

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Language Center Strategies to Improve Students' Speaking at Darul Hijrah Islamic Boarding School for Boys

Based on the observation, interview and documentary that the writer conducted in Darul Hijrah the writer aims to look at the strategies that used by language center in improving students' speaking at the seventh grade of Darul Hijrah and the difficulties that found by language center in improving students' speaking at the seventh grade of Darul Hijrah. And the writer gets some strategies that the language center uses in improving students' speaking at the seventh grade that was held on 12nd December 2014 through 12nd February 2015:

a. Controlled Certain Vocabulary

Based on the observation and interviews result that have been conducted with language center and managers who lived in seventh grade dormitory at Darul Hijrah Islamic boarding school for boys on 12nd December 2014 through 12nd February 2015, the strategies in improving students' speaking was to control students' memorization of vocabulary that has been given by managers un class seven buildings.

According to language center and mudabbir (manager who lived in building of class seven) they stated “controlling their vocabulary memorization is an urgent strategy in improving students’ speaking skill, because with this strategy students are demanded to master all the given vocabulary in certain amount every day.

Here is the explanation of controlled certain vocabulary that the writer discovered in the seventh grade building of Darul Hijrah. All students of class seven are put in a special building which has some chosen managers who have certain skill in language; good in Arabic and English. All students of the seventh grade are required to have subuh, zhuhur, ashar and isya praying in their own building. This requirement aims to economize their time in doing activities each time.

Every morning except Sunday mornings, all students of the seventh grade are gathered in the yard of their building to attend the distribution of vocabulary. They all have to pay attention to one manager in front of them in distributing some vocabulary.

Firstly, the manager just read the vocabulary without showing the vocabulary on the whiteboard. That manager spoke up in front of the students in order to make them listen clearly to the pronunciation of the vocabulary. It is possible that the manager brings the stuff that describes the vocabulary and shows it to all students of the seventh grade in Darul

Hijrah. All students repeated after manager saying. Saying vocabulary was repeated until 3 or 5 times depends on the students' mastery in pronouncing the vocabulary. Then, manager gave the examples how of use the vocabulary in sentences and asked one of them to repeat them. Then, all the vocabularies have been distributed, then the manager showed the vocabulary that written on the whiteboard and ordered students to write on their vocabulary note book.

To increase the strength of students' memorization, all managers in each room are already commanded to check their memorization, and it is conducted firstly before they get out of the room to have lunch at 1.30 PM after zhuhur praying, after ashar, after isya and before they sleep. Not only that, but students also are asked to bring their vocabulary note book wherever they go. It was believed by the language center as a better way to read and remember their vocabulary that given by managers in class seven building. Kept checking their memorization of vocabulary before they go out from room, go eating, do activities after praying was the great strategy in maintaining the memorization.

The managers in each room had a big responsibility to check their vocabulary exactly, they must actively pay attention to the students about their development in mastering language by checking students' vocabulary note book, by encouraging students to speak formal language,

to obey the discipline, and to study their school lessons, and to live in Islamic boarding school.

b. Giving award or reward

Based on the observation and interview with language center and mudabbir that had been conducted by the writer in the seventh grade building at Darul Hijrah Islamic boarding school for boys on 12nd December 2014 through 12nd February 2015, there is a strategy that applied by member of language center to improve student's ability in speaking, it is giving award like language dictionary, as the writer found in Darul Hijrah Islamic Boarding School that Darul Hijrah always do the competition relating to the language, and it was also enforced for class seven, from the competition will appear a smart students that will be promoted to get the award from the managers and members of language center. To motivate students to learn the language, they need to be given a reward, when they are motivated, they will be the spirit of learning. They will automatically improve their own language with perseverance. There were many kinds of rewards that applied in Darul Hijrah for students who got the achievement, they are:

1. Delegated to join some great evens and competitions that enforced by other school or other formal institutions.

Managers will promote the smart students in English to language center in order to prepare in deep to follow that competitions, and sometimes language center directly took the student who were good in English to follow the competition such as debate, public speech, storytelling, and singing contest. It causes the other students more encouraged to learn English

2. Delegated to join big event in Darul Hijrah like debate, public speech that was held by language center in Darul Hijrah

For more information, Darul Hijrah Islamic Boarding School for boy always enforce big agendas every years like PLP (Pekan Lomba Pidato), DA (Drama arena), PG (Panggung Gembira), and Khutbatul Arsy (Pondok Orientation to new students) in this events the best speaker in English will be chosen to be mister of ceremony, etc. being part of this events is something great in Darul Hijrah. As a students they will feel proud and make others students motivated to master English.

3. Getting some English books from language center

Not only joining the competition as a reward for students who were good in English but also they will be given useful English book to improve their skills more. With this reward language center

expected to the other students who were still weak in English will study hard again.

4. Announced as good students among all students in Darul Hijrah

Good student was a predicate to the students who were good in obeying the rule of language Center. Good student will get a certificate from language center.

c. Giving punishment

Giving punishment was considered one of the urgent strategies by language center in Darul Hijrah. In Darul Hijrah, punishment is also called by betterment for students, it is included by some kinds of action that will be given to the students who did or broke the rule of language center. They believed that the effect of punishment/betterment will encourage students to think twice in breaking the language in Darul Hijrah. The following are the variation of punishments/betterments that exist in Darul Hijrah:

- 1) Standing in front of students with words (I am breaker of language, don't follow me) that put on the neck when others read Al-Qur'an in Masjid
- 2) Giving the duty to students like writing 500 new words, cleaning the dormitory, screaming on the street with the words that he spoke in

banjarese or indonesian to English and running around the Islamic Boarding School of Darul Hijrah.

- 3) And asking the students to come to the language center office to accept advices from instructor or member of language section.

In this case, the member of the language center has rights to decide the appropriate punishment or betterment to the students who broke the language. It depends on the level of violations committed by the student.

One task must be done when students become member of language center is to monitor the whole of students language in 24 hours every day. For this reason, they cannot watch it only with members of language center, so they used the students who entered the language court to be spy in monitoring the other breakers of language in Darul Hijrah. With that, the rules of language section run as well.

Every afternoon there is language court in each building that was enforced by the managers of building, when the breakers of language entered language court until 4 times they will be submitted to the office of language center to obtain the next follow-up.

Being spy was a secret task from the language center. Therefore, no student knows who would be the next spy.

d. Language Atmosphere

According to the observation that was conducted on 12nd December 2014 through 12nd February 2015, the writer really felt the great atmosphere of language learning in Darul Hijrah Islamic boarding school, and the writer really felt language atmosphere around the buildings, making language atmosphere around Darul Hijrah environment was a really good and important strategy that happened in Darul Hijrah Islamic boarding school, supported by useful vocabulary put everywhere, when the writer listened to the announcement that come from mosque, the announcer used formal language, when the writer listened to some people in cafeteria, they used formal language. All the things that happen every day must be formal language there (Arabic or English language). Even when students have break time they will be listened to English or Arabic music and conversation around the building.

Language atmosphere was an environment that was created by members of language center in Darul Hijrah. They have a slogan “*language is not everything but everything without language is nothing*”. It will give a better influence of their language development. So, while students are still learning and mastering language and vocabulary they also have to be accustomed with the environment of language. With that

students can directly practice with their friends in the same level “class one” step by step. Language atmosphere in Darul Hijrah uses Constructivism Theory by making students feel like in real situation. It means with the interaction to people around will help students to gain the experience of learning language target. And cognitive strategies, as we know cognitive strategies is steps or operation for learning process and analyze the students problem according to Rubin and Wenden (1997) Cognitive learning strategies are verification, guess, practice, and memorize. It is similar within Darul Hijrah that applied by language center program in speaking learning process.

e. Supervision as a Watcher

Based on the interview result that writer conducted with language center that have authority of the betterment and punishment in running language activeness of Darul Hijrah Islamic boarding school for boys on 12nd December 2014 through 12nd February 2015, the writer found another important strategy of the language center. It is supervision as a watcher.

Besides language atmosphere there is also one strategy that really supported in forcing students to speak formal language whenever and wherever they are, it is supervision that is automatically applied in Darul Hijrah Islamic boarding school. When someone found didn't speak

formal language by the other students he will enter language court that happen after ashar. In this court he will get the betterment from language center of building, the punishment will be given until 4 stadium in which each stadium has different betterment such as writing 15 new vocabulary, writing the example of new vocabulary to making an article of one page, and when he broke again the language four times the betterment will be in language center, and the betterment will be absolutely heavier than before.

Supervision is a rule that is introduced by language center to all students. This is a kind of spy man who watches student language, all the time. This rule is frightening for all students, because there were also a lot of students that entered language court in the afternoon before and they have to find one till three people that broke the language. Every student has to be careful with them, automatically they have to speak with formal language.

f. Using Fun and Interesting Activities

1) Scheduled Conversation

Based on the observation and interviews result that have been conducted with members of language center who controlled manager work in the seventh grade building at Darul Hijrah Islamic boarding school for boys on 11th December 2014 through 12th February 2015, it

was found that the students were put in conversation zone. Scheduled conversation is held twice in one week. The First on Wednesday after ashar praying and the second is on Sunday morning. According to the members of language center's statement that "putting the students to conversation zone or time is a helpful strategy to support the other strategies such as controlled certain vocabulary, after they get useful and daily vocabulary, they can use the vocabulary in the scheduled conversation to speak with their friends continuously.

This activity was enforced by the language center every Wednesday afternoon and every Sunday morning with different languages. Special for English turn, the students were ordered to make a long line with their friends in front. Class one has to make line with class one, and class two with class two until class five. It is possible to speak with different class according to their friends in building. And they are asked to speak with their peer about various topics, like their activities in one week before, and one week after. In this activity the language center assists to managers and also students if they have questions to ask. Such as question related to vocabulary, making sentences, or idiom, all Students of Darul Hijrah must follow scheduled conversation. Scheduled conversation begins at 04.20 PM on Wednesday and at 06.30 – 08.00 AM on Sunday.

Before scheduled conversation starts one member of language center knocked the bell that signs the beginning of the scheduled conversation. All students must get together in front of their own room and make a line with their peer. They can choose any topic they want that will be discussed by the students with some supporting vocabularies. The students have to speak with the new topic and vocabulary every week on Sunday. This kind of learning strategy is used to train the students to speak fluently, confident, and easily. This strategy makes students feel happy and enjoy in a conversation because it is a very effective strategy for the students who learn English.

Scheduled conversation is same with metacognitive strategies. It has role to control and set the students learning process as a scheduled conversation in Darul Hijrah. Students have topic for conversation with other students and they share about the topic. If some of students don't know about the vocab, they can share each other or ask one member of language center, the strategies will make student more active in learning process.

2) Public Speech

Based on observation and interviews result that have been conducted with the members of language center that control manager job in the seventh grade building at Darul Hijrah Islamic boarding school for

boys on 12nd December 2014 through 12nd February 2015, the writer found another strategy of the language center section. The strategy is Public speech.

In conducting public speech language center had the main goal for students that students are more confident to speak in front of a lot of people, it doesn't matter right or wrong, the more important is student can stand and speak although they are really afraid of and nervous. It is a step that they must face in public speech in order to accustom them to control the situation of their own confidence.

Here is the illustration of public speech in Darul Hijrah. They have three days for practicing, on Thursday night, Friday night and Friday afternoon. With three languages; they are Indonesian, Arabic and English.

This activity was always exist in improving speaking skill. This public speech is a practice that must be done by all students, especially for the seventh grade. They have thrice in one week, for Indonesian, Arabic and English. In this activity students are divided to some groups with mixed class among class two, three, and four except class one. Each group has 20 to 30 students. All students will get the turn to be speaker, Master of Ceremony, and room cleaner. All students have memorized the text for public speech agenda and the text for being speaker and text for being Master of Ceremony.

In this chance, some students must be a speaker in front of the other students and deliver their text. Besides practicing as a speaker, there are also some students being Master of Ceremony that manage how the agenda run well. This activity actually forced them to memorize the text for being speaker and Master of Ceremony, and train them to be confident to speak in front of another student.

The language center here cooperates with another instructor in training and managing each group that they have. Instructors here are the students who were chosen by the language center to act as a trainer and evaluator of their skill in speaking. Before the student speaks in front of their friends, he has to report their instructors first. After text has been fixed they will be ready to perform in public speech agenda. From this agenda, there are some good ways to make students keep practicing some skills such as writing the text, and looking up the vocabulary in a dictionary, and asking a correction from the instructors they have. The topic or title that they should speak is created by themselves with the correction from the instructors who organize their group. The language center always evaluates and controls the instructors that handle one group. From the explanation above, we know in public speech program, language center uses metacognitive strategies because in that program, students get a turn to speak in front of other students. As we know in

metacognitive learning strategies there is a process of planning, setting goal and self-management. Public speech is an agenda in which needs a planning and a goal when it is done. And of course before it is run by language center they have made a management of implementation of public speech in the field; therefore, they talked to managers each building to cooperate in arranging students for training before performance.

3) Language Club

Based on the interviews result that have been conducted with 5 members of language center who control manager work in the seventh at Darul Hijrah Islamic boarding school for boys on 12nd December 2014 through 12nd February 2015, the writer found the supporting strategy of the language center section. The strategy is enforcing language club or group discussion

The writer has asked about language club that is conducted for class seven in Darul Hijrah. Based on one member of language center's statement that Language club was enforced to the students' need, for instance, class seven only taught some basics grammar that is high-frequently used in daily conversation, they are: simple present, present continuous, simple past tense, present perfect and simple future. The aim of this group discussion is to encourage them to be brave in speaking. It

doesn't matter whether they do mistake or not in using grammar for conversation, the language center believed the mistake will be fixed itself while they learnt grammar step by step.

This will make them understand a little how to construct the good and right sentences, the students are not emphasized to keep silent when they are still learning the grammar, but they are always asked to speak with others in formal language although they did mistakes. In this language club each student has to use their chance to ask anything to their tutor. In this activity, language center has a management of learning process that supervised by language center supervisor. Especially for the seventh grade, for handling students' need in English material the language center has given mandate totally to managers that stay in the seventh grade building.

Actually all the students also have language course from class one until class five, it is enforced by the teaching center section on Monday through Thursday at 2.30 – 3.20 PM, two days for Arabic and two days again for English. In this teaching, all the materials have been available for them in studying, so they will learn language a lot.

4) Drama

Drama is defined by some people as the art form of drama as an educational pedagogy for students of all ages. It incorporates elements of

an actor's training to facilitate the students' physical, social, emotional, and cognitive development. As the observation that conducted by the writer, there was a drama activities that enforced by language section where the manager in building firstly selected the students who are interested in drama. .

In this activity, the students were demanded to be confident to speak as they trained before performance, before they show the drama the script will be checked first. Thus, the language center took the benefit from this, they can teach about grammar, pronunciation, vocabulary to the students, with this activity the language center expected this strategy will give much influence of their language improvement. In additional every year in Darul Hijrah always enforced an agenda with the name Drama Arena and Panggung Gembira which in those agenda will show great drama in two languages that performed by the last grade in Darul Hijrah. Hopefully, all students in Darul Hijrah will keep inspiring to improve their language in order to be able to perform in drama on the big stage like their senior did.

5) Listening to Music

Singing a song was also a joyful activity, and it became a strategy by language center to relieve the boredom feeling of students in learning a

language especially English. The writer wrote listening to music because all the students liked singing a song.

Before the students sang the song, usually the instructor played the music firstly and the students must keep silent and pay attention to the lyrics that given before and sometime the instructor sang a song by himself to give example of the right pronunciation, to form the mouth style in pronouncing the words and after the song repeated 3 times, then the students' turn to sing the song.

In additional, after all students were considered able to sing and pronounce the words then the instructor will explain the grammar that exist in the lyrics, from this activity the language section believed listening to music and singing a song will improve students' ability in speaking. At least they will get new vocabulary to practice in their daily activity in Darul Hijrah.

This activity is usually conducted every afternoon after ashar prayer in a certain day and for listening to music is usually conducted when the students had a meal time. So, every student had a great and full time to learn the language in pleasure condition.

2. The Difficulties that the Language Center Finds in Improving Students' Speaking at The Seventh Grade of Darul Hijrah Islamic Boarding School for boys :

In observing and conducting interviews to members of language center and managers that stay in the seventh grade at Darul Hijrah Islamic boarding school Cindai Alus on 12nd December 2014 through 12nd February 2015, the writer found some difficulties that language center faced in improving students' ability in speaking.

a. Difficulty to Control them in 24 Hours

All the strategies that language center implements were good for improving students' speaking, but it cannot be conducted by only 5 members of language center. As the explanation above, all students scattered in a lot of buildings with members of language center only 5 people. They had responsibility in controlling students' duty to speak formal language (Arabic and English language). It was impossible to control in 24 hours every day.

By doing interview with members of language center (Taufik Rahman and friends) on 12nd December 2014 through 12nd February 2015, it was known that the complicated problem of the language center is controlling them in 24 hours. It was really difficult and impossible to do while the members of language center were also students in their ninth

grade in Darul Hijrah in which they must study and prepare for their national examination. Some of them also still learnt in improving their skills of the languages. They were more demanded to have good management of time.

In this case, the members of the language center must own positive thinking in their activities such as studying for their success in Islamic boarding school Darul Hijrah and running work projects in language center. Therefore, being a member of the language center needs hard work and big awareness to keep motivated in finishing the duties in Darul Hijrah Islamic boarding school Cindai Alus Martapura.

b. Lack of Motivation and Awareness

Lack of motivation and awareness among all students also happened in learning languages In Darul Hijrah. It was important for those who have a contribution in improving language to understand that awareness had been shown as powerful predictor of language achievement (Juel, 1988; Juel, Griffith, & Gough, 1986; Lomax & McGee, 1987; Tunmer & Nesdale, 1985). In Darul Hijrah, Students not only learnt English Language as their daily conversation but they also have to learn Arabic language for communicating with others, besides the problem that confronted above, students' interest in mastering two languages was seldom discovered in students. This is the problem when students were

interested to Arabic language they will have less motivation to learn English deeply, they only study English in order to be able to speak a little.

When they are demanded to speak in a long sentence they will be confused to do it, on the other hand, the writer can get the students who love English much but mostly of students sometime was influenced to speak Arabic, because from a lot of students in Islamic boarding school Darul Hjrah were most familiar accustomed to speak Arabic. The writer found that there were a lot of students who have mastered to do daily conversation in English but just some of them keep using it in English conversation turn.

c. Lack of Model and Cooperation from a Certain Section

The other problem is less of good model in speaking English, as the explanation above, to run language activeness in Darul Hijrah Islamic boarding school cannot be accomplished by only from language center but all the sections have to cooperate in giving a model in using formal language and warning students who do not speak formal language everywhere. All members of sections in Darul Hijrah were a model for the students to speak formal language (Arabic and English), this was a mandate from the head of Darul Hijrah Islamic Boarding School to all senior classes to be a model in giving good example for junior classes, therefore, when all sections such as awareness section, teaching section, cleaning section did

not cooperated in giving model to speak formal, it will be more difficult to language section in growing motivation and awareness's student about the advantages of mastering languages.

B. Discussion

The writer has stayed for several days in this Islamic boarding school, and as the writers knew from the interview with some students and members of language center in Darul Hijrah Islamic boarding school that serving as language center was really difficulty. Only some particular people who were trusted by the language center supervisor, for being language center they must be ready to be hated by a lot of students but for students who really have a big motivation to master languages they will do respect to language center.

Many people from outside of east Kalimantan are in Darul Hijrah, with many different cultures and accents exist in Darul Hijrah. The interesting thing that the society believed about Darul Hijrah is learning strategies there mixed and balanced between religion aspect and general aspect of knowledge. Students were not only taught reading the holy Qur'an, and learning Arabic but they were taught to become expert English teachers, good computer users, great sportsman, amazing agenda organizers, and hard worker or inspiring entrepreneur and etc. those things make students life be more joyful and language learning process will not be boring.

According to the book *Learner Strategy in Language Learning*, by O'malley (1987 p. 133) research and theory in second language learning strongly recommend that good language learners should use a variety of strategies to assist them in getting new language skill. By implication, less competent learners should be able to improve their skills in a second language through training on strategies evidenced among more successful language learner. That means learning strategies support students for improving their skills. In this research of foreign language learning strongly suggest that good language learner used the variety of strategies.

1. Descriptive about Language Center Strategies in Improving Students' Speaking at The Seventh Grade of Darul Hijrah Islamic Boarding School for Boys

a. Controlled Certain Vocabulary

Controlled Certain Vocabulary has a great factor and effect to support students' ability in speaking, especially for the seventh grade in Darul Hijrah Islamic Boarding School, the distribution of the vocabulary here was managed from easy level to difficult level. Harris (1974) listed five components of language that have influences on speaking ability. They are vocabulary, pronunciation, grammar, fluency, and comprehension. A vocabulary was an urgent component for who wanted to master language. With controlled certain

vocabulary language center wanted to all managers run it seriously and checked their development every day.

Based on the observation and interviews result that have been conducted with language center and managers who lived in seventh grade dormitory at Darul Hijrah Islamic boarding school for boys on 12nd December 2014 through 12nd February 2015, the strategies in developing student ability of Speaking was to control students' memorization of vocabulary that has been given by managers in class seven building. According to language center and mudabbir (manager who lived in building of class seven) they stated "controlling their vocabulary memorization is an urgent strategy in improving students' ability in speaking skill, because with this strategy students are demanded to master all the given vocabulary in certain amount every day.

The managers in each room had a big responsibility to check their vocabulary exactly, they must actively pay attention to the students about their development in mastering language by checking students' vocabulary note book, by encouraging students to speak formal language, to obey the discipline, and to study their school lessons, and to live in Islamic boarding school.

b. Giving Reward or Award

Based on the observation and interview with 5 members of language center and mudabbir that had been conducted by the writer in the seventh grade building at Darul Hijrah Islamic boarding school for boys on 12nd December 2014 through 12nd February 2015, there is a strategy that applied by member of language center section to improve student's ability in speaking, it is giving award like language dictionary, as the writer found in Darul Hijrah Islamic Boarding School that Darul Hijrah always do the competition relating to the language, and it was also enforced for class seven, from the competition will appear a smart students that will be promoted to get the award from the managers and members of language center. To motivate students to learn the language, they need to be given a reward, when they are motivated, they will be the spirit of learning. They will automatically improve their own language with perseverance.

Kong (2009, p. 145) states that the outward praises and rewards encourage students to study more actively. Therefore, reward can be used by language center as one of the strategies in motivating students to speak English actively. In this case, language center did this giving reward. This strategy was considered as motivator to all

students in Daru Hijrah. Besides as a motivator for students rewards also considered as an appreciation to the students who have been good in English Specially in obeying the regulation from language center, as explained above, language center aimed students were inspired by themselves to improve speaking skills. If the students were motivated, they will work and study hard to master languages, especially in English.

c. Giving Punishment

According to Purwanto (2009. p. 191)

Penderitaan yang diberikan atau ditimbulkan dengan sengaja oleh seseorang (orang tua, guru dan sebagainya) sesudah terjadi suatu pelanggaran, kejahatan atau kesalahan atau *punishment* adalah tindakan yang dijatuhkan kepada anak secara sadar dan sengaja sehingga menimbulkan nestapa. Dan dengan adanya nestapa itu anak menjadi sadar akan perbuatannya dan berjanji dalam hatinya untuk tidak mengulanginya

Giving punishment was considered one of the urgent strategies by language center in Darul Hijrah. In Darul Hijrah, punishment is also called by betterment for students, it is included by some kinds of action that will be given to the students who did or broke the rule of language center. They believed that the effect of punishment/betterment will encourage students to think twice in breaking the language in Darul Hijrah. In giving the punishment or

betterment had the variety of level, when students frequently broke the language, the punishment will be harder.

To make students not angry when they got punishment, language center also gave advices about the ways of life in the Islamic Boarding School. From it, students were hoped to think again to run the regulation in Darul Hijrah sincerely.

d. Language Atmosphere

Language atmosphere is an environment that used constructivism theory. Students were taught by the created environment as language zone. By making an environment as similar as in real second language country students were expected to get easy ways to improve the target language. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences Jean Piaget (1896-1980). So, students are demanded to adapt with the language environment in order to get new experiences in learning language.

e. Supervision as a Watcher

Supervision is a rule that is introduced by language center to all students. This is a kind of spy man who watches student language, all the time. This rule is frightening for all students, because there were also a lot of students that entered language court in the afternoon before and they have to find one till three people that broke the language. Every student has to be careful with them, automatically they have to speak with formal language. Bialystok (1978) has a model that includes four types of strategies: “(a) functional practicing, (b) formal practicing, (c) monitoring, and (d) inferencing”. Which in each type has its function. Functional has an example like finishing transaction in a store, formal practicing and monitoring such as involving a strategy that used to practice a language in a class, and inferencing like guessing meaning with looking at the context. He also offered a model to emphasize learning process in real life.

Supervision is a strategy that monitors the acts of students in obeying the language regulation, like speaking formal language. And the other students who get the betterment have to watch and monitor the other student whether they speak formal or not.

f. Using Fun and Interesting Activities

Good & Brophy (2000, p. 30) as cited in khameis, (2006) state that "learning should be fun and motivation problems appear because the teacher somehow has converted an inherently enjoyable activity into drudgery." It can therefore be concluded that interesting and fun strategies can be used to promote speaking in the EFL classroom. According to Brown (1994), if strategies are intrinsically motivating and appeal to students' goals and interests then it can have a positive impact on their speaking. To motivate students in EFL contexts, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson. Therefore, The strategies that language center used should be fun and enjoyable, and at the same time achieved academic goals, language center should choose activities that enhance students' learning, and avoid ones that are a waste of teachers' and students' time. These were fun and interesting activities that was conducted by language center in improving students' speaking of Darul Hijrah; Scheduled Conversation, Public Speech, Language Club, Drama, and Listening to Music. With all these strategies that applied by Language Center in Darul Hijrah, hopefully students will be encouraged to speak English.

2. Description about The Difficulties that Faced by Language Center in Improving Students' Speaking at The Seventh Grade of Darul Hijrah Islamic Boarding School for Boys

a. Difficulty to Control them in 24 Hours

Speaking is an event that can occur anytime, when students were far from language center they can speak non formal language with their friends. 24 hours was a time that obligated students to speak formal without a control they were really able to break the discipline from language center. So awareness from students was really emphasized. If they had awareness in themselves interest and motivation will appear in themselves. According to slamet (1991.p.181) "Minat adalah rasa lebih suka dan rasa ketertarikan pada suatu hal atau aktivitas, tanpa ada yang menyuruh" the best thing when students learnt English is interest, they do not need control from language center to speak English if they had interest. Students will automatically study hard to improve their skill in speaking.

Based on the observation and the interview that the writer conducted, for students who had interest in speaking English, they do not need control in 24 hours to speak English.

b. Lack of Motivation and Awareness

Motivation is one non-intelligence factor whose influence on English learning is substantial (Kong, 2009) as cited in liu (2014. P. 1250). Lack of motivation and awareness among all students also happened in learning languages In Darul Hijrah. It was important for those who have a contribution in improving language to understand that awareness had been shown as powerful predictor of language achievement (Juel, 1988; Juel, Griffith, & Gough, 1986; Lomax & McGee, 1987; Tunmer & Nesdale, 1985). In Darul Hijrah, Students not only learnt English Language as their daily conversation but they also have to learn Arabic language for communicating with others, besides the problem that confronted above, students' interest in mastering two languages was seldom discovered in students. This is the problem when students were interested to Arabic language they will have less motivation to learn English deeply, they only study English in order to be able to speak a little.

c. Lack of Model and Cooperation from a Certain Section

A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like. We learn through them, through their commitment to

excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. The other problem is less of good model in speaking English, as the explanation above, to run language activeness in Darul Hijrah Islamic boarding school cannot be accomplished by only from language center but all the sections have to cooperate in giving a model in using formal language and warning students who do not speak formal language everywhere. Role of model was needed to motivate students in learning English.

All members of sections in Darul Hijrah were a model for the students to speak formal language (Arabic and English), this was a mandate from the head of Darul Hijrah Islamic Boarding School to all senior classes to be a model in giving good example for junior classes, therefore, when all sections such as awareness section, teaching section, cleaning section did not cooperated in giving model to speak formal, it will be more difficult to language section in growing motivation and awareness's student about the advantages of mastering languages.

Based on the writer found about the difficulties, it can be concluded, not all of instructors from the ninth grade really master the English language. Therefore, they did not maximally give the good example for using English language. In this case the cooperation among language center with the other instructors in running language

activeness was not maximally done. Then manager jobs were not maximal in applying the strategies that given by language center in developing speaking for the seventh grade in their buildings.

In Darul Hijrah Islamic boarding school, the regulation of each section will be special aspect in making students obedient, such as supervision in Darul Hijrah Islamic boarding school have been running from 10 years when this Islamic boarding school being built, this supervision was considered as effective in frightening students for breaking the rule, especially for language center section, with that the students will try to obey the rules.

Based on the interview with managers in seventh grade building “not only supervision was been an urgent strategy for class seven, with all strategies that explained above such as controlled certain strategy, public speech, and language atmosphere, in the end of their management in that building will be held some competitions dealing language such as telling story, public speech, good student in speaking formal language (Arabic and English), and the quickest vocabulary memorizer. In which the winner will get certificate and some gifts. These all aimed to appreciate students in making efforts to be an obedient and smart students. Appreciation for students is a good idea for become a motivation to them to study harder, based on H. Douglas Brown in his

book *Language Assessment Principles and Classroom Practices* about informal assessment as a feedback to the student, examples include saying “nice job!”, “Good work!”, or putting a smiley face on some homework (2010, p:6). So, giving feedback to students, especially in the end of program will motivate them to learn more and more, because they will realize the advantages of their learning that not only about knowledge, but also about religion and good relationship.

The process of learning language in Darul Hijrah runs step by step, with the control from all teachers and students in OSDA (Darul Hijrah Student Organization) in Darul Hijrah Islamic Boarding School that live in Darul Hijrah Islamic boarding school, if the students made mistake in making sentences, they will ask the member of language center to fix, the betterment usually was enforced once a week on Sunday after morning run. And when the students were found on the street speaking with wrong vocabulary, wrong sentences, and wrong grammars, they will be fixed on the place directly.