltd. 2009.
- Cresswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: Sage Publication.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Cresswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Los Angeles: Pearson Publication

Depdiknas.2015. *Panduan Pengembangan Model Pembelajaran Berbasis Kompetensi*. Jakarta: Direktorat PPTK dan KPT Dirjen Dikti.

Gabelentz (1891). *The Theory of Speech and Language*. The Clarendon Press. Oxford. England.

Harmer, (2008) , *The Practice of English Language Teaching*, 4th Edition, Pearson: Longman.

Heinle, (1999), *Teaching English as a Second or Foreign Language*, 4th Edition, United States: Thomson Learning

Hidayanti Qurani, R., Kurnia, S. D., Bhakti, H. D., Rahim, A. R., Sukaris, S., & Fauziah, N. (2021). *the Implementation of Game To Increase Courage Children To Speaking English in Dahanrejo Village Gresik. DedikasiMU (Journal of Community Service)*, 3(1), 667. <https://doi.org/10.30587/dedikasimu.v3i1.2345>

Hilmi, Ahmad Bazli bin Ahmad, et al. *The Meaning in Kawniyyat Verses Based on Science-Oriented Exegesis: An Evaluation of the English Translation.*” *Quranica, International Journal of Quranic*, 2016, 8(1), pp. 1-18.

Holmes, Janet. 2013. *An Introduction to Sociolinguistics*. 4th edition. New York: Routledge

Horwitz, E.K (1986). *Preliminary evidence for the reliability and validity of a foreign language anxiety scale*. *TESOL Quarterly*.

Horwitz, E.K (1995). *Students affective reaction and the teaching learning of foreign languages*. *International Journal of Education Research*.

Horwitz, E.K. (2000). *It ain't over till it's over: On foreign language anxiety, first language deficits, and the confounding of variables*. *Modern Language Journal*.

Horwitz, E.K. (2001). *Language anxiety and achievement*. *Annual Review of Applied Linguistics*.

Hughes, Rebecca.2002. *Teaching and Researching Speaking*. Harlow: Pearson Education

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hovland & Rosenberg (1982) , The Campbell Paradigm as a Behavior Predictive Reinterpretation of the classical Tripartite Model of Attitudes. European : Hogrefe Publishing.

J. Harmer, The practice of English language teaching, London: Allen & Unwin, 1981.

J.Rubin and I. Thompson, How to be more successful language learner, USA: Heinle, 1994.

KayiHayriye. Teaching speaking: Activities to promote speaking in a second language. Nevada, USA: University of Nevada.

Kunandar. 2017. Guru Profesional :ImplementasiKurikulum Tingkat Satuan Pendidikan (KTSP) dan SuksesdalamSertifikasi Guru. Jakarta :RajagrafindoPersada

Lander, Cathy.1977. Oral Communication Testing(A Handbook for the ForeignLanguage Teacher). New York: National Textbook Company

Lightbrown, P., & Spada, N. (1999), How Languages are Learned, Oxford: Oxford University Press Schmidt, R. (1995), "Consciousness and foreign language learning: a tutorial on the role of attention and awareness in learning", In Richard Schmidt, (ed.) Attention and Awareness in Foreign Language Learning, (Technical Report #9), Honolulu: University of Hawaii Second Language Teaching and Curriculum.

Maxom, Michelle. Teaching English as a Foreign Language For Dummies. West Sussex: Wiley and Sons, Ltd, Publication, 2009.

Miles. MB. dan AM. Huberman. 2014. Qualitative Data Analysis. California: SAGE Publications Inc.

Morales, C. (2008). Using rock music as a teaching-learning tool. PROFILE Issues in Teachers" Professional Development, 9, 163-180

Mucia, (1991), Teaching English as a second or foreign language, 2nd edition, United States: Thomson Learning

Nunan, D. (1999), Second Language Teaching & Learnig, Heinle: Heinle publisher.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Nunan, David. Practical English Language Teaching First Edition. New York: The McGraw –Hill Companies, Inc, 2003.

Orlich, D.C. et al., 2010. Teaching strategies a guide to effective instruction.
Boston: Houghton Mifflin Company

Poulshock, Joseph W. 2006. Language and Morality: Evolution, Altruism, and Linguistic Moral Mechanism. Unpublished Dissertation. Edinburg: University of Edinburg.

R.C. Gardner and W.E. Lambert, 1972. Attitudes and motivation in second language learning. Rowley, Massachusetts: Newbury House.

R. Oxford and Shearin, "Language learning motivation: Expanding the theoretical framework," The Modern Language Journal, 1994.

Richard, (2008), Teaching Listening and Speaking, New York: Cambridge University Press.

Richard, (2001), Approaches and Method in Language Teaching, 2nd Edition, University of Hawaii: Cambridge University Press.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX I**THE ACTIVITIES IMPLEMENTED BY LAC IN DEVELOPING STUDENTS' SPEAKING SKILL****Annual Activity Interview**

“Jadi, setiap tahunnya, kami akan mengadakan acara dimana acara tersebut setiap tahun berbeda karena semua pengurus akan berganti. Jadi, setiap pengurus memiliki acara kebahasaannya sendiri tetapi masih di dalam satu pengurus. Jadi, di dalam seminggu, kami akan mengadakan perlombaan seperti pidato bahasa Arab, bahasa Inggris dan bahasa Indonesia, juga puisi dalam 3 bahasa yang sudah di tentukan, komik dan reporter. Untuk jadwal, terkadang kami melaksanakannya pada sore hari atau malam. Setidaknya setiap tahun para pengurus harus memiliki acara kebahasaan dengan durasi yang berbeda seperti 5 sampai 6 hari. Acara-acara ini tidak mengganggu proses belajar mengajar di sekolah. Kemudian, untuk lomba public speaking yang diurus oleh kelas 4, yang puncaknya adalah muhadoroh mingguan.”

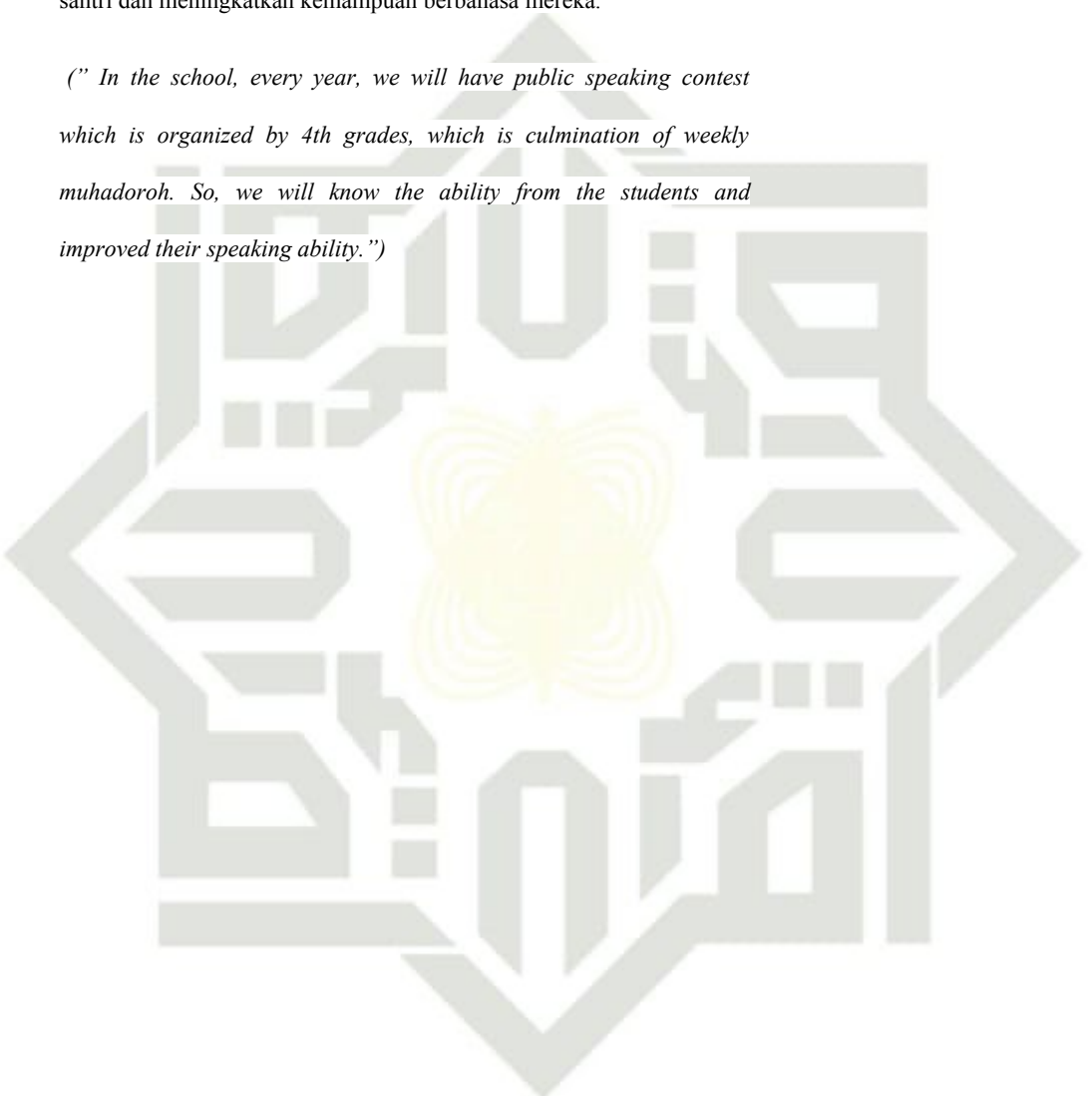
“So every year, we will do the event which the event in every year is different because all of the administrator will be changed. So, every administrator, has his own language event but still in one language administrator. So, in a week, we will do the competition such as Arabic, English and Indonesian speech, also poem in three languages which have been specified, comics and reporter. For the schedule, sometimes we do it in the afternoon or in the evening. At least in a year of the administrator must have their own language event with different duration such 5 until 6 days. These activities did not disturb the teaching and learning process in the school. Then, for public speaking contest which is organized by 4th grades, which is culmination of weekly muhadoroh.”

“Disekolah, setiap tahun, kami akan mengadakan lomba public speaking yang diadakan oleh kelas 4, yang puncaknya adalah setiap muhadoroh mingguan. Jadi, kami akan mengetahui kemampuan para santri dan meningkatkan kemampuan berbahasa mereka.”

“ In the school, every year, we will have public speaking contest which is organized by 4th grades, which is culmination of weekly muhadoroh. So, we will know the ability from the students and improved their speaking ability.”

“Disekolah, setiap tahun, kami akan mengadakan lomba public speaking yang diadakan oleh kelas 4, yang puncaknya adalah setiap muhadoroh mingguan. Jadi, kami akan mengetahui kemampuan para santri dan meningkatkan kemampuan berbahasa mereka.”

(“ In the school, every year, we will have public speaking contest which is organized by 4th grades, which is culmination of weekly muhadoroh. So, we will know the ability from the students and improved their speaking ability.”)



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu m
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Akreditasi B
SK No: 197/BAN PAUD DAN PNF/AKR/2019

Certificate Number: 101/HOMIE/IV/2022



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Safriani Ulfa Mawadda
ID Number : 1401186109930002
Test Date : 10-04-2022
Expired Date : 10-04-2024

achieved the following scores:

Listening Comprehension : 51
Structure and Written Expression : 45
Reading Comprehension : 45
Total : 470



Robi Kurmiawan, M. A.
Homie English Director



Izin No: 37/06.06/DPMP/PTS/IX/2021
Under the auspices of:
HOMIE ENGLISH
At: Pekanbaru
Date: 11-04-2022

© Hak cipta sepenuhnya dan dipegang oleh UIN. Hal ini merupakan trademark of Universitas Islam Sumatera Utara. All rights reserved by UIN.

Dipindai dengan CamScanner

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



الشهادة اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد الملق بان:
Safriani Ulfa Mawadda : سيدة /
1401186109930002 : رقم الهوية
10-04-2022 : تاريخ الاختبار
10-04-2024 : الصلاحية

قد حصلت/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الإستماع : 63
القواعد : 36
القراءة : 45
المجموع : 480



Izin No: 420/IBD.PAUD.PNF.2/VIII/2017/6308
Under the auspices of:
Global Languages Course
At: Pekanbaru
Date: 11-04-2022

التقديم التعريفي

No. 648/GLC/N/2022



Powered by (Logo)



الأمين العام
أدي خير الدين

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id



UIN SUSKA RIAU

Nomor : 582/Un.04/Ps/PP.00.9/2020
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing Utama dan Pembimbing Pendamping Tesis Kandidat Magister

Pekanbaru, 01 September 2020

Kepada Yth.

1. Dr. Bukhori, S.Pd.I., M.Pd (Pembimbing Utama)
2. Dr. Helmiati, M.Ag (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Safriani Ulfa Mawadda
NIM : 21890115438
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : IV (empat)
Judul Tesis : The Implementation of English Development program of Language Advisory Council (LAC) At Gontor Putri 7 Kampar

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal. .

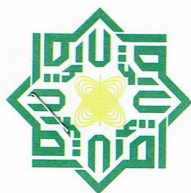
Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,



Prof. Dr. Afrizal M. MA
NIP. 19591015 198903 1 001



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Nomor : B-2327/Un.04/Ps/HM.01/08/2021 Pekanbaru, 27 Agustus 2021
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: SAFRIANI ULFA MAWADDA
NIM	: 21890125451
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IX (Sembilan) / 2021
Judul Tesis/Disertasi	: THE IMPLEMENTATION OF ENGLISH SPEAKING DEVELOPMENT PROGRAM BY LANGUAGE ADVISORY COUNCIL (LAC) AT PONDOK MODERN AL-KAUTSAR

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari PONDOK MODERN AL-KAUTSAR PEKANBARU

Waktu Penelitian: 3 Bulan (30 Agustus 2021 s.d 30 Oktober 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,
Direktur,
Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

tan Syarif Kasim



SURAT KETERANGAN SELESAI RISET

Nomor : 97/PM-ALKA/LAC/IV/2022

اَعْتَمَدُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Yang bertandatangan di bawah ini kepala Lembaga *Language Advisory Council* Pondok Modern Al-Kautsar Pekanbaru menerangkan bahwa:

Nama : Safriani Ulfa Mawadda
No.Mahasiswa : 21890125451
Program Studi : Pendidikan Agama Islam
Konsentrasi : Bahasa Inggris
Jenjang : S2
Judul Thesis : **The Implementation of English Speaking Development Program by Language Advisory Council (LAC) at Pondok Modern Al-Kautsar.**

Telah selesai melaksanakan penelitian dan pengumpulan data Tesis di Madrasah Aliyah dan Tsanawiyah Pondok Modern Al-Kautsar Pekanbaru yang dilaksanakan terhitung mulai tanggal 3 November 2021 hingga 24 Februari 2022.

Demikian surat keterangan ini kami berikan, untuk dapat di gunakan seperlunya.

اَلْمُسْلِمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Pekanbaru, 11 April 2022

Head of Language Advisory Council



Langen Nidhana Meisyalla

Scanned by TapScanner

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA : Safriani Uifa Mawadda.
NIM : 21890125451
PROGRAM STUDI : Pendidikan Agama Islam
KONSENTRASI : Bahasa Inggris.
PEMBIMBING I / PROMOTOR : Dr. Bukhori, S.Pd. I, M.Pd.
PEMBIMBING II / CO PROMOTOR : Pr. Hj. Helmiati, M.Ag
JUDUL TESIS/DISERTASI : The Implementation of English Speaking Development Program by ~~the~~ Language Advisory Council (LAC) at Pondok Modern Al-Fauzan

PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Promotor*	Keterangan
1.	9/01/21	Bab 1, 2, 3.		
2.	21/06/22	Bab 1, 2, 3.		
3.	26/11/22	Grand theory		
4.	22/02/22	BAB IÜ, Field note		
5.	23/03/22	BAB IÜ		
6.	14/04/22	Bab 5, abstract reference, lembar Penyesahan.		

Catatan:
*Coret yang tidak perlu

Pekanbaru, 27 April 2022

Pembimbing I / Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Co Promotor*	Keterangan
1.	21/01/21	Kerangka teori, Research Question		
2.	18/02/21	Penemuan Instrumen observasi, & Rantai Interview.		
3.	19/06/21	Data Collecting Data Bab 1-3.		
4.	2/08/21	Observasi, Bab IÜ		
5.	29/03/22	lengkapi abstract Daftar Isi, dll.		
6.				

Catatan:
*Coret yang tidak perlu

Pekanbaru, 28 April 2022

Pembimbing II / Co Promotor*

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Dipindai dengan CamScanner