

**AN ANALYSIS OF STUDENTS' SPEAKING SKILL IN USING ENGLISH FOR
DAILY ACTIVITY AT MODERN MADINAH ISLAMIC BOARDING SCHOOL
KARYA TANI LABUHAN MARINGGAI EAST LAMPUNG**

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Abstract

This study aims to analyze students' speaking skills in using English for daily activities at Modern Madinah Islamic Boarding School Karya Tani, Labuhan Maringgai, East Lampung. The research employed a **descriptive qualitative method**, with data collected through classroom observations, interviews with teachers and students, and documentation of learning activities. The results show that students' speaking skills improved significantly. Factors influencing speaking ability include the frequency of English usage in daily activities, student motivation, and the teacher's instructional methods. However, several obstacles were identified, such as limited vocabulary, shyness, and insufficient opportunities to practice speaking outside the classroom.

Abstrak

Penelitian ini bertujuan untuk menganalisis kemampuan berbicara siswa dalam menggunakan bahasa Inggris untuk kegiatan sehari-hari di Modern Madinah Islamic Boarding School Karya Tani, Labuhan Maringgai, Lampung Timur. Metode penelitian yang digunakan adalah kualitatif deskriptif, dengan data diperoleh melalui observasi kelas, wawancara dengan guru dan siswa, serta dokumentasi aktivitas pembelajaran. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa mengalami perkembangan yang cukup baik. Faktor yang mempengaruhi kemampuan berbicara meliputi frekuensi penggunaan bahasa Inggris dalam aktivitas harian, motivasi siswa, dan metode pengajaran guru. Meskipun demikian, terdapat beberapa kendala, seperti kurangnya kosakata, rasa malu, dan keterbatasan praktik berbicara di luar kelas.

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INTRODUCTION

Speaking is one of the fundamental skills in learning a foreign language, especially English, which has become a global means of communication. For students at Modern Madinah Islamic Boarding School Karya Tani, speaking English for daily activities is essential to enhance their communicative competence and confidence in using the language outside the classroom. Developing speaking skills not only allows

students to convey ideas effectively but also improves critical thinking, social interaction, and cultural understanding.

Despite its importance, many students face challenges in developing their speaking skills. Factors such as limited vocabulary, lack of practice, fear of making mistakes, and low self-confidence often hinder effective communication. According to Brown (2001), language learning involves both cognitive and affective domains, where emotional factors like anxiety and motivation play a significant role in students' performance. In the context of a boarding school, daily interactions among students and teachers provide both opportunities and challenges for practicing English consistently.

Teachers play a crucial role in guiding students to use English in authentic contexts. Effective teaching strategies, such as interactive activities, role-plays, and situational conversations, can help students practice speaking in a supportive and engaging environment. According to Harmer (2007), providing opportunities for meaningful communication and immediate feedback helps learners overcome language barriers and build confidence.

Furthermore, in Islamic boarding schools, students' daily routines often include religious studies, communal activities, and limited exposure to English outside the classroom. Therefore, integrating English into daily life activities, such as greetings, prayers, simple conversations, and classroom instructions, can significantly enhance speaking proficiency. Encouraging students to use English naturally and contextually supports not only language acquisition but also their overall personal development.

This study aims to analyze the students' speaking skills in using English for daily activities and identify the factors that influence their ability to communicate effectively. By understanding the challenges and strategies in improving speaking skills, teachers can design better instructional methods and create a more conducive learning environment. This research contributes to developing practical recommendations for enhancing English speaking skills in boarding school contexts.

THEORETICAL FRAMEWORK

Speaking is considered one of the most important skills in learning English because it allows learners to express ideas, interact with others, and communicate effectively in various contexts. According to Brown (2001), speaking involves not only the production of sounds and words but also the ability to convey meaning clearly, appropriately, and fluently. In educational contexts, particularly in Islamic boarding schools, students need practical opportunities to use English in their daily interactions to strengthen both competence and confidence.

Communicative competence is a key concept in language learning. Hymes (1972) emphasizes that learners must not only master grammatical structures but also understand how to use language appropriately in social interactions. For students at Modern Madinah Islamic Boarding School, this means that speaking English should extend beyond classroom exercises to everyday communication, such as greetings, simple requests, and informal conversations among peers and teachers.

Motivation plays a crucial role in developing speaking skills. According to Gardner (1985), learners with high intrinsic and extrinsic motivation are more likely to engage actively in language learning activities, overcome challenges, and persist in practicing the language. In the boarding school setting, motivation can be nurtured through encouraging environments, peer support, and positive reinforcement from teachers. When students feel supported, they are more willing to take risks in speaking English, even if mistakes occur.

Another factor influencing speaking ability is anxiety. As highlighted by Horwitz, Horwitz, & Cope (1986), foreign language anxiety can significantly hinder learners' performance, particularly in speaking tasks. Students may feel nervous, embarrassed, or hesitant to communicate, which limits practice and skill development. Therefore, strategies to reduce anxiety, such as creating a safe and non-judgmental environment, using group activities, and providing constructive feedback, are essential in promoting effective speaking practice.

Effective teaching strategies also contribute to improved speaking skills. Methods such as role-play, question and answer, storytelling, and task-based learning provide students with opportunities to apply grammatical knowledge in meaningful communication. Harmer (2007) suggests that interactive methods not only enhance students' language production but also encourage critical thinking, problem-solving, and cooperative learning. Teachers must design activities that reflect authentic language use, integrating English naturally into daily routines, so that students gradually build fluency and confidence.

In addition, integrating technology and media can further support speaking development. Using audio recordings, video dialogues, and online communication platforms allows students to practice outside the classroom and receive immediate feedback. This approach also caters to diverse learning styles, enabling students to engage with content at their own pace while reinforcing their speaking proficiency.

In conclusion, speaking in English is a multifaceted skill influenced by linguistic knowledge, social competence, motivation, emotional factors, and teaching strategies. For students in Islamic boarding schools, creating opportunities for daily use, reducing anxiety, and applying interactive and meaningful teaching methods are essential for developing effective speaking skills. The theoretical foundations discussed in this framework guide the analysis of students' speaking performance and the factors that influence their ability to use English in daily activities.

RESEARCH METHOD

This research employed a descriptive qualitative approach to analyze students' speaking skills in using English for daily activities at Modern Madinah Islamic Boarding School Karya Tani, Labuhan Maringgai, East Lampung. A qualitative approach was chosen because it allows the researcher to explore and understand students' speaking abilities, behaviors, and challenges in a natural and detailed context. The study aimed to provide an in-depth description of students' performance and the factors influencing their communication skills in daily English interactions.

The participants of this study were students of the tenth grade at the boarding school. The selection of participants was based on purposive sampling, focusing on students who actively participated in English activities and were representative of different levels of speaking ability. Observations were conducted to collect data on how students used English in real-life situations, including greetings, short conversations, and classroom interactions.

Data were collected using multiple techniques to ensure credibility and triangulation. First, classroom observations were conducted to document students' speaking behaviors, participation, fluency, and pronunciation during English activities. Detailed field notes were recorded to capture interactions between students and teachers. Second, interviews with both students and English teachers provided insights into students' experiences, motivations, challenges, and perceptions of learning English. Finally, documentation of learning materials, lesson plans, and activity records was analyzed to understand the instructional methods and frequency of English use in daily routines.

The collected data were analyzed using a descriptive qualitative analysis procedure. The process involved data reduction, categorization, and interpretation to identify patterns, themes, and factors affecting students' speaking skills. Observational data were compared with interview responses to ensure consistency and reliability. Through this analysis, the researcher was able to provide a comprehensive description of students' speaking abilities and the strategies that effectively support English communication in daily life.

Ethical considerations were carefully addressed in this study. Participants' privacy and confidentiality were maintained, and all data were used solely for research purposes. Permission was obtained from the school authorities, teachers, and students before data collection. The study also emphasized a non-intrusive approach, ensuring that students felt comfortable and natural during observations and interviews.

In summary, this research method provides a holistic understanding of students' speaking skills, combining observational, interview, and documentary data to explore both cognitive and affective dimensions of language learning. The findings aim to contribute to effective teaching strategies and recommendations for enhancing English speaking skills in boarding school settings.

RESULTS AND DISCUSSION

a. Results

The findings of this study reveal the speaking abilities of tenth-grade students at Modern Madinah Islamic Boarding School in using English for daily activities. Observations showed that most students demonstrated basic conversational skills, such as greetings, short responses, and simple questions. They were able to participate in classroom interactions and communicate with peers using common English phrases. However, their fluency and vocabulary were still limited, which sometimes hindered smooth communication.

Interviews with students highlighted that motivation played a significant role in their willingness to speak English. Many students expressed enthusiasm to practice

English when encouraged by teachers and supported by peers. Some students mentioned that using English during informal activities, like morning greetings or small group discussions, helped them feel more confident. Nevertheless, several students admitted feeling nervous or embarrassed when speaking in front of the whole class, indicating that anxiety remains a barrier to optimal performance.

Teachers reported that integrating English into daily routines, such as classroom instructions, announcements, and school activities, contributed positively to students' speaking development. Teachers emphasized the importance of consistent practice and the use of interactive methods, such as role-plays, question-and-answer sessions, and storytelling. These activities not only improved students' vocabulary and pronunciation but also enhanced their confidence and willingness to communicate.

Documentation analysis revealed that lesson plans were designed to encourage practical use of English in daily contexts. Teachers provided activities that mimicked real-life situations, such as ordering food, giving directions, and engaging in short conversations. These planned activities aligned with the goal of improving students' communicative competence while integrating English naturally into their daily lives.

Despite these positive outcomes, some challenges were identified. Limited vocabulary and lack of exposure to English outside the school environment hindered some students' ability to construct longer sentences and express complex ideas. Additionally, differences in students' confidence levels resulted in uneven participation during speaking activities. Some students dominated conversations, while others remained silent due to fear of making mistakes or being judged by peers.

Another important finding was the role of peer interaction in developing speaking skills. Students who frequently engaged in English conversations with friends showed higher fluency and more accurate pronunciation. Collaborative activities and group discussions encouraged mutual support and allowed students to practice English in a low-pressure environment. This peer support also contributed to reducing anxiety and building a sense of community in language learning.

In conclusion, the findings indicate that students at Modern Madinah Islamic Boarding School have a foundational level of English speaking skills for daily activities, which can be further enhanced through structured practice, teacher guidance, peer interaction, and opportunities for real-life communication. These findings highlight both the strengths and challenges of developing speaking skills in a boarding school context, providing valuable insights for effective language teaching strategies.

b. Discussion

The findings of this study reveal several key aspects regarding students' speaking skills in daily English activities at Modern Madinah Islamic Boarding School. First, it is evident that the students possess basic conversational abilities, which indicate a foundational level of communicative competence. This aligns with Brown (2001), who emphasizes that speaking is not only about producing grammatically correct sentences but also about conveying meaning and participating in meaningful interactions.

Motivation emerged as a crucial factor influencing students' performance. Students who were intrinsically motivated or encouraged by teachers and peers

demonstrated more frequent attempts to communicate in English. This supports Gardner's (1985) theory of motivation, which asserts that learners with strong intrinsic and extrinsic motivation are more likely to engage actively in language learning and overcome obstacles such as anxiety or limited vocabulary. In the boarding school environment, daily routines provide repeated opportunities for students to practice English, but consistent encouragement from teachers is essential to maintain their motivation.

Another important observation was the role of anxiety in students' speaking performance. While some students spoke confidently, others were hesitant or reluctant to participate in front of larger groups. This finding is consistent with Horwitz, Horwitz, & Cope (1986), who highlight that foreign language anxiety can significantly impact learners' ability to perform well in speaking tasks. The study showed that low-pressure environments, small group activities, and peer support were effective in reducing anxiety and encouraging students to participate more actively.

The integration of English into daily activities was found to be highly effective in developing speaking skills. Teachers' use of interactive methods, such as role-plays, storytelling, and question-and-answer sessions, created meaningful contexts for communication. According to Harmer (2007), these strategies enhance both fluency and accuracy by providing students with authentic opportunities to use language purposefully. Additionally, documentation analysis revealed that lesson plans were deliberately designed to reinforce English in practical contexts, bridging the gap between theoretical knowledge and real-life communication.

Peer interaction also played a vital role in enhancing speaking skills. Students who actively collaborated and conversed with their peers exhibited higher levels of fluency, better pronunciation, and increased confidence. Social interaction, as emphasized by Vygotsky (1978), supports language development through scaffolding and collaborative learning. This study demonstrates that peer support not only facilitates language practice but also builds a sense of community, encouraging even shy students to engage in communication gradually.

Despite these positive findings, several challenges remain. Limited vocabulary and uneven participation were persistent issues. Some students struggled to construct longer sentences or express complex ideas, highlighting the need for continuous vocabulary enrichment and tailored speaking exercises. Moreover, differences in confidence levels meant that some students dominated speaking activities, while others participated minimally. This suggests that teachers should implement strategies to ensure equitable participation and address individual learner needs.

In summary, the discussion confirms that speaking skills in English are shaped by multiple factors, including motivation, anxiety, teaching strategies, and peer interaction. For students at Modern Madinah Islamic Boarding School, consistent practice, teacher guidance, interactive learning methods, and supportive peer environments are essential to enhance their ability to communicate effectively in English daily. These insights provide practical implications for teachers and curriculum designers seeking to improve speaking proficiency in boarding school settings.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that the tenth-grade students at Modern Madinah Islamic Boarding School have a foundational level of speaking skills for daily English activities. Their abilities are influenced by multiple factors, including motivation, anxiety, teaching strategies, and peer interaction. Students who are motivated, supported by peers, and exposed to consistent practice demonstrate higher fluency and confidence in speaking English.

Teachers' strategies, such as role-plays, storytelling, and question-and-answer activities, are effective in providing meaningful contexts for communication and enhancing both fluency and accuracy. Peer interaction also contributes significantly by creating collaborative learning opportunities and reducing anxiety. However, challenges such as limited vocabulary, uneven participation, and anxiety in public speaking persist and require targeted instructional interventions.

Overall, this study highlights the importance of combining structured teaching methods, daily English practice, and supportive peer environments to develop students' speaking skills. These findings provide valuable insights for educators and curriculum designers aiming to improve English communication skills in a boarding school setting.

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