**AN ANALYSIS OF STUDENT SPEAKING COMPETENCE AND
STUDENT SPEAKING ACTIVITIES AT MTsN NURUL ISLAM ISLAMIC
BOARDING SCHOOL**

Thesis

*Submitted as a Partial Fulfilment of the Requirements to Obtain a Bachelor of
Education (B.Ed) in English Language Education*

HIRODIAN NURUL FAZIRA
20018120/2020

Advisor:

Dr. ZUL AMRI, M.Ed
NIP. 19600505.198503.1.004

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2024

HALAMAN PERSETUJUAN SKRIPSI

Judul	: An Analysis of Student Speaking Competence and Student Speaking Activities at MTsN Nurul Islam Islamic Boarding School
Nama	: Hirodian Nurul Fazira
NIM/TM	: 20018120/2020
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, 21 Agustus 2024
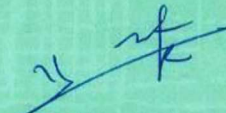
Disetujui oleh,

Pembimbing

Dr. ZUL AMRI, M. Ed
NIP. 19600505.198503.1.004

Mengetahui,

Ketua Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S.Pd, M.Pd
NIP. 197707202002122002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji skripsi Program Studi
Pendidikan Bahasa Inggris, Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni,
Universitas Negeri Padang

**An Analysis of Student Speaking Competence and Student Speaking Activities at MTsN
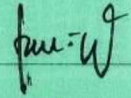Nurul Islam Islamic Boarding School**

Nama	: Hirodian Nurul Fazira
NIM/TM	: 20018120/2020
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, 21 Agustus 2024

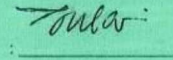Tim Penguji   Tanda Tangan

1. Ketua   : Dra. An Fauzia Rozani Syafei, MA.   : _____

2. Sekretaris   : Carbiriena Solusia, S.Pd, M.Pd   : _____

3. Anggota   : Dr. Zul Amri, M. Ed   : _____

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Hirodian Nurul Fazira
NIM/TM : 20018120 / 2020
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Fakultas Bahasa dan Seni

Dengan ini menyatakan bahwa tugas akhir dengan judul *"an Analysis of Student Speaking Competence and Student Speaking Activity at MTsN Nurul Islam Islamic Boarding School"* adalah benar merupakan hasil karya saya, bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat, maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukuman dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang, maupun Masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh rasa kesadaran dan rasa tanggung jawab sebagai anggota Masyarakat ilmiah.

Diketahui oleh,   Saya yang menyatakan,
Kepala Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, M.Pd.   Hirodian Nurul Fazira
NIP. 197707202002122002   NIM. 20018120

ABSTRACT

Fazira, H.N., (2024). "An Analysis of Student Speaking Competence and Student Speaking Activies at MTsN Nurul Islam Islamic Boarding School" Thesis: Padang: English Department: Faculty of Languages and Arts. Universitas Negeri Padang

This research was conducted to find out the level of students speaking competence of grade VIII MTsN Nurul Islam Islamic Boarding School, and the activities undertaken by students to hone their speaking competence. This descriptive research used a quantitative method. The participant consisted of 33 students of grade VIII Nurul Islam Islamic Boarding school. The research instrument are documentation and observation. The documentation used in this research is the score of students speaking examination. While the observation used for analyze the activities of the students. the study instrument comprises the documentation findings, were analyzed using SPSS 26 for Windows and Pearson Product Moments. Based on the research analysis, it was found that the level of students speaking competence is the good level with the mean score was 69,75. Students' speaking competence scores in grade VIII at Nurul Islam Islamic Boarding School showed a significant increase from 6% to 21% at the excellent level. Meanwhile, the good level experienced a steady decline from 79% to 69%. The average level saw an increase from 6% to 12%. As for the poor level, it underwent a significant decrease from 9% to 0%. Moreover, there are several speaking activities researcher assumed as support for students speaking competence of MTsN Nurul Islam Islamic Boarding School. In the classroom, teachers initiate discussions to foster active participation and critical thinking, engage students in question-and-answer sessions to reinforce learning, and organize group presentations on specific topics to encourage teamwork and public speaking. Additionally, communication games like "Two Truths and a Lie" are used to maintain interest and improve verbal fluency. Daily activities include bi-weekly public speaking sessions where students present memorized speeches, weekly conversation practices where students engage in dialogues based on provided texts, and regular vocabulary exercises where students learn and use new words in sentences.

ABSTRACT

Fazira, H.N., (2024). "An Analysis of Student Speaking Competence and Student Speaking Activities at MTsN Nurul Islam Islamic Boarding School" Thesis: Padang: English Department: Faculty of Languages and Arts. Universitas Negeri Padang.

Penelitian ini dilakukan untuk mengetahui tingkat kompetensi berbicara siswa kelas VIII MTsN Nurul Islam Islamic Boarding School, serta aktivitas yang dilakukan oleh siswa untuk mengasah kompetensi berbicara mereka. Penelitian deskriptif ini menggunakan metode kuantitatif. Peserta penelitian terdiri dari 33 siswa kelas VIII di Pondok Pesantren Nurul Islam. Instrumen penelitian ini adalah dokumentasi dan observasi. Dokumentasi yang digunakan dalam penelitian ini adalah nilai ujian kemampuan berbicara siswa. Sementara itu, observasi digunakan untuk menganalisis aktivitas siswa. Instrumen penelitian yang mencakup temuan dokumentasi dianalisis menggunakan SPSS 26 untuk Windows dan Pearson Product Moment. Berdasarkan analisis penelitian, ditemukan bahwa tingkat kompetensi berbicara siswa berada pada level "baik" dengan nilai rata-rata 69,75. Nilai kompetensi berbicara siswa kelas VIII di Pondok Pesantren Nurul Islam menunjukkan peningkatan yang signifikan dari 6% menjadi 21% pada tingkat "sangat baik". Sementara itu, level "baik" mengalami penurunan yang stabil dari 79% menjadi 69%. Level "cukup" menunjukkan peningkatan dari 6% menjadi 12%. Adapun untuk level "kurang", terjadi penurunan yang signifikan dari 9% menjadi 0%. Selain itu, terdapat beberapa aktivitas berbicara yang diasumsikan peneliti sebagai dukungan bagi kompetensi berbicara siswa MTsN Pondok Pesantren Nurul Islam. Di dalam kelas, guru memulai diskusi untuk mendorong partisipasi aktif dan berpikir kritis, melibatkan siswa dalam sesi tanya jawab untuk memperkuat pembelajaran, dan mengorganisir presentasi kelompok tentang topik tertentu untuk mendorong kerja sama tim dan keterampilan berbicara di depan umum. Selain itu, permainan komunikasi seperti "Dua Kebenaran dan Satu Kebohongan" digunakan untuk menjaga minat dan meningkatkan kelancaran berbicara. Aktivitas harian termasuk sesi berbicara di depan umum dua kali seminggu di mana siswa menyampaikan pidato yang dihafal, praktik percakapan mingguan di mana siswa berdialog berdasarkan teks yang disediakan, dan latihan kosa kata rutin di mana siswa belajar dan menggunakan kata-kata baru dalam kalimat.

ACKNOWLEDGEMENTS

All praise and gratitude to God Allah Almighty for His blessings and grace, which have enabled the author to compile and complete this Thesis entitled "*An Analysis of Student Speaking Competence and Student Speaking Activity at MTsN Nurul Islam Islamic Boarding School*".

This Thesis is written to fulfill the requirements for obtain a bachelor of education in English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Padang.

The completion of this Thesis would not have been possible without the assistance, support, prayers, and guidance from various parties. Therefore, the author would like to express gratitude to:

1. Allah SWT who has protected and guided the author during the preparation of this final project, and Prophet Muhammad SAW who has brought us to an era filled with knowledge as we experience today.

2. My parents, Tn. Fahrul Rozi and Ny. Mariyam, and my brother Mario Senopati, who have always provided moral and material support. Their support and sincerity have given the author spirit and beneficial prayers.

3. Dr. Yuli Tiarina S.Pd., M.Pd, as the Head of English Education Study Program, Faculty Languanges and Art Universitas Negeri Padang

4. Dr. Havid Ardi, S.Pd, M.Hum as academic advisor who guided the researcher throughout their studies at Padang State University.

5. Dr. Zul Amri M.Ed, as thesis advisor who patiently and sincerely gives support, guidance and understanding so that this thesis can be completed.

The author realizes that this Theis has many shortcomings due to limited abilities, experience, and knowledge. Therefore, the author hopes for constructive criticism and suggestions to improve future scientific works. Hopefully, this Thesis can be beneficial to the readers.

Padang,   August 2024

The Researcher

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

English has a very important role and status in Indonesia, as regulated by 1945 Constitution No. 20 of 2003 concerning the National Education System. In 1945 Constitution, English is recognized as one of the important foreign languages to be learned within the Indonesian education system. Article 33, Paragraph (3) of 1945 Constitution No. 20 of 2003 states: "Foreign languages may be used as the medium of instruction in certain educational units to support students' foreign language skills".

This indicates that English, as a primary foreign language, holds a significant role in Indonesian education. National education policies also establish English as a compulsory subject from elementary to high school levels. However, today many students still exhibit low levels of English competence. Students encounter numerous challenges in learning English, especially in speaking skills.

However, in mastering speaking skills, students must be able to apply the components of speaking ability correctly. According to Elfajri & Tiarina, (2022) these components, such as fluency, vocabulary, grammar, pronunciation, and comprehension, are very important because the ability to master these components reflects how well someone can speak. Moreover, speaking is a complex procedure that involves building a message in a form

that different people can understand and delivering the message using proper pronunciation, stress, and intonation.

Furthermore, speaking skills as a productive skill need to be taught interactively in the classroom, especially in oral performance. Indonesian students, as English as a Foreign Language (EFL) learners, have to practice their speaking ability in the classroom as the only way to practice since there is no chance to practice in daily life. Nevertheless, Nurul Islam Islamic Boarding Schools have a different way to train and hone students' speaking ability.

The problems faced by students in mastering speaking skills are varied, involving aspects ranging from linguistic understanding and environment to psychological factors. For example, lack of vocabulary Nation (2013), insufficient practice Krashen (1982), fear, anxiety, or an unsupportive environment Vygotsky (1985). Addressing these issues requires a holistic approach, including vocabulary enhancement, regular practice, and creating an environment or activities that support the learning process.

Paul Nation, an expert in language teaching, suggests that enhancing students' vocabulary can be effectively done through structured and repetitive learning techniques, emphasizing the use of words in real and meaningful contexts, along with periodic reviews to ensure long-term retention. This way, students can gradually and continuously enrich their vocabulary, which in turn will improve their speaking skills.

According to Dr. Peter Cookson, an education expert and author of the book "Boarding School Seasons: American Indian Families, 1900-1940," boarding schools have several characteristics that distinguish them from regular schools. One of the characteristics is that boarding schools provide an intensive and immersive educational environment where students live on campus and engage in academic and non-academic activities throughout the day. This allows for a deeper learning experience and full engagement in school life. Additionally, because students and staff live on campus, boarding schools tend to have a closer and more integrated community. Relationships between students and teachers are stronger, and there are more opportunities for personal guidance and support.

Moreover, boarding schools emphasize character development and student independence. Living away from home, students learn to manage their time, take personal responsibility, and develop essential life skills for their future. Boarding schools are usually equipped with comprehensive and high-quality facilities, such as dormitories, laboratories, libraries, sports facilities, and art rooms, as well as extracurricular activities. These facilities support various learning and development activities for students. Furthermore, boarding schools tend to have a structured and disciplined environment. A strict daily schedule, clear rules, and consistent supervision help create a conducive and safe learning environment. This means that students in boarding schools tend to have a more supportive environment, with

extracurricular activities that may facilitate better academic and non-academic skills.

Nurul Islam Islamic Boarding School is one such institution that shares similar characteristics as previously described. It offers a variety of extracurricular activities, including foreign language development, particularly English. The English language learning system implemented at Nurul Islam Islamic Boarding School is quite different from regular schools. This system follows the footsteps of Pondok Pesantren Gontor in terms of language learning. Nurul Islam Islamic Boarding School is also known for its strength in instilling discipline, language proficiency, and Islamic values in its students.

Nurul Islam Islamic Boarding School also implements a bilingual program using English and Arabic. The school uses both languages in all their activities, including classroom instruction. Students are required to speak in English and Arabic on certain weeks. One week is designated for English and another for Arabic. During language weeks, students are obliged to speak in English and Arabic, depending on the designated language week. Students must speak in English during English week and in Arabic during Arabic week.

Based on this background, the researcher aims to find out the level speaking competence of the students, whether the score is increase or decrease and kinds of the activities applied in Nurul Islam Boarding School. Therefore, the researcher formulates the title as follows: **"Analysis of Student Speaking**

Competence and Students Speaking Activies at MTsN Nurul Islam Islamic Boarding School"

B. **Identification of The Problem**

Based on the background of the study, the researcher can identify the following problems:

1. The level of English proficiency in Indonesia remains low.

2. Issues faced by students in speaking English, such as lack of vocabulary, unsupportive environment, and inadequate facilities and activities.

3. Boarding schools, with their distinct characteristics, provide solutions to students' problems.

4. Nurul Islam Islamic Boarding School facilitates students with bilingual programs and various activities to support their foreign language proficiency.

5. The speaking competencies levels of students at Nurul Islam Islamic Boarding School.

6. The kinds of activities of the students at Nurul Islam Islamic Boarding School.

C. **Limitation of the Problem**

To avoid the confusion of widespread discussion in this thesis, the researcher limits the problem as follows:

1. Students' speaking competencies of Nurul Islam Islamic Boarding School Muara Bungo

2. Student's speaking activity applied in Nurul Islam Islamic Boarding School Muara Bungo

D. Formulation of the Problem

Based on the background of the problem, the researcher formulated the problems as follows:

1. How is the level of student's speaking competence in Nurul Islam Islamic Boarding School Muara Bungo?

2. How are the increased or decreased of students' scores in Nurul Islam Islamic Boarding School Muara Bungo?

3. What kind of speaking activities applied by student grade VIII of Nurul Islam Islamic Boarding School Muara Bungo?

E. Purpose of the Research

In this study, the researcher aims to explain the level increase, and decrease of students' speaking competence at Nurul Islam Islamic Boarding School and identify the speaking activities that may support the students' speaking competencies at Nurul Islam Islamic Boarding School Muara Bungo.

F. Significance of The Research

The result of this research would be expected to be useful information for many people on learning proses, as follows:

1. For School

   a. To enhance the credibility and visibility of the school.

   b. As a reference for other schools regarding the activities that can be implemented."

2. For the English teacher

   a. As information for teachers regarding students' speaking proficiency levels.

   b. As a reference for teachers in other schools concerning the activities that can be carried out during speaking exercises.

3. For students

   a. As information for students regarding their speaking proficiency levels and improvements over the years.

   b. As motivation for students to engage in the activities available at school

   c. As a reference for other students regarding activities that can be undertaken to develop speaking competence, both individually and in groups.

4. For the Future Research

   This research is expected to give information and contribution to other researchers in the future

G. Definition of the Key Terms

To avoid misunderstandings and misinterpretations of the research findings, the researcher aims to elucidate and define the key terms used:

1. Student speaking competence

   Student speaking competence refers to the ability of students to effectively communicate orally in English, encompassing several key aspects: grammar, which involves the correct use of sentence structure and

syntax; vocabulary, the range of words and expressions students can use accurately; pronunciation, the clarity and correctness of sounds and intonation in spoken English; fluency, the ability to speak smoothly and without unnecessary pauses; and coherence, the logical and orderly presentation of ideas in speech, ensuring that communication is clear and understandable.

2. Student speaking activity

Student speaking activity includes the various activities and practices that student engage in to improve their speaking skills. These activities may involve classroom exercises such as group discussions, role-plays, and oral presentations conducted during regular class sessions; language clubs that provide extracurricular opportunities for practicing spoken English through informal conversations, debates, and public speaking events; debates, which are structured argumentative discussions where students present and defend their viewpoints on given topics; presentations, where students prepare and deliver speeches or reports in front of an audience, enhancing their public speaking and organizational skills; language immersion programs, which involve activities that immerse students in English-speaking environments, such as language camps or exchange programs; and peer-to-peer practice sessions, where students converse with each other in English to build confidence and fluency.