

**THIRD AND SIXTH GRADE STUDENTS' SPEAKING FLUENCY IN "HARI
BAHASA" (LANGUAGE DAY): A CASE STUDY OF PESANTREN
TERPADU SERAMBI MEKKAH**

A Thesis

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ABSTRAK

Melalui skripsi ini penulis membahas kelancaran berbicara Bahasa Inggris murid Pesantren Terpadu Serambi Mekkah (PTSM) yang terlibat dalam Hari Bahasa. Penulis melihat seberapa jauh perbedaan kelancaran berbahasa Inggris antara murid kelas enam dan kelas tiga. Selanjutnya dari hasil yang diperoleh, dihubungkan dengan Hari Bahasa yang melatar belakangi kelancaran berbahasa Inggris murid-murid tersebut.

Penelitian ini dilakukan kepada tiga orang murid kelas enam dan tiga orang murid kelas tiga PTSM yang memiliki kelancaran berbahasa Inggris terbaik. Diasumsikan bahwa murid kelas enam memiliki kelancaran Bahasa Inggris yang lebih dari murid kelas tiga. Data didapatkan dengan merekam pembicaraan murid, pemberian kuesioner dan observasi langsung. Setelah data direkam, kemudian ditranskripsikan dengan menggunakan Teori Pengukuran Kelancaran Berbicara yang diperkenalkan oleh Ellis dan Barkhuizen (2005).

Dari hasil penelitian didapati bahwa kedua kelompok murid yang diasumsikan kelancaran Bahasa Inggrisnya berbeda memiliki kelancaran berbicara Bahasa Inggris yang relatif sama. Dari segi *kecepatan berbicara* murid kelas enam lebih unggul namun dari segi *keraguan untuk berbicara* mereka membuat banyak *keraguan*, seperti *kesalahan mulai*, *pengulangan*, *pembentukan ulang* dan *penggantian*. Sementara di sisi lain, murid kelas tiga cenderung berbicara lebih lambat untuk menghindari mereka dari berbuat banyak *keraguan*. Ditemukan juga bahwa perhatian murid terhadap pentingnya Hari Bahasa untuk membantu mereka berbicara Bahasa Inggris dengan lancar merupakan faktor pendorong agar mereka merasakan pengaruh Hari Bahasa itu.

CHAPTER 1

INTRODUCTION

1.1. Background of the research

Since the ability to communicate in English is an important factor of English learning success, one can not only master English knowledge or input. However, a language learner must be able to communicate with a target language (TL) which is learnt. He or she has to be able to perform the language fluently. A research that is done by Shield and Heatley (1999) toward ethnic minority emigrants who were working in United Kingdom shows that the level of speaking fluency can increase their occupational wage by about 20%. It means that, speaking English fluency can be one factor of career success. Moreover, speaking English fluency also affects English learners' confidence to practice it. In other words, learners who can speak English more fluently will be more motivated to speak with the language, contrastively to learners who can not speak fluently. Gert Sollie (2007) stated that "being able to speak target language fluently and naturally can give learners selves confidence and learning pleasure" (p.1).

In order to fulfill Indonesian willingness to be able to speak English fluently, many English courses and schools have provided many methods and programs to help English learner to acquire English and speak fluently. It can be seen that before this last one decade (1990s), English was began to be taught in Indonesia from elementary school by using Bahasa Indonesia as media. At that time, English teaching was focused in vocabulary memorizing and grammatical

construction. In other word, the students were taught English grammar and vocabulary but had less opportunity to practice the language. The fact was that the students only had English knowledge without willingness to practice and use it. As a result, while students' ability in terms of grammatical knowledge has been improved, they often can not communicate appropriately in English due to a lack of fluency.

Since the beginning of 2000s, education system in Indonesia had been reformulated by government. It can be seen from *competence based curriculum* that is applied. It also affects the English teaching method in schools. Many education practitioners, especially English teachers in Indonesia have began to think that communicative based method would be better then grammar based method. Therefore, Indonesian schooling systems have been provided to support students' English speaking skill or fluency. Some schools began to familiarize the students with communicative class. Immersion program (Ellis, 1994) or international class has become a familiar program in this era, for example, one of junior high school in Padang which expands immersion program for the international class. In this class, English is used directly as teaching media. Many subjects, such as math, physic, biology etc, are taught by using English. It is different with public class which is like common class. On the contrary, the common class does not use English as the teaching tool. As a result, the fact is that the international class can communicate in English better than common class.

One of teaching English ways in Indonesia is the attendance of language program "Hari Bahasa" in some boarding school. Boarding school which

obligates students living together in dormitory becomes another alternative for Indonesia schooling systems. This system is commonly executed by Islamic school, such as "Pesantren". This system has been practiced for long time by Pesantren practitioner and they considered that boarding school become one of effective ways in developing students' language skill, such as English and Arabic. They consider that boarding school has privilege to force the students to use the target language which is learnt. It means that, after the students get input or English knowledge in the class, they can directly practice it in their dormitory because of this policy.

Pesantren Terpadu Serambi Mekkah (PTSM) is one of Boarding Schools that are placed in Padang Panjang. It also has had special programs that help its students to learn and acquire English. The program is provided as a special day for the students to practice English. As proverb says "practice make perfect". In order to acquire the language, the learner has to practice the language. In other word, the learner has to use the language in natural setting. Moreover, Widdowson (1978) pointed that use is the aspect of performance, which make evidence the extent to which the language user demonstrate his ability to use his knowledge of linguistics rules in effective communication (cited in Ellis 1994, p.13). Due to the policy of Pesantren to obligate students to speak English in dormitory the students are challenged to use the language in dormitory.

Eventually, talking about language speaking ability, it is related to the learner's accuracy, complexity and fluency of performance (Ellis & Barkhuizen, 2005). It derives to a discussion of learner languages in second/foreign language

acquisition in terms of speaking fluency that is going to be discussed in this thesis. It is mentioned that learners can have different goals in performing a L2, sometimes focusing primarily on accuracy, sometimes on complexity, and on other occasions on fluency. The fluency of English is focused in this thesis. The thesis measures the students speaking English fluency and relates it to their interest to take benefit of "Hari Bahasa" in dormitory. Eventually, it can be seen the influence of "Hari Bahasa" toward students' English speaking fluency.

1.2. Research Question

The problems which are discussed in this research are:

1. To what extent do the best three EFL students of sixth and third grades at PTSM speak English fluently?
2. How different do the best three EFL students of sixth and third grades at PTSM speak English in "Hari Bahasa"?
3. How does "Hari Bahasa" influence the students to improve their fluency level?

1.3. Objective of the research

This research is focused on three main goals. The first goal is the measurement of students' English speaking fluency. The research is limited only through the three best English speakers of the sixth and third grades students. It is not going to estimate their English speaking class or the "Hari Bahasa". Transcriptions of students' speaking are analyzed in order to know their English

speaking fluency. The transcriptions are analyzed one by one in order to view every student's speaking fluency level. The second purpose of this research is to compare English speaking fluency between the sixth grade and third grade students. Students' English speaking fluency level is shown in a table of speaking fluency measurement which consists of: speech rate, pause length, length of run, false starts, repetitions, reformulation, and replacements. Based on the speaking fluency table measurement, the differences of these two groups due to speaking fluency are discussed in relation to "Hari Bahasa" as the background analysis. Finally, it derives to the last aim of this research where "Hari Bahasa" is discussed as one factor that influences students' English speaking fluency level. It is limited only to the influence of "Hari Bahasa" in improving students' English speaking fluency level.

1.4. Scope of the research

Speaking is one way of a language learner to perform their ability in a language. Due to the discussion of learner language through speaking, it is well known that accuracy, complexity and fluency are the view of second language speaking proficiency (Ellis & Barkhuizen, 2005). This thesis is only focused in one aspects of that second language speaking proficiency. The thesis is not going to search the students' language acquisition level. Moreover, this thesis is focused in English speaking fluency measurement which consists of speech rate, pause length, average length of run, false starts, repetition, reformulation and replacements (Ellis & Barkhuizen, 2005). Data of this research are only focused

on the best three speakers of EFL students from sixth and third grades due to the fact that English is speaking as a foreign language. It is assumed that not all students can speak English as a foreign language fluently. However, they are still foreign language learner. In order to get the speaking fluency data, the three best English speakers from sixth and third grades are chosen.

Moreover "Hari Bahasa" is seen as the background analysis. The discussion is focused on the influence of "Hari Bahasa" toward students' speaking English fluency level. That is why the data chosen are from two different level (sixth and third grades) students who are assumed to have different English speaking fluency level. It is focused on how "Hari Bahasa" influences the students' speaking fluency level based on the speaking fluency measurement comparison and questionnaire's information.

1.5. Methods of the Research

1.5.1. Data Collection

(1) Informants

The informants are three students from sixth and third grade of PTSM who are the best English speakers at their class. They are categorized into two groups. The first group consists of three students from sixth year of PTSM who have participated in "Hari Bahasa" at least for five years. The second group consists of three students from third year of PTSM who have participated in "Hari Bahasa" at least for three years. They are assumed to be different in English speaking fluency performance because they are different in length of participating with the



language program -"Hari Bahasa"- in PTSM. The sixth grade students are Rika, Tiwi and Rina who are seventeen years old and the third grade students are Dewi, Citra and Iga who are fourteen years old. Unfortunately, all of them are females. It happens without any intention of doing gender discrimination. Their names appear based on their English teacher's recommendation. Moreover, doing research through only one gender are more effective because the participants live in same dormitory and have same treatment in "Hari Bahasa". On the other hand, having more varieties of gender derives to the other ways of analysis.

(2) Procedures

This research is done around five months (October 2008 until February 2009). The first three months is spent in doing observation to PTSM and take the data. To get the data, the first step that is done is come to English teacher in PTSM to get information about the students who are best in speaking English. As a result, the teacher proposed three students from sixth and third levels. They are Rika, Rina and Tiwi from the sixth grade and Dewi, Citra and Iga from the third grade. The participants are obtained from their English teacher's recommendation which is given right away by the time it is asked. It is considered that the teacher must know the best students in speaking because they have been in interaction for several times.

In the second step, the participants are collected in a place. The chosen place is library. It is suggested by the participants as an effective and restrained place for them to talk in relaxes. Then, the students are interviewed about story or topic they like to talk about. All of the students like to talk about boarding school.

CHAPTER 4

CONCLUSION AND SUGGESTION

4.1. Conclusion

Through the analysis of data transcription, measurement of the students' speaking fluency, and the background analysis toward special language day program or "Hari Bahasa" in Pesantren Terpadu Serambi Mekkah, it can be concluded that the students from different level of PTSM have relatively the same fluency of speaking English. The analysis of data transcription shows to what extent they can speak English. Speaking measurement table shows their score for speaking fluency. From the table, it found that the students from the sixth grade are good in term of temporal variable but they produce more dysfluencies than the students from the third grade. In the other hand, the students from the third grade produce lesser dysfluencies. They tend to speak slowly to avoid themselves from making dysfluencies.

Moreover, dealing with special language day or "Hari Bahasa" as the background analysis, it really helps students speaking fluency. The students who pay more attention to "Hari Bahasa" can feel more influence of "Hari Bahasa" for their speaking fluency. Students who take more time and challenge to speak English get more influence of "Hari Bahasa" for their speaking fluency level. There are also several problems occurred related to learning process.

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