

**INVESTIGATING ENGLISH SPEAKING LANGUAGE ACQUISITION
AT ISLAMIC BOARDING SCHOOL**

A Thesis

Submitted as Partial Fulfillment of the Requirements for Getting *Sarjana*
Pendidikan Degree of English Language Education Study Program



By

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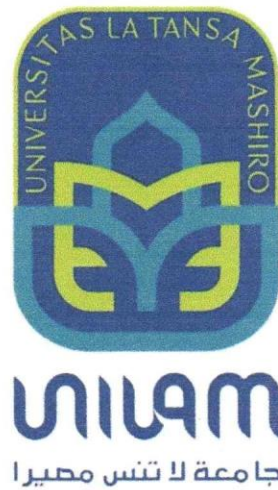
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 24th of December 2024

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MOTTO

“I jeopardized my mother's life to be born into the world, so there's no way I'm
nothing”

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved parents. Thank you for your prayers, love, and support, thank you for giving me the best and always encouraging me to complete my study. Also, my beloved younger sisters and also my younger brothers, and not forgetting the entire large family of the descendants. Thank you for the enthusiasm and motivation you always give.
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Finally, I believe this thesis is far from perfect, but it is hoped that it can be useful and contribute to the process of language acquisition at Islamic Boarding Schools. Therefore, I would appreciate any criticism, ideas, and suggestions for the improvement of this thesis proposal.

Rangkasbitung, 24th of December 2024



Siti Himatul Aliah

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INVESTIGATING ENGLISH SPEAKING LANGUAGE ACQUISITION AT ISLAMIC BOARDING SCHOOL

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ABSTRACT

This research aimed to investigate the process of English speaking language acquisition and the aspects of English speaking that students have acquired. This research used qualitative research methods with a case study design. Research data were collected through semi-structured interviews and observations. The participants in this study consisted of 7 students of Islamic Boarding School. Data were analysed using a three-step analysis process by Miles, Huberman, & Saldana (2014), namely data condensation, data display, and conclusion drawing or data verification. The research data were grouped and analysed based on aspects of the English language acquisition process (system/phonology, lexical, syntactic), and aspects of speaking English (grammar, vocabulary, pronunciation, fluency). The results of this research indicated that (1) most of the students process in acquiring the English speaking were through two process those are the sound system/phonology and lexical process. However, some students did not process it with syntactic, because some of them said that structuring sentences and using good and correct grammar was very difficult to process, in regard with the speaking aspects that students acquire, (2) most of the students stated that they were more acquire the vocabulary and pronunciation, contrast with grammar and fluency which were not acquire at all. Some students said that acquiring good and correct grammar and fluency in speaking English is very difficult to achieve. Based on the findings of this investigation, it was recommended that English teachers used more accessible teaching methods and techniques. Thus, that students can more easily acquire proper and correct English grammar.

Keywords: English Language Acquisition, English Speaking Aspects, Islamic Boarding School

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is the most widely spoken language in the world. English is a language used as a medium of communication and as the first international language used to interact with other people around the world. The need for people in the world such as technology, social media for mastery of English, is currently showing a very rapid increase. In addition, English is one of the easiest languages to learn of all the world's languages. Even in some countries, English is used as a second language after the national language. Normally, English as a second language is used if students want to learn and can acquire it. When students learn then directly or indirectly, they will learn English skills as well.

Basically, students should master at least one of the English language skills. Therefore, there are several English skills that must be taught to students. These skills include listening and reading as the receptive skills, speaking and writing as the productive skills (Pebri et al., 2022). These skills should be handled in a way that assists students in meeting the requirements that have been established for them and in gradually developing their communicative competence (Sadiku, 2015). One of these English skills is speaking.

Speaking is a main tool of communication to others. Speaking is one of the language skills that a person uses in everyday life. A person speaks to communicate with other people as interlocutors, because communication will be more effective if done by speaking. Therefore, speaking plays an important role in

everyday life. By speaking, a person is able to convey their ideas, thoughts, wishes, and feelings easily to others. This is what makes speaking important for people who interact with each other. Thus, speaking is the most effective way to convey messages or information to the interlocutor. According to Hamsia (2018), speaking especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to understand with other people using a foreign language. The learners need to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately. It is also important to organize the discourse so that the interlocutor understand what the speaker says. According to Brown (2001), there are some aspects of speaking those are grammar, vocabulary, pronunciations, and fluency. Hence, from these aspects one can improve speaking ability. Therefore, as to be able to transfer well what is said and be able to be understood by those who listen or interlocutors.

Basically, in Indonesia, English is not the first language because in Indonesia many regional languages are the first language or mother tongue. Therefore, if Indonesians want to use English, they have to acquire it. Which is called language acquisition. Studies on language acquisition have received sufficient attention to linguistics discipline up to now, especially research on how to acquire and learn English as a second or foreign language. Furthermore, language acquisition is referred to as language acquisition, and the process by which a person learns a "foreign" language, a language other than their mother tongue is referred to as second language acquisition, second language learning, or sequential language acquisition (Nordquist, 2018). Acquisition is the unconscious

process that occurs when an individual uses language in real conversation and ordinary conversation (Krashen, 2003). This activity is often practiced by Islamic boarding schools.

Islamic boarding schools are significant educational institutions in Indonesia. Applying English in Islamic boarding schools is essential for students' language acquisition. They are not only familiar with Islamic lessons but also foreign language currently is very needed. According to Jallow (2023), Islamic boarding school is a traditional school that focuses on Islamic education and is usually founded by a *kyai* or cleric. The word "Islamic boarding school" comes from the Javanese language which means "place where the students live". In addition, El-Islamy et al. (2018) acknowledged that Islamic boarding schools are traditional educational institutions that highlight the importance of character and morals as guidelines for daily behavior in order to learn, understand, explore, live and practice Islamic teachings. Furthermore, many Islamic Boarding Schools in Indonesia have implemented English for communication only on certain days or even every day as a mandatory language. In addition, Islamic Boarding Schools provide various platforms for students to develop their talents in English skills and provide teachers with opportunities to be more active and creative in developing English ideas, such as providing language methods and language programs in Islamic Boarding Schools. Islamic boarding schools are also a unit that cannot be separated from the reality of society to be able to answer the challenges of the times.

Islamic boarding school is one of types of Indonesian Islamic education that aims for it is students to carry out formal education according to it is level and at the same time can explore the science of Islam by following daily activities within the school environment and live in a dormitory or boarding school. In addition, Islamic boarding schools are suitable places to English language acquisition because they require students to stay or settle for an extended period, the Islamic boarding schools have arranged even their activities from waking up until bedtime. According to Taib et al. (2021), unlike the common educational institutions particularly in Indonesia, the Islamic boarding school has a twenty-four-hour educational system. This statement means that English language acquisition will be carried out non-stop because it requires students to interact with other students for 24 hours in an Islamic boarding school environment, with the primary language being English. According to Marzuki (2018), language acquisition is a subconscious process to acquire a language. In this process, language acquirers are not consciously aware of the grammatical rules of the language, but rather developing a "feel" for correctness. In other words, language acquisition can be defined as the way people learn about a language and only focus on the way of using it for communication purposes rather than the grammar in the language.

Furthermore, all kinds of living and learning needs are provided by the school. Islamic boarding school is one of the Islamic institutions that is well-known for its quality of education and its superior in teaching language to its students. Islamic boarding schools give priority to foreign language learning,

especially English. Learning language itself is not the matter of memorizing grammar and structure but how to practice the language itself. For the reason, students in Islamic boarding schools are obliged to stay in the dorm in the school area and speak English to immediately practice English in their daily life.

At Islamic boarding school there are many programs and processes that support to English language acquisition, including morning vocabulary, vocabulary memorizing, English conversation, public speaking, speech competitions, and listening to English songs. However, according to research conducted by Suardi et al. (2020), he founded that English language acquisition can be developed by formal and informal environment. Formal environment, such as classroom setting where students are supervised by their teachers. Informal environment included talking to people in a variety of settings, including a dorm, a mosque, a dining room, while watching TV, conversing with friends or others, communication in classroom, in a *pesantren*, implementing flag ceremonies in English, participating in sports competitions, and the arts that use English in extracurricular activities.

Furthermore, English language acquisition can be obtained from two types of language program in Islamic boarding school; the daily and the weekly language programs. There were five activities consisting of English Day, Vocabulary Enrichment, Sentence Drilling, English Conversation, and Announcements. The weekly language programs give students the opportunity to practice English on a particular day. There are two activities consisting of Training of Speech and Reporting (Wu, 2022). Besides, Hardianti (2020) revealed

that English language acquisition can be obtained by language development programs namely providing language motivation, games, listening a song, watching short movie, watching news, picture, which is incorporated into *Muhadatsah* activities and English competitions between rooms, dormitories, and classes.

The previous studies above are in line with the researcher initial observation at the Islamic boarding school, the researcher saw many students were required to speak English that support the acquisition of their English language, which is where the acquisition of the language can be obtained from various programs including a mandatory program called *mufrodat/vocabulary* in the morning. In this program students were given English vocabulary and the examples of daily sentences conversation and announcements; “May I borrow your veil? Have you had breakfast? Is anyone sick in the room? Have you been fed yet? Prayer time! Time to enter the mosque! That is not all, there are *mufrodat/vocabulary* memorizing program, in this program students are required to memorize English vocabulary that has been given form *mudabbir/dormitory* everyday. Furthermore, *muhadatsah/conversation* program. In this program students required to practice the sentences that has been given in an English conversation held on Sunday morning.

In addition, there is also another program, namely *muhadhoroh/public speaking*. *Muhadhoroh/public speaking* requires students to make English speeches in front of other students and teachers. According to Musetiarini (2020), *muhadhoroh/public speaking* activity is a talent development activity for students

in Islamic boarding school. In this activity, the students are targeted to perform various kinds of performances both individually and in groups. The performances presented in *muhadhoroh*/public speaking activities themselves vary in form, ranging from speeches, poetry, drama, and so on. In *muhadhoroh*/public speaking events, the language used is usually a foreign language, one of which is English. This activity was taken to improve the language skills of the Islamic boarding school students. In addition to developing language skills, this activity is also a place of entertainment and development of self-confidence for students because students are required to display their talents in front of many audiences. It involves organizing thoughts, choosing the right words, using convincing body language, and adjusting the speaking style according to the intended audience. In public speaking, it is important to have good speaking skills, build a connection with the audience, and manage tension and anxiety that may arise. Students in Islamic boarding school do the program once a week.

Furthermore, through these programs, students can learn to speak English. That is not all, there is a listening to an English songs program. In this program, students are given a paper containing the lyrics of an English song and when the song plays, students will fill in the empty lyrics. Students do the program once a month. In addition, there are speech competition program. In this program where students compete to perform English speeches once a year. For the last, students learn English during classroom teaching activities. In this activity, there are students who speak English in front of the class for explains some the materials/topics English.

Based on the researcher's initial observation above, there were students who were unclear about the aspects of speaking that they had acquired. Furthermore, the previous studies above have differences, namely research that examines the English language acquisition programs only, while the current research focuses more on the process language acquisition and what aspects students acquire in English. Therefore, the researcher has investigated how process language acquisition and what aspects of English speaking are acquired by students. Thus, the researcher is interested in “Investigating English speaking Language Acquisition at Islamic Senior Boarding School.”

1.2 Identification of the Problem

Based on the background of the study above, the researcher identifies the problem as follows:

- 1) Many students in Islamic Boarding School are required to speak English.
- 2) Many programs in Islamic Boarding School that supported the acquisition of the English language.
- 3) There are some students who are unclear about the aspects of speaking they acquire.

1.3 Limitation of the Problem

Based on the explanation above, the researcher only focused on investigating English speaking language acquisition at the second grade at Islamic boarding school.

1.4 Formulation of the Problem

Based on the background of the study above, the problem can be formulated as follows:

- 1) How do the students at Islamic Senior Boarding School acquire the English speaking?
- 2) What is English speaking' aspects that students at Islamic Boarding School most acquire?

1.5 Objectives of the Study

Based on the formulation of the problem above, the objectives can be identified as follows:

- 1) To investigate the process of the students acquire English speaking at Islamic Boarding School.
- 2) To investigate English speaking's aspects that at Islamic Boarding School acquire.

1.6 Significance of the Study

Researcher are expected to be able to provide significant results for this research for the following:

- 1) For the teachers

The result of the research may become new information for English teachers about the process of the students acquire English of speaking aspects that students at Islamic Boarding School acquire.

2) For the students

The result of the research can be used as a reference to know the English of speaking language acquisition at the second grade of Islamic Boarding High School.

3) For other researchers

The results of this research can be used as a reference for other researchers to develop their research on the topic of English language acquisition and the speaking aspect of English. The results of this research are expected to be one of the sources to gain wider knowledge and can be useful as a reference for other researchers to update their research. This research only examined the English of speaking aspect, and the researcher would like to recommend that future researchers could explore another English skills aspect to deepen the students' acquisition.

CHAPTER II

LITERATURE REVIEW

2.1 Language Acquisition

Language acquisition refers to the process by which humans learn to perceive, produce, and understand language. Researchers generally divide language acquisition into first language acquisition (acquiring one's native language) and second language acquisition (learning a language other than one's native language). Studies on language acquisition have received sufficient attention to linguistics discipline up to now, especially research on how to acquire and learn English as a second or foreign language.

Language acquisition is the process of how a person can speak or the process of students in general acquiring a first language. Language acquisition passes at the threshold of consciousness. Language acquirers are usually not aware that they are acquiring language. According to Arung (2016), language acquisition is the way of a human being in obtaining his/her first language to produce speech. Hence, language acquisition usually refers to a first language. The first language acquisition in this context refers not only to the language that was learned for the first time in the past, but also to any language that was learned for the first time. Even when a person has previously learned their primary first language, the language they learn for the first time is referred to as first language acquisition. In other words, as long as the language is learned for the first time, they learn any language as a first, second, third, etc. This is what we call a language acquisition that refers to the first acquisition. In addition, McCabe

(2004), added that language acquisition is the complex process by which individuals develop the ability to perceive, understand, and use language for effective communication. Hence, Perkins et al. (2018) acknowledged that language acquisition is the process by which humans acquire the ability to comprehend and produce language, either as their first, second, or third language. The study of language acquisition provides evidence for theoretical linguistics and has practical applications in language pedagogy. Therefore, language acquisition or first acquisition or first language acquisition or second language acquisition and so forth slowly develops and in this period, listening skill is faster than speaking skill.

The term of language acquisition is often used to refer to the learning of language structures or rules, especially those of grammar, phonology and soon, whereas, the term of development usually refers to the child's use of the acquired language rules and structures in a widening variety of language contexts (Wray & Bloomer, 2006). In addition, Nordquist (2018), acknowledged that language acquisition refers to the language development in children and second language acquisition (also known as second language learning or sequential language acquisition) speak of the process by which an individual learns a "foreign" language that is, a language other than his or her mother tongue.

Furthermore, acquisition is the unconscious process that occurs when an individual uses language in real conversation and ordinary conversation (Krashen, 2003). Acquisition can be broadly defined as the internalization of rules and formulas for use in communicating in the target language. In addition,

Jayendra (2021), added that the spontaneous process of rule internalization that occurs as a result of the use of natural language during learning consists of the development of conscious target language knowledge through formal study. In other words, language acquisition is the process of how a person can speak or the process of students in general acquiring a first language. Language acquisition passes at the threshold of consciousness. Language acquisitions are usually not aware that they are acquiring language.

Furthermore, there are three processes of language acquisition. According to Valli et al. (2022) those are sound system/ phonology, lexical, and syntactic process.

1. Sound system/phonology

In the English language, a sound system relates to an integration of vowel and consonant sounds that yield in the speech of a language. It relates to sound classifications within the English language. The study of the sound system is called phonology. Phonological processing is required for the comprehension and production of spoken as well as written language. Disorders of phonological processing may be developmental in nature or may be acquired as a result of damage to the brain.

2. Lexical

Lexical as a subfield of linguistic semantics, is the study of word meanings. It includes the study of how words structure their meaning, how they act in grammar and compositionality, and the relationships between the distinct senses and uses of a word. In addition, lexical looks at how the

meaning of the lexical correlates with the structure of the language or syntax. This is referred to as syntax-semantics interface.

3. Syntactic

Syntactic is the part of linguistics that studies the structure and formation of sentences. It explains how words and phrases are arranged to form correct sentences. However, a sentence could make no sense and still be correct from the syntax point of view as long as words are in their appropriate spots and agree with each other. Additionally, in a classroom setting, syntax is most useful when studying English grammar rules and the main types of sentences.

Based on the exposure above, the researcher can be concluded that language acquisition is the way of a human being in obtaining his/her first language to produce speech. Thus, language acquisition usually refers to a first language and the process by which humans learn to perceive, produce, and understand language. Additionally, language acquisition usually refers to a first language. The first language acquisition in this context refers not only to the language that was learned for the first time in the past, but also to any language that was learned for the first time.

2.2 The Concept of Speaking

2.2.1 Definition of Speaking

There are many definitions of speaking that have been proposed by some experts. Speaking is the use of language to communicate with others (Fulcher, 2012). It means that this activity involves two or more people in

whom the participants are both hearers and speakers having to react to whatever they hear. Amiruddin (2022) added that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. It is form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. Therefore, speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar, vocabulary, adopting the pragmatic and discourse rules of the spoken language.

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they do not match our opinions, as well as the ability to ask and answer these questions. According to Hamsia (2018), speaking especially in a foreign language is a very necessary activity for all ages of learners. It is expected to understand with other people using a foreign language. The learners need to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately. It is also important to organize the discourse so that the interlocutor understand what the speaker says. In addition, according to Azzahra et al. (2019), in students' language development, speaking is one of the important aspects. It means that the students should master the aspects of speaking such as grammar, vocabulary, pronunciation, and fluency.

2.2.2 The Aims of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. According to Tarigan (2015), there are four important aims of speaking.

1. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose. In this case, the speaker just wants to inform about a fact.

2. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value. For examples when the teacher talks about story the students. The parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by listeners.

3. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activities. Therefore, any activities need the actions to make the listener interested to perform the actions in which the speaker wants.

4. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning.

Based on the exposure above, the researcher can conclude that as a whole the aims of speaking English are diverse and include aspects of communication, to inform, to entertain, to persuade, and to discuss. In addition, the aims of speaking are multifaceted, focusing on informing, persuading, entertaining, and discussing while also serving as a vital tool for social interaction and language development. Hence, mastering English speaking skills can provide significant advantages in various aspects of life.

2.2.3 The Aspect of Speaking

In speaking, there are some aspects that must be fulfilled by the students. It can be used as a measurement whether our speech is good or not. According to Brown (2001), there are some aspects of speaking, those are fluency, grammar, vocabulary and pronunciation, as follows:

1. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc. In addition, fluency is also the ability to communicate smoothly and effectively, without much hesitation or stopping.

2. Grammar

Grammar is the way to organize the words into the correct sentence. It is important that if the speaker can master grammar to organize the word, the speaker can also easily speak English well.

3. Vocabulary

Vocabulary is the basis of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

4. Pronunciation

Pronunciation is an important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

Based on the exposure above the researcher can be concluded that speaking is a main tool of communication to others and communication will be more effective if done by speaking. In addition, speaking is also defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Therefore, students need to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately. Hence, that the interlocutor understands what the speaker says. Besides, the aims of speaking there are to inform, to entertain, to persuade, and to discuss, and about the aspects of speaking there are fluency, grammar, vocabulary, and pronunciation.

2.3 The Concept of the English Language Acquisition at Islamic Boarding School

2.3.1 Definition of Islamic Boarding School

Boarding schools are Islamic educational institutions with one or more students learning in it and led by the boarding school's leader (*Kyai*), helped by several teachers (*Ustadz/Ustadzah*), and the student is called *santri*. According to Dhofier (2018), in Indonesian language, the word *pondok* means room or tiny house with emphasis on the simplicity of the building. *Pesantren* basically means "the place for *santri* (student) to learn". *Pondok* also means a simple place to live made of bamboo. Aside from that, the word *pondok* might have also derived from the Arabic "funduq" which means "hotel or dormitory".

Furthermore, Islamic boarding school is an Islamic-based school with dormitory facilities. With dormitory facilities, boarding school students will live away from home and family. According to Musaddad (2023), boarding schools are boarding educational institutions, where students, educators, and managers live in a place that has been provided for a certain period of time. Therefore, boarding schools should provide facilities for students to live in, while boarding schools prioritize the goal of forming a person who has morals with unlimited learning time. However, boarding school is a place for all learning activities with dormitory facilities. Furthermore, there is an age limit in taking education at the school.

Islamic boarding schools, also known as *pesantren*, as educational institutions are required to revitalize and renew its nature to survive in this modern era. Islamic boarding schools are currently dealing with the modernization flow marked by the rapid pace of changes within informational technology (Zaini et al., 2022). Therefore, Islamic boarding schools need to change the format, form, orientation, and methods of education without changing the vision, mission, and orientation of the *pesantren* itself.

Furthermore, Islamic boarding school provide various platforms for students to develop their talents in English skills and provide teachers with opportunities to be more active and creative in developing English ideas, such as providing language methods and language programs in Islamic boarding schools. In addition, Islamic boarding school are aloes unit that can not be separated from their alit of society to be able to answer the challenges of the times.

In Islamic boarding school, the students are not only given science education, but also religious education. Students who live in dormitories for a certain time have a structured schedule, with strict and clear supervision for 24 hours. Thus, students are able to become a person of faith and piety. Not only that, students in boarding schools will also live independently in the environment.

Based on the exposure above, the researcher can be concluded that boarding schools are places where the *santri* lives, and Islamic educational

institution with one or more students learning in it and led by the boarding school's leader (*kyai*), helped by several teachers (*ustadz/ustadzah*), and the student is called *santri*. That is an Islamic-based school with dormitory facilities. With dormitory facilities, boarding school students will live away from home and family. Students who live in dormitories for a certain time have a structured schedule, with strict and clear supervision for 24 hours. Thus, students are able to become a person of faith and piety.

2.3.2 English Language Acquisition at Islamic Boarding School

Nowadays, Islamic boarding schools are suitable places to implement English language acquisition because they require students to stay or settle for an extended period; the Islamic boarding schools have even arranged their activities from waking up until bed time.

Unlike the common educational institutions, particularly in Indonesia, the Islamic boarding school has a twenty-four-hour educational system (Taib et al., 2021). This statement means that English language acquisition will be carried out non-stop because it requires students to interact with other students for 24 hours in a boarding school environment, with the primary language being English. Therefore, there are many programs and clubs that support English learning at Islamic Boarding School, as follows:

1. *Mufrodat*/vocabulary in the morning

The provision of vocabulary is a compulsory daily activity for students which is usually carried out every morning in the dormitory. This activity starts from after the morning prayer activity or at 05.30 a.m.

Guided by the board of the boarding school student organization, students will be given vocabulary English and then students will write on the book. But, before students write the vocabulary that has been given, students must read the first vocabulary on the board according to the daily activity.

2. Vocabulary memorizing

In addition to being given vocabulary, students are also required to memorizing vocabulary that has been memorized to *mudabbir*/dormitory administrators every day. The goal is to make students remember the vocabulary that has been given to them. Because when they have memorized, it will also make it easier for them to practice it daily.

3. English Conversation

Learning a language is certainly inseparable from the name of practice. Therefore, to support the language of students. The boarding school organization also provides a place to practice the vocabulary that has been given in a conversation held on Wednesday mornings and Sunday mornings.

First of all, students will be given a theme for their conversation which will be changed every time this activity is held. Then, they will look for their conversation partners so that each consists of two people who will have a conversation according to the theme that has been given. After the time is up, the language department of the organization will make improvements, either in pronunciation or vocabulary.

4. *Muhadhoroh*/Public speaking

In addition to conversations using the language, there is also public speaking which is held every Friday night. Not only to practice the language, this activity also trains students to be confident speaking in public using English.

5. Speech Competition

Speech Competition, where students compete to perform English speeches. This event is an annual program that specifically aims to improve the English language of the students through competition. In addition, the goal is to hone the competitive spirit of the students to be the best among other students in terms of language and also to be more confident speaking in front of the crowd.

6. Listening to an English Song

Listening to English song is an organizational program. In this program, students are given a paper containing the lyrics of an English song and when the song is played, students will fill in the blank lyrics. After all the lyrics are filled in, students are asked to sing along. Students do this program once a month. This program aims to focus students' hearing on the English vocabulary in the song lyrics.

7. English learning in classroom

Learning English in Islamic boarding school is a challenge for English teachers. This is because of the many challenges faced by teachers in providing modern learning in accordance with the current curriculum,

namely *Kurikulum Merdeka* or maybe there are still those who use *Kurikulum 13* or *K-13*. *Kurikulum 2013* or *K-13* or *Kurtilasis* a curriculum where the teacher only acts as a facilitator and students can freely utilize all existing learning resources in accordance with current developments. Assignments are also made more creative and innovative using modern media known by millennials, such as videos, blogs, the internet, etc. These media can not be touched by *santri* who study in a boarding school.

Based on the exposure above, the researcher can be concluded that there are many programs that support English acquisition at Islamic boarding school. Certainly, all of that is to acquire English, where the programs are carried out every morning, some twice a week, some once a month and some once a year. In addition, the programs can also train the four English skills, namely listening, writing, speaking, and reading.

2.4 Review of Relevant Study

The researcher found several previous studies that are relevant with this current research.

The first research was conducted by Malim (2019) entitled “*Investigating the English Language Acquisition of Miftahul Ulum Sri Petaling Malaysia Islamic Boarding School Students Who Often Try to Communicate Directly Using English*”. The aim of the study is to investigate the students who communicate using English. The study used a qualitative approach. Narrative analysis was used to examine the data. The participants of the study were students in Islamic senior high school Miftahul Ulum Sri Petaling Malaysia. The data were collected

through interviews and observations of the students. The findings of the study show that; (1) There are three kinds of language program; those are weekly language, monthly language and annual language program. There are three activities which consisted of English conversation, public speaking, and festival language (speech competition), (2) emphasize their learning in those language aspects applying a regulation of speaking English daily.

The second research was conducted by Hardianti (2020) entitled “*Investigating the English Acquisition Programs and Process in Darunnajah Islamic Boarding School Jakarta*”. The aims of the study are to find out the English acquisition programs and to know the processs English acquisition. The study was qualitative research with an ethnography method by Spradley. Interactive analysis was used to examine the data. The data were collected by using interview, participant observation, and documentation study. The subject of the study were students at senior Islamic boardingschool which students participated. The findings showed that (1) the instructional objectives of English acquisition at Darunnajah Islamic Boarding School Jakarta support the English acquisition objectives in the classroom and make students be able to master the four language skills, Listening, Speaking, Reading, and Writing, (2) the development of acquisition programs based on the needs and context of the students, (3) language development programs namely providing language motivation, games, listening a song, watching short movie, watching news, picture, which is incorporated into *Muhadatsah* activities and English competitions between rooms, dormitories, and classes.

The third research was conducted by Suardi et al. (2020) entitled “*Analyzing English Acquisition in Al-Junaidiyah Biru Bone Islamic Boarding School*”. The aim of the study is to know the English acquisition. The study used qualitative methods. Interactive analysis was used to examine the data. The subject of the study were students at the second grades Islamic senior boarding school which students participated. The data were collected by using observation, and interview. The findings of the study show that (1) analyzing the needs and the environmental context in the formulation of English acquisition objectives, (2) using 2 curriculum that is the curriculum of 2013 for general subjects and the curriculum of special *pasantren* religious subjects, (3) developed language acquisition such as the implementation of English flag ceremonies, speech competition, public speaking, sports competitions and the arts that use English in extracurricular activities.

The fourth research was conducted by Razi et al.(2021) entitled “*Analyzing of English Language Acquisition Used in Daily Communication by Students of Al-Kautsar Islamic Boarding School*”. The aim of the study is to analys daily communication students of English language acquisition. The study used qualitative methods. Narrative analysis was used to examine the data. The subject of the study were students at Islamic senior boarding high school. The data were collected by using interview, and observation. The findings of the study show that (1) analyzing the needs and the environmental context in the formulation of English acquisition objectives, (2) cooperation with the government of Saudi Arabia in the field of education, one of which is cooperation in the English

language acquisition programs, (3) developed English language acquisition such as weekly vocabulary, daily communication, and public speaking.

Lastly research was conducted by Wu (2022) entitled “*Implementing of Language Programs Towards Students’ English Language Acquisition at Darul Amien Islamic Boarding School*”. The aims of the study are 1) To gain the implementation of language programs towards students’ English language acquisition, 2) To find the difficulties faced by language sections in implementation of language programs towards students’ English language acquisition. The research design in this study was descriptive research with a qualitative approach. Interactive analysis was used to examine the data. The subjects of this study were students at senior Islamic boarding school of Darul Amien which students participated. The study instruments were observation, interview, and documentation. The data analysis was inductive. The research findings were that (1) there are two kinds of language program; those are daily language program and weekly language program. There are five activities which consisted of English day, vocabulary enrichment, drilling sentence, english conversation, and announcements. Weekly language program provides the students with the opportunity to practice English language on a certain day. There are two activities which consisted of Training of Speech and Reporting, (2) Language sections have three difficulties in implementation of language programs towards student English language acquisition. The first is difficult to control the students in 24 hours, the second is lack of awareness in using official language and the last is difficult to give a punishment.

Based on the studies above, the current research has similarities with previous studies in that it uses qualitative methods, interactive and narrative analysis, and has participants at the senior high school level. This current research also has similarities using the interview and observations for data collection. Moreover, this current research has similarities with Hardianti (2020) in investigated the English acquisition programs and process in Islamic boarding school. However, Suardi et al. (2020) and Razi et al. (2021) analyzed English acquisition in Islamic boarding school. In addition, Wu (2022) implemented of language programs towards students' English language acquisition and also Malim (2019), investigated the English language acquisition of Islamic boarding school students who often try to communicate directly using English. However, there are differences, namely studies that examine English language acquisition programs only. While the current study focuses more on the process English speaking language acquisition and what aspects of English students acquired.

2.5 Theoretical Framework

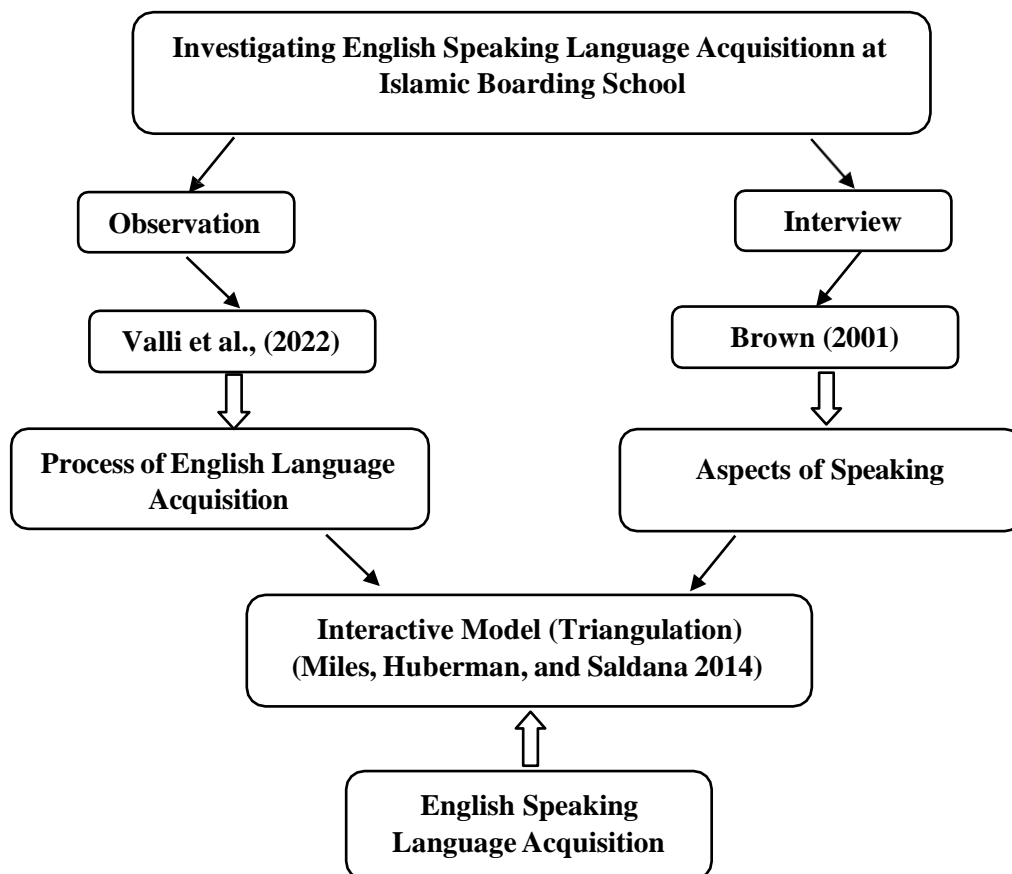


Figure 2.1 Theoretical Framework of the Study

Figure 2.1 showed the theoretical of this research with the English language acquisition. This research was conducted at Islamic boarding school. In this context, the researcher asked how do the students acquire the English language and what English speaking aspects that students in the second grade of senior Islamic boarding school acquire through observation and interviews. According to Brown (2001), there are some aspects that must be fulfilled by the students, those are fluency, grammar, vocabulary and pronunciation. Furthermore, according to Valli et al. (2022) there are three processes of

language acquisition, namely sound system/phonology, lexical, and syntactic process. Furthermore, in this research, the researcher used interactive analysis. This research used a framework from Miles, Huberman and Saldana (2014) for data analysis used triangulation data and three activities that occur simultaneously: data reduction, data display, and conclusion drawing.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research aims to find out process of English speaking acquisition and what English speaking's aspects do students in the second grades high school of Islamic Boarding School acquire. The researcher used qualitative methods. Qualitative research aims to understand how people or groups make meaning of social or human problems (Creswell, 2018). The Research processes involve developing questions and procedures, collecting data in the context of the participants, analyzing it inductively, and interpreting the findings. Various research designs, including ethnography, grounded theory, phenomenology, case studies, and narrative research, can be used with qualitative techniques in various studies (Creswell, 2018). In specific, this research used case study as a research design.

A case study is a research design that analyzes a program, event, activity, process, or individual in depth. Case studies are commonly used in the evaluation of cases, phenomena, or problems. Researchers use various data collection strategies over time to gather extensive information about the case based on time and activity. According to Yin (2018), a case study is a detailed examination of a single individual, group, or event. Case studies examine almost every element of a subject's life and history to identify patterns and reasons for behavior. Case studies can be applied in a variety of disciplines, including psychology, medicine, education, anthropology, political science, and social work. Likewise, this

research has specifically conducted in the discipline of education. The purpose of a case study is to learn as much as possible about an individual or group so that the information can be applied to others. The case study approach is “the intensive study of a single unit or a small number of units (cases) with a view to understanding a larger class of similar units (case population) (Peng & Shiyu, 2019). According to Peng & Shiyu (2019), case studies are suitable for idiographic analysis. The case study method is appropriate for answering the aforementioned research questions and determining research outcomes. Case studies use theoretical propositions to drive design, data collection, and analysis. It relies on multiple sources of evidence and requires trust. Therefore, a case study is appropriate to investigate in depth a case in what English of speaking aspects do students in Islamic Boarding School.

3.2 Setting and Participants

In this research, the setting and participant of this research have conducted in students of the second grades of Islamic boarding high school. This research involved 7 students who had interviewed with an age range of 16 to 17 years. As a result, the researcher had to employ purposive sampling to obtain samples from the population. According to Miles, Huberman, and Saldana (2014), Purposive sampling is an important technique in qualitative research that focuses on selecting information rich cases to analyze in depth. Purposive sampling targets individuals or groups with certain characteristics that are particularly relevant to the phenomenon being studied. Purposive sampling involves the deliberate selection of participants based on their knowledge, experience, or characteristics

that match the research objectives. This approach is particularly useful in qualitative research where understanding the depth of experience is more valuable than its breadth. The researcher used this method has ensured that she selected cases provided rich and detailed data that has generated meaningful insights regarding the research questions.

3.3 Data Collection Techniques

In this research, the researcher spent one month collecting all the data through interviews and observations. The research participants of the study shared their experiences through interviews, and the researcher observed the English acquisition program through observation. Through the observations, the researcher was able to learn what the students had done. Then, after seeing those English acquisition programs, interviews were conducted.

1) Observation

In this research, the researcher aims to determine the significance of a case from the perspective of those involved. Observing the behavior of participants during activities is one of the most important aspects of this kind of data collection. Observation is a qualitative research instrument in which the researcher examines the on-going activities of participants in natural settings. The purpose of this research instrument is to obtain more reliable findings. Adapted by Raftery (2018), observation is an instrument for obtaining data by observing behavior, events, or physical qualities in their natural environment. In this study, the researcher used observation as one of the instruments to observe and find out what

is in the aspects of English language acquisition. Observations have made in the field for five days during the implemented of the language programs.

2) Interview

One of the most popular qualitative research instruments is the interview. The researcher's aim in this research is to investigate English speaking is aspects of language acquisition. The type of interview has been used is a semi-structured interview. A semi-structured interview consists of an individualized conversation between two participants. Semi-structured interviews were chosen because they focus on the constitution of knowledge and the discursive construction of the social and self (Adeoye & Olenik, 2021). People were asked detailed questions to find out how they have personally been oppressed. Interviews are instrumental by asking questions directly to participants. In other words, the researchers conducted face-to-face interviews with the participants. The researchers conducted the interviews to find out what aspects of English speaking are in English language acquisition. 7 high school second graders have interviewed, based on their active participation in the programs of language acquisition process. The researcher has conducted the interview by asking 15 questions regarding the aspects of English speaking in English language acquisition at the second grades of Islamic boarding high school.

3.4 Data Analysis Technique

In this research, the researcher used data analysis at the beginning of data collection. According to Miles, Huberman, and Saldana (2014), the analysis process in research is carried out in four stages, namely data collection, data

condensation, data display, and drawing conclusions. The techniques used in data analysis can be visualized as follows:

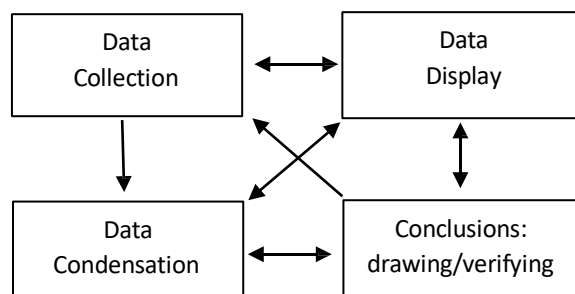


Figure 3.1 Model of Data Analysis by Miles, Huberman, and Saldana (2014)

3.4.1 Data Condensation

Data condensation is an important process in qualitative data analysis that involves several steps to organize and simplify information obtained from various sources, such as field notes and interview transcripts. According to Miles, Huberman, and Saldana (2014), data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that emerged in the full corpus of written field notes, interview transcripts, documents, and other empirical materials. By condensing, researchers make the data powerful. Data condensation occurs continuously throughout the life of any qualitatively oriented project. As data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after the fieldwork is over, until a final report is completed.

3.4.2 Data Display

The second major stream of analysis activity is data display. In general, a display is an organized, compressed collection of information that allows conclusions and actions to be drawn. According to Miles, Huberman, and Saldana (2014), data display is to combine information so that it can describe the situation that is occurring. In this case, so that researchers do not have difficulties in mastering the information both as a whole and certain parts of the research results, researchers must make narratives, matrices, or graphs to facilitate the mastery of the information or data. This allows the researcher to stay on top of the data and not get lost in the inferences of the information, which can be boring.

3.4.3 Drawing and Verifying Conclusions

Drawing conclusions is a process that emphasizes the iterative nature of qualitative research, where conclusions evolve as new data emerges, ensuring that the findings are robust. According to Miles, Huberman, and Saldana (2014), drawing conclusions is the process of drawing conclusions or making decisions based on the data and information collected. In an educational context, particularly in the teaching of English in vocational schools, the goal is to review all the data and findings that have been collected during the learning process. Conclusions are drawn through out the research process, as well as during the data reduction process; once sufficient data has been collected, tentative conclusions are drawn; and once the data is complete, final conclusions are drawn.

3.5 Trustworthiness

Outline several criteria for establishing trustworthiness in qualitative research, which are essential for ensuring the credibility and reliability of findings. According to Creswell and Creswell (2023, p.242), the evaluative criteria include credibility, transferability, dependability, and confirmability. In this research, the researcher explained credibility and conformability in order to establish trustworthiness.

3.5.1 Credibility

Credibility is an important component of any qualitative research, serving as the foundation for reliable and consistent results. Credibility refers to the extent to which research can be considered accountable and accurate. According to Creswell and Creswell (2023, p.242), this criterion assesses the truth value of the findings. It asks whether the research results make sense and whether they can be trusted by the participants involved in the research as well as the wider research community. Ensuring that participants recognize their experiences in the data is critical to establishing credibility. Regarding this research, it is known that credibility is the truth of the research, where the researcher's interpretation must be in accordance with the data obtained from the participants. Thus, at this stage, the researcher has carried out a member-checking process to find out whether the interpretation of the data is correct or not, without deviating from the original meaning.

3.5.2 Confirmability

Confirmability is the ability of objectivity, or the possibility of two or more independent people to agree on the truth, applicability, or significance of the facts at hand. The results, however, are based on the information gathered from the research participants. Based on this description, the researcher has worked with the thesis supervisor to determine the suitability and purpose of the research. According to Creswell and Creswell (2023, p.242), This criterion addresses researcher bias, emphasizing the need for neutrality in interpreting data. Researchers must be explicit about their biases and strive to ensure that their interpretations reflect the participants' perspectives rather than their own preconceptions. Thus, the researcher has obtained the data from informants through in-depth interviews face to face, transcribed to notepads for data evidence from researchers.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the research results are presented. This chapter is divided into two main parts, namely research findings and research discussion. The research findings presented the results of process English speaking acquisition and aspects of speaking English. The discussion deals with the interpretation of the findings reported in this research.

4.1 Research Finding

The results of the data analysis were presented in this section. Data was collected using two instruments, namely observation and interviews, to obtain more accurate and valid data. In interview the researcher recorded students' information in regard with their process of speaking English acquisition and aspect of speaking that they acquire and then transcribed and poured it into writing. The most important thing in this part is to reveal the process English speaking acquisition and the aspects of English speaking they acquire. In observation, the researcher observed the process language acquisition and aspect of speaking they acquire. The result of this observation used to support the results of interview. The result of the interview and observation are described as follows:

4.1.1 The Result of Process English Speaking Acquisition

In interview the researcher asked 7 students at the second-grade high school to be interviewed about their process English speaking acquisition and aspect of speaking they acquire. Based on the result of the interview, the researcher estimated that there are some processes language acquisitions' they acquired.

Based on the finding, the amounts of students who process English acquisition is as follows; 7 students process it when listening during the English program (sound system/phonology), 7 students process to understand words and compose sentence structures (lexical), 1 student who only processes to construct sentences that use good and correct grammar (syntactic).

Based on the English language acquisition process above, the researcher estimates that this finding is in line with the theory of Valli et al. (2022) which states that there are three processes of English language acquisition, namely sound system/phonology, lexical, and syntactic. Sound system/phonology is required for the comprehension and production of spoken as well as written language. Lexical is a subfield of linguistic semantics, is the study of word meanings. It includes the study of how words structure their meaning, how they act in grammar and compositionality, and the relationships between the distinct senses and uses of a word. Syntactic is the part of linguistics that studies the structure and formation of sentences. It explains how words and phrases are arranged to form correct sentences.

4.1.1.1 Sound System/Phonology

The first-tier process for acquiring English is the sound system/phonology. Phonology is necessary for the understanding and production of spoken language (Valli et al., 2022). Based on the findings, there are 7 students who process the same thing. They told that “to process English language acquisition, one must develop and understand English language skills, by following the English program, repeating and practicing the vocabulary, words, and sentences that have been acquired”. In Islamic

Boarding School, vocabulary is often given in large quantities with words that are difficult and unfamiliar to memorize and eventually become one of the student's processes in English speaking ability. As witnessed by

“Every morning we are given vocabularies in the morning vocabulary program, which is listened, repeated and then practiced in classroom” (S1)

The similar process language acquisition with repeated and then practiced by student (S5) she argued that:

“...I acquired my English speaking by reading the English dictionary often, sometimes I ask my teacher about vocabulary and pronunciation that I don't know when there is an English lesson, then I repeated and practiced my English speaking...” (S1)

Based on the data above, following the English programs that have been acquired are some process language acquisitions. The process language acquisition is also mentioned by two of previous researcher conducted by Hardianti (2020) and Wu (2022) showed that there are many of English programs provided in Islamic Boarding school. The following are the results of field observations on the sound system/phonology:

Table 4.1 Observation Result of System/phonology

Theory	Activity
Valli et al. (2022)	
Sound system/phonology	The observation results showed that the researcher saw the sound system/phonology was acquired by students in the English program. They listened to the words, vocabulary and sentences given by the senior. In addition, senior also explained the difference in pronunciation of words and vocabulary that are almost the same but have different meanings, such as “Pat” and “Bat” to students. After that, students memorize different pronunciation procedures of the words and vocabularies and practice the words and vocabularies into utterances.

Based on the data above, the results of observation show that sound system/phonology is acquired by students in the English program. They listen to the words, vocabulary and sentences given by the senior. In addition, the senior also tells the difference in pronunciation of words and vocabulary that are almost the same but have different meanings, such as “Pat” and “Bat” to students. After that, students memorize different pronunciation procedures of the words and vocabularies and practice the words and vocabularies into utterances.

4.1.1.2 Lexical

The second state process for acquiring English is lexical. Lexical as a subfield of linguistic semantics, is the study of word meanings. It includes the study of how words structure meaning, how they act in grammar and compositionality, and the relationships between the distinct senses and uses of a word (Valli et al., 2022). Based on the findings, there are 7 students who process the same thing. They told that they process English language acquisition with they understood and used the meaning of the words and sentences they acquired. As it testified by

“... I understand, because I think the English words/utterances that I acquire are lighter and not too heavy for me to understand” (S3)

The similar process also testified by student-4

“Yes, I understand the words/utterances that I acquire, because before I became a student in this Islamic Boarding School I had learned and understood them...” (S4)

Based on the data above, understanding the meaning of the actual words and sentences that have been acquired is one of the processes of English language acquisition, because understanding the meaning of words

and sentences is an important aspect of language and communication. This is also supported by previous researcher, Sumani & Kartikasari (2022), they said that understanding the meaning of words and sentences is an important process and aspect of language and communication. The following are the results of field observations on the sound lexical:

Table 4.2 Observation Result of Lexical

Theory	Activity
Valli et al. (2022)	
Lexical	Through the observation, the researcher saw that the lexical was acquired by students in the English program, because the researcher saw when the senior has given words/sentences then students are asked one by one whether they understand or not and students also answer that they understand it. After the senior knows that students understand the words/sentences that have acquired then the senior advises students to use them and students also use them when the English program is still ongoing. Therefore, it could say that students have acquired the meaning of the words/sentences.

Based on the data above, the results of observation show that lexical is acquired by students in the English program, because the researcher can see that when the senior has given words/sentences then students are asked one by one whether they understand or not and students also answer that they understand it. After the senior knows that students understand the words/sentences that have been obtained then the senior advises students to use them and students also use them when the English program is still ongoing. Therefore, it can be said that students have acquired the meaning of the words/sentences.

4.1.1.3 Syntactic

The last state process for acquiring English is syntactic. Syntactic is the part of linguistics that studies the structure and formation of sentences. It explains how words and phrases are arranged to form correct sentences (Valli et al., 2022). Based on the finding, only 1 student processed, and 6 students did not process it, because that is why acquiring and learning syntactic must really learn the correct structure and formation of sentences.

As is testified by

“Yes, I processed the correct sentence structure because I really listened and paid attention when I attended the language program and in classroom” (S1)

The differences testified by

“...I did not process the correct sentence structure, due to my lack of understanding of grammar...” (S4)

Based on the data above, learning and constructing correct sentence structures is one of the processes of acquiring English. However, only 1 student processed it, while the other 6 students did not, because to compose and form correct sentences it must really be with proper grammar. Syntactic is built by several linguistic units that occupy certain functions in a sentence, such as subject, predicate, object, complement, and adverb (grammar). In addition, syntactic is also the part of linguistics that studies the structure and formation of sentences and it explains how words and phrases are arranged to form correct sentences.

The following are the results of field observations on the sound syntactic:

Table 4.3 Observation Result of Syntactic

Theory	Activity
Valli et al. (2022)	
Syntactic	The observation showed that syntax was only acquired by 1 student in the English program, because the researcher could see that the student seemed to be sure that the words/sentences he arranged were in accordance with good and correct sentence structure and grammar. However, the researcher saw other students when they arranged the words/sentences they had acquired they still seemed confused whether the sentences were in accordance with good and correct sentence structure and grammar or not. Therefore, the researcher saw that most students did not acquire syntactic.

Based on the data above, the observation showed that syntax was only acquired by 1 student in the English program, because the researcher could see that the student seemed to be sure that the words/sentences he arranged were in accordance with good and correct sentence structure and grammar. However, the researcher saw other students when they arranged the words/sentences they had obtained they still seemed confused whether the sentences were in accordance with good and correct sentence structure and grammar or not. Therefore, the researcher saw that most students did not acquire syntactic.

Based on the finding of the speaking English acquisition process it was found that most of the students were categorized into processes language acquisition English programs (sound system/phonology), and most of the students did the process to understand words and compose sentence structures (lexical), and only 1 student who did the process to compose sentences that used good and

correct grammar (syntactic). This means that most students process English language acquisition with sound system/phonology and lexical. This happened because many students admit that they follow English programs especially vocabulary programs every day, listen carefully, memorize, repeat, and practice the words/sentences that they acquired. This finding of the English language acquisition process is in line with the findings of Perkins et al. (2018) who reported that most of the respondents of his study showed a language acquisition process. They stated that it could be an English acquisition process that students should process, as they attend English programs every day. This is different with the results of research conducted by Warni et al. (2023) in his research he found that that it is very common if students do not or rarely process English language acquisition even though it is held every week or even every day. Therefore, if the English acquisition process is not processed by the student, then it is very natural because each student has their own differences.

4.1.2 The Result of Speaking English Aspects

Based on the finding, the amounts of students who processed English acquisition is as follows; 5 students acquired vocabulary, 4 students acquired pronunciation, 1 student acquired fluency, and for grammar no one acquired it from the English aspect.

Based on the finding of the aspects speaking English, the researcher estimates that this finding is in line with theory of Mustafa et al. (2022) which stated that there are some aspects of English including grammar, vocabulary, pronunciation, and fluency. Grammar is the way to organize the words into the correct sentence. Vocabulary is the basis of language. It appears in every language

skill. Pronunciation is an important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable. Fluency it refers to one's ability to speak smoothly and easily. In regard with this finding, the researcher concluded there were four aspects of speaking English. The descriptions are as follows:

4.1.2.1 Grammar

The first state of aspect speaking English is grammar. Grammar is the way to organize the words into the correct sentence. It is important that if the speaker can master grammar to organize the word, the speaker can also easily speak English well. However, no students obtained the grammar of the speaking aspect of English, because they told that acquire grammar is difficult than vocabulary and pronunciation. As is it testified by some students

“Honestly, I think acquire grammar is difficult than vocabulary and pronunciation...” (S3)

The similar that testified by

“...I haven't acquired grammar yet because I am still learning to acquire it, and acquire grammar is very difficult” (S4)

“I think that of the four aspects, the easiest for me to acquire is vocabulary, muchless grammar that difficult to acquire...” (S7)

Based on the data above, there are most of the students that did not acquire grammar because to acquire grammar is very difficult than another aspect of speaking. In addition, to acquire and arrange words to become a sentence it must use good and correct grammar.

The following are the results of field observations on grammar:

Table 4.4 Observation Result of Grammar

Theory	Activity
Brown (2001)	
Grammar	The observation results showed that students did not acquire grammar, because the researcher saw that when students spoke English, they did not use good and correct grammar. They said grammar is very difficult to acquire, because grammar is a way to organize words into good and correct sentences and also said from other aspects only grammar is difficult to acquire.

Based on the data above, the observation results showed that students did not acquire grammar, because the researcher saw that when students spoke English, they did not use good and correct grammar. They said grammar is very difficult to acquire, because grammar is a way to organize words into good and correct sentences and also said from other aspects only grammar is difficult to acquire.

4.1.2.2 Vocabulary

The second state of aspect speaking English is vocabulary. Vocabulary is about choice of word which is used appropriately based on the context of speaking. There were 5 students who acquire similar aspect of speaking English. Most of the students argued that “the four English of speaking aspects that acquired is vocabulary, because vocabulary is easier”. They estimated vocabulary is the easier than grammar, and fluency. As is it testified by

“...aspect of speaking that I acquired more is vocabulary, because every morning I follow the vocabulary program and vocabulary is easier...” (S1)

The similar aspect is also testified by

“Honestly, of the four English of speaking aspects that I have acquired is vocabulary, because I think vocabulary is easier than grammar...”
(S3)

Based on the data above, one of the aspects English speaking is vocabulary. Most of the students argued that the four of English speaking aspects that they acquired is vocabulary. They estimated vocabulary is the easier than grammar, and fluency. The following are the results of field observations on vocabulary:

Table 4.5 Observation Result of Vocabulary

Theory	
Brown (2001)	Activity
Vocabulary	The observation results showed that the most students acquired vocabulary, because the researcher saw that they always mostly used the vocabulary they acquired during the English program, such as senior and them having a conversation using vocabulary. In addition, they said that acquiring vocabulary was very easy, because the vocabulary given is still basic and not too high to acquire.

Based on the data above, the observation results showed that the most students acquire vocabulary, because the researcher saw that when students spoke English, they did not use good and correct grammar. They said grammar is very difficult to acquire, because grammar is a way to organize words into good and correct sentences and also said from other aspects only grammar is difficult to acquire.

4.1.2.3 Pronunciation

The third state of aspect speaking English is pronunciation. Pronunciation is an important component of language. There were 4

students who acquire similar aspect of speaking English. Most of the students argued that “Aspect of speaking that acquired the most is pronunciation”. They estimated that they felt exciting when have fluent English pronunciation and pronunciation was very easy. As it is testified by

“...aspect of speaking that Iacquired the most is pronunciation, because I feel exciting when I have fluent English pronunciation” (S2)

The similar aspect is also testified by

“...aspect of English speaking that I acquired is pronunciation. I think pronunciation is easier, and because every day I listen and imitate the pronunciation of people who speak English during the English program”. (S5)

Based on the data above, one of the aspects English speaking is vocabulary. Most of the students argued that aspect of speaking that they acquired the most is pronunciation. They estimated that they felt exciting when have fluent English pronunciation and pronunciation was very easy, and because every day they listened and imitated the pronunciation of people who speak English during the English program. The following are the results of field observations on pronunciation:

Table 4.6 Observation Result of Pronunciation

Theory	Activity
Brown (2001)	
Pronunciation	The observation results showed that, because the researcher saw that they always mostly used English pronunciation properly and correctly when the English program was going on. In addition, the researcher saw and heard that their pronunciation was good when speaking English with friends.

Based on the data above, the result of observation speaking English aspects the researcher saw that the always mostly used English

pronunciation properly and correctly when the English program was going on. In addition, the researcher saw and heard that their pronunciation was good when speaking English with friends.

4.1.2.4 Fluency

The fourth state of aspect speaking English is fluency. Fluency is it refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc. In addition, Fluency is also conveying information without hesitation, pause or difficulty. To improve English speaking fluency, we can practice speaking every day, be confident, record yourself speak out loud and so on. Only 1 student acquired fluency, he argued that “Before entering this Islamic Boarding School, I had already acquired fluency in English”.

As it is testified by

“Actually, before entering this Islamic Boarding School, I had already acquired fluency in English. So, I think my fluency in English is already very good” (S1)

Based on the data above, one of the aspects English speaking is fluency. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc. In addition, Fluency is also conveying information without hesitation, pause or difficulty. However, only 1 student argued that aspect of speaking that he acquired the most is fluency. He estimated that, before entering this Islamic Boarding School, he had already acquired fluency in English. So, he thinks his fluency in English is already very good.

The following are the results of field observations of fluency:

Table 4.7 Observation Result of Fluency

Theory	Activity
Brown (2001)	
Fluency	The observation results showed that only 1 student gained fluency, because the researcher saw that the student was fluent in speaking English when the English program took place. He also said that before entering this Islamic Boarding School, he had already acquired fluency. However, most students did not gain fluency, because they looked insecure and nervous when speaking English.

Based on the data above, the result of observation speaking English aspects the researcher saw that the student was fluent in speaking English when the English program took place. He also said that before entering this Islamic Boarding School, he had already acquired fluency. However, most students did not gain fluency, because they looked insecure and nervous when speaking English.

Based on the finding of speaking English aspects it was found that the most of students in Islamic Boarding School acquired vocabulary and pronunciation, and only 1 student who acquired fluency of speaking English aspect. They stated that these aspects are easier to acquire, because of several aspects of speaking only these aspects can be acquired. In addition, the most of students that did not acquire grammar because they said that to acquire grammar is very difficult than another aspect of speaking, The findings of these aspects of speaking English are in line with the findings of Torkey (2021) who reported that the most of her

research respondents indicated that acquiring all aspects of speaking English. They stated that all aspects of speaking English have been acquired by the students when they always follow the English program and at the time of speaking English, and because they are required to acquire them. This is different from the results of research conducted by Hoque (2022) in his research he found that most students did not acquire their English speaking aspects, because students have the ability to acquire others. Therefore, it is very common if it happens to students because basically every student has different abilities, acquisitions, and dan a natural way for people to learn to understand and speak a language without formal lessons or rules.

4.2 Discussion

Based on the finding of the speaking English acquisition process it was found that most of the students were categorized into processes language acquisition English programs (sound system/phonology), and most of the students did the process to understand words and compose sentence structures (lexical), and only 1 student who did the process to compose sentences that used good and correct grammar (syntactic). This means that most students process English language acquisition with sound system/phonology and lexical. This happened because many students admit that they follow English programs especially vocabulary programs every day, listen carefully, memorize, repeat, and practice the words/sentences that they acquired. This finding of the English language acquisition process is in line with the findings of Perkins et al. (2018) who reported that most of the respondents of his study showed a language acquisition process. They stated that it could be an English acquisition process that students

should process, as they attend English programs every day. This is different with the results of research conducted by Warni et al. (2023) in his research he found that that it is very common if students do not or rarely process English language acquisition even though it is held every week or even every day. Therefore, if the English acquisition process is not processed by the student, then it is very natural because each student has their own differences.

Furthermore, based on the finding of speaking English aspects it was found that the most of students in Islamic Boarding School acquired vocabulary and pronunciation, and only 1 student who acquired fluency of speaking English aspect. They stated that these aspects are easier to acquire, because of several aspects of speaking only these aspects can be acquired. In addition, the most of students that did not acquire grammar because they said that to acquire grammar is very difficult than another aspect of speaking, The findings of these aspects of speaking English are in line with the findings of Torky (2021) who reported that the most of her research respondents indicated that acquiring all aspects of speaking English. They stated that all aspects of speaking English have been acquired by the students when they always follow the English program and at the time of speaking English, and because they are required to acquire them. This is different from the results of research conducted by Hoque (2022) in his research he found that most students did not acquire their English speaking aspects, because students have the ability to acquire others. Therefore, it is very common if it happens to students because basically every student has different abilities, acquisitions, and dan a natural way for people to learn to understand and speak a language without formal lessons or rules.

Furthermore, the finding of this study is also to find out that aspects of English speaking did the students acquire. It was found that there are several aspects of English acquired by students, including grammar, vocabulary, pronunciation, and fluency. However, most students only acquire the aspects of English speaking namely vocabulary, and pronunciation, because they say that only those aspects are very easy to acquire compared to grammar and fluency that are very difficult to acquire.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the findings and discussion of the English speaking acquisition process of the second grade senior Islamic Boarding School students, the researcher found that the processes they have gone through to acquire English include sound system/phonology, lexical, and syntactic. Sound system/phonology is their process for understanding and producing spoken and written language. Lexical is a subfield of semantic linguistics, which processes them to study the meaning of words. It includes the study of how words structure their meaning, how they act in grammar and composition, and the relationship between the meaning and usage of different words. Syntactic is their process part of linguistics that studies the structure and formation of sentences. It explains how words and phrases are arranged to form correct sentences. In this regard, the first process that most students process is sound system/phonology and lexical which is processed by 7 students. While syntactic only processed by 1 student. It means that most of the students only acquire the process language acquisition namely sound system/phonology and lexical, because they said that only that process is easy for them to process compared to syntax which is very difficult to process.

Furthermore, based on the findings and discussions on the aspects of English speaking in the second grade of the senior boarding school, the researcher found that 7 students only acquired two aspects of English speaking namely vocabulary and pronunciation. They said that only those two aspects are easy to

acquire. However, there was 1 student who only acquired fluency, because before he became a student in this Islamic Boarding School, he had already acquired fluency in the previous Islamic Boarding School. So, it was easy for him to acquire it.

5.2 Recommendation

Based on the conclusion above, the researcher would give the suggestion for:

1. The English teacher should have more ways to teach grammar to students. Teachers can also provide easy grammar learning methods and techniques to make it easier for students to understand grammar. In addition, the teachers should also teach the pronunciation of English words/sentences that are easy for students to hear and understand, so that students are fluent in speaking English.
2. Students who have not processed the syntax of English acquisition should process it immediately. They should learn a lot of processes to compose a good and correct sentence structure according to the grammar that has been taught by the teacher. In addition, students should also acquire English grammar and fluency, because they are the most important things to facilitate speaking English.
3. The results of this research can be used as a reference for other researchers to develop their research on the topic of English language acquisition and the speaking aspect of English. The results of this research are expected to be one of the sources to gain wider knowledge

and can be useful as a reference for other researchers to update their research. This research only examined the English of speaking aspect, and the researcher would like to recommend that future researchers could explore another English skills aspect to deepen the students' acquisition.

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Appenahdix 1

Form of Observation

Theory	Date	Process of Speaking Language Acquisition	Indicator	Activity
Valli et al. (2022)		Sound system (Phonology)	1. Phonemes 2. Vowel/consonant sound	
		Lexical	1. Words Structure their meaning 2. The use of word	
		Syntactic	1. Words/phrases arranged 2. Sentences arranged	
Theory	Date	Aspects of Speaking English	Indicator	Activity
Brown (2001)		Grammar	1. Tenses 2. Personal letter	
		Vocabulary	1. Verb 2. Noun 3. Adjective 4. Adverb 5. Pronoun.	
		Pronunciation	1. Articulation clarity 2. Accent 3. Intonation	
		Fluency	1. Speech rate 2. Pauses and hesitations 3. Repeating and correction	

Appendix 2

Form of Interview

A. Blue Print Interview of Speaking English Language Acquisition Process

List of Semi-Structured Interview Question Valli et al. (2022)			
Theory	Process of Language Acquisition	Indicator	Question
Valli at al. (2022)	Sound system (Phonology)	<ol style="list-style-type: none"> 1. Phonemes 2. Vowel/consonant sound 	<ol style="list-style-type: none"> 1. Where do you usually acquire the English speaking at Islamic Boarding school? 2. What program at Islamic boarding school that you think can broaden your speaking acquisition? 3. Can you tell me how you acquire English speaking at Islamic boarding school? 4. What do you acquire first while listening to the English programs conducted by the Islamic boarding school?
	Lexical	<ol style="list-style-type: none"> 1. The meaning of word 2. The use of word 	<ol style="list-style-type: none"> 5. Do you understand the words/utterances you acquire at the Islamic boarding school (programs, dormitory, classroom)? 6. How do you use the words/utterances you acquired at the Islamic boarding school? 7. Where do you usually use the words/utterances you have acquired?

B. Blue Print Interview of Speaking English Acquisition Aspect

List of Semi-Structured Interview Question Brown (2001)			
Theory	Aspect of Speaking	Indicator	Question
Brown (2001)	Grammar	1. Tenses 2. Personal letter	8. Can you tell me what grammar you have acquired while acquiring to speak in Islamic boarding school (programs, dormitory, classroom)?
	Vocabulary	1. Verb, noun, adjective, adverb, pronoun.	9. What types of vocabulary did you acquire in speaking at Islamic boarding school?
	Pronunciation	1. Articulation clarity 2. Accent 3. Intonation	10. Can you describe how the accents provided by the speaking feature in English acquisition affect your speaking fluency?
	Fluency	4. Speech rate 5. Pauses and hesitations. 6. Repeating and correction	11. Can you tell me how your speaking fluency was honed while acquiring to speak in Islamic boarding school 12. Can you tell me what English of speaking aspects that you acquired?

Appendix 3

Thematizing and Coding of Students' Interview and Observation Result

No	Theory	Aspects of Process Language Acquisition	Indicator	Code	Total	
1	Valli et al. (2022)	Sound System/ Phonology	3. Phonemes	O/ISS_1	7	
			4. Vowel/consonant sound	O/ISS_2	7	
2		Lexical	3. Words Structure their meaning	O/IL_1	7	
			4. The use of word	O/IL_2	7	
3		Syntactic	3. Words/phrases arranged	O/IS_1	1	
			4. Sentences arranged	O/IS_2	1	
No	Theory	Aspects of Speaking	Indicator	Code	Total	
1	Brown (2001)	Grammar	3. Tenses	O/IG_1	7	
			4. Personal letter	O/IG_2	1	
2		Vocabulary		6. Verb	O/IV_1	7
				7. Noun	O/IV_2	7
	8. Adjective			O/IV_3	7	
	9. Adverb			O/IV_4	7	
	10. Pronoun			O/IV_5	7	
3		Pronunciation	4. Articulation clarity	O/IP_1	3	
			5. Accent	O/IP_2	5	
			6. Intonation	O/IP_3	5	
4		Fluency	7. Speech rate	O/IF_1	1	
			8. Pauses and hesitations	O/IF_2	1	
			9. Repeating and correction	O/IF_3	1	

Appendix 4

The Result of Observation

A. The Process of Speaking English Language Acquisition

Theory	Indicator	Date	Activity
Valii at all. (2022)			
Sound system/phonology	1. Phonemes 2. Vowel/consonant	20 October 2024	The observation results showed that the researcher saw the sound system/phonology was acquired by students in the English program. They listened to the words, vocabulary and sentences given by the senior. In addition, senior also tells the difference in pronunciation of words and vocabulary that are almost the same but have different meanings, such as “Pat” and “Bat” to students. After that, students memorize different pronunciation procedures of the words and vocabularies and practice the words and vocabularies into utterances.
Lexical	1. The meaning of word 2. The use of word	20 October 2024	Through the observation, the researcher saw that the lexical was acquired by students in the English program, because the researcher saw when the senior has given words/sentences then students are asked one by one whether they understand or not and

			students also answer that they understand it. After the senior knows that students understand the words/sentences that have acquired then the senior advises students to use them and students also use them when the English program is still ongoing. Therefore, it could say that students have acquired the meaning of the words/sentences.
Syntactic	<ol style="list-style-type: none"> 1. Word/phrases arranged 2. Sentences arranged 	20 October 2024	The observation showed that syntax was only acquired by 1 student in the English program, because the researcher could see that the student seemed to be sure that the words/sentences he arranged were in accordance with good and correct sentence structure and grammar. However, the researcher saw other students when they arranged the words/sentences they had acquired they still seemed confused whether the sentences were in accordance with good and correct sentence structure and grammar or not. Therefore, the researcher saw that most students did not acquire syntactic.

B. The Aspects of Speaking English Language Acquisition

Theory	Indicator	Date	Activity
Brown (2001)			
Grammar	<ol style="list-style-type: none"> 1. Tenses 2. Personal letter 	20 October 2024	The observation results showed that students did not acquire grammar, because the researcher saw that when students spoke English, they did not use good and correct grammar. They said grammar is very difficult to acquire, because grammar is a way to organize words into good and correct sentences and also said from other aspects only grammar is difficult to acquire.
Vocabulary	<ol style="list-style-type: none"> 1. Verb 2. Noun 3. Adjective 4. Advverb 5. Pronoun 	20 October 2024	The observation results showed that the most students acquired vocabulary, because the researcher saw that they always mostly used the vocabulary they acquired during the English program, such as senior and them having a conversation using vocabulary. In addition, they said that acquiring vocabulary was very easy, because the vocabulary given is still basic and not too high to acquire.
Pronunciation	<ol style="list-style-type: none"> 1. Articulation clarity 2. Accent 3. Intonation 	20 October 2024	The observation results showed that, because the researcher saw that they always mostly used English pronunciation properly and correctly when the English program

			was going on. In addition, the researcher saw and heard that their pronunciation was good when speaking English with friends.
Fluency	<ol style="list-style-type: none"> 1. Speech rate 2. Pauses and hesitations 3. Repeating and correction 	20 October 2024	The observation results showed that only 1 student gained fluency, because the researcher saw that the student was fluent in speaking English when the English program took place. He also said that before entering this Islamic Boarding School, he had already acquired fluency. However, most students did not gain fluency, because they looked insecure and nervous when speaking English.

Appendix 5

Observation Checklist Sheet

Day/Date : Sunday, 20 October 2024

Place : Field

Time : 07.00-07.15

Observer : Researcher

Participant : Student 1 – SM

A. The Process of Speaking English Language Acquisition

No	Theory	Process of Language Acquisition	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Process of Language Acquisition (Valli et al., 2022)	Sound system (Phonology)	<ul style="list-style-type: none"> • Phonemes • Vowel/ consonant sound 			<ul style="list-style-type: none"> ✓ ✓ 	
2		Lexical	<ul style="list-style-type: none"> • The meaning of word • The use of word 	<ul style="list-style-type: none"> ✓ ✓ 			
3		Syntactic	<ul style="list-style-type: none"> • Word/phrases arranged • Sentences arranged 		<ul style="list-style-type: none"> ✓ ✓ 		

B. The Aspects of Speaking English Language Acquisition

No	Theory	Aspects	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Aspect of Speaking (Brown, 2001)	Grammar	<ul style="list-style-type: none"> • Tenses • Personal letter 			✓	✓
2		Vocabulary	<ul style="list-style-type: none"> • Verb, noun, adjective, adverb, pronoun 	✓ ✓			
3		Pronunciation	<ul style="list-style-type: none"> • Articulation clarity • Accent • Intonation 			✓ ✓	✓
4		Fluency	<ul style="list-style-type: none"> • Speech rate • Pauses and hesitation • Repeating and correction 			✓	✓ ✓

Observation Checklist Sheet

Day/Date : Sunday, 20 October 2024

Place : Field

Time : 07.20-07.35

Observer : Researcher

Participant : Student 2 – SS

A. The Process of Speaking English Language Acquisition

No	Theory	Process of Language Acquisition	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Process of Language Acquisition (Valli et al., 2022)	Sound system (Phonology)	<ul style="list-style-type: none"> • Phonemes • Vowel/ consonant sound 		✓		✓
2		Lexical	<ul style="list-style-type: none"> • The meaning of word • The use of word 	✓			
3		Syntactic	<ul style="list-style-type: none"> • Word/phrases arranged • Sentences arranged 		✓		

B. The Aspects of Speaking English Language Acquisition

No	Theory	Aspects	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Aspect of Speaking (Brown, 2001)	Grammar	<ul style="list-style-type: none"> • Tenses • Personal letter 		✓	✓	
2		Vocabulary	<ul style="list-style-type: none"> • Verb, noun, adjective, adverb, pronoun 	✓			
3		Pronunciation	<ul style="list-style-type: none"> • Articulation clarity • Accent • Intonation 		✓	✓	
4		Fluency	<ul style="list-style-type: none"> • Speech rate • Pauses and hesitation • Repeating and correction 	✓	✓		✓

Observation Checklist Sheet

Day/Date : Sunday, 20 October 2024

Place : Field

Time : 07.40-07.52

Observer : Researcher

Participant : Student 3 – NF

A. The Process of Speaking English Language Acquisition

No	Theory	Process of Language Acquisition	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Process of Language Acquisition (Valli et al., 2022)	Sound system (Phonology)	<ul style="list-style-type: none"> • Phonemes • Vowel/ consonant sound 	✓			✓
2		Lexical	<ul style="list-style-type: none"> • The meaning of word • The use of word 	✓			
3		Syntactic	<ul style="list-style-type: none"> • Word/phrases arranged • Sentences arranged 		✓		

B. The Aspects of Speaking English Language Acquisition

No	Theory	Aspects	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Aspect of Speaking (Brown, 2001)	Grammar	<ul style="list-style-type: none"> • Tenses • Personal letter 			✓	✓
2		Vocabulary	<ul style="list-style-type: none"> • Verb, noun, adjective, adverb, pronoun 	✓			
3		Pronunciation	<ul style="list-style-type: none"> • Articulation clarity • Accent • Intonation 		✓	✓	✓
4		Fluency	<ul style="list-style-type: none"> • Speech rate • Pauses and hesitation • Repeating and correction 	✓			✓ ✓

Observation Checklist Sheet

Day/Date : Sunday, 20 October 2024

Place : Field

Time : 08.00-08.12

Observer : Researcher

Participant : Student 4 – MR

A. The Process of Speaking English Language Acquisition

No	Theory	Process of Language Acquisition	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Process of Language Acquisition (Valli et al., 2022)	Sound system (Phonology)	<ul style="list-style-type: none"> • Phonemes • Vowel/ consonant sound 	✓		✓	
2		Lexical	<ul style="list-style-type: none"> • The meaning of word • The use of word 	✓			
3		Syntactic	<ul style="list-style-type: none"> • Word/phrases arranged • Sentences arranged 	✓		✓	

B. The Aspects of Speaking English Language Acquisition

No	Theory	Aspects	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Aspect of Speaking (Brown, 2001)	Grammar	<ul style="list-style-type: none"> • Tenses • Personal letter 			✓	
2		Vocabulary	<ul style="list-style-type: none"> • Verb, noun, adjective, adverb, pronoun 	✓			
3		Pronunciation	<ul style="list-style-type: none"> • Articulation clarity • Accent • Intonation 		✓	✓	✓
4		Fluency	<ul style="list-style-type: none"> • Speech rate • Pauses and hesitation • Repeating and correction 	✓		✓	✓

Observation Checklist Sheet

Day/Date : Sunday, 20 October 2024

Place : Field

Time : 08.15-08.27

Observer : Researcher

Participant : Student 5 – SJ

A. The Process of Speaking English Language Acquisition

No	Theory	Process of Language Acquisition	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Process of Language Acquisition (Valli et al., 2022)	Sound system (Phonology)	<ul style="list-style-type: none"> • Phonemes • Vowel/ consonant sound 	✓	✓		
2		Lexical	<ul style="list-style-type: none"> • The meaning of word • The use of word 	✓			
3		Syntactic	<ul style="list-style-type: none"> • Word/phrases arranged • Sentences arranged 	✓	✓		

B. The Aspects of Speaking English Language Acquisition

No	Theory	Aspects	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Aspect of Speaking (Brown, 2001)	Grammar	<ul style="list-style-type: none"> • Tenses • Personal letter 		✓		✓
2		Vocabulary	<ul style="list-style-type: none"> • Verb, noun, adjective, adverb, pronoun 	✓			
3		Pronunciation	<ul style="list-style-type: none"> • Articulation clarity • Accent • Intonation 		✓	✓	
4		Fluency	<ul style="list-style-type: none"> • Speech rate • Pauses and hesitation • Repeating and correction 	✓		✓	✓

Observation Checklist Sheet

Day/Date : Sunday, 20 October 2024

Place : Field

Time : 08.30-08.43

Observer : Researcher

Participant : Student 6 – DN

A. The Process of Speaking English Language Acquisition

No	Theory	Process of Language Acquisition	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Process of Language Acquisition (Valli et al., 2022)	Sound system (Phonology)	<ul style="list-style-type: none"> • Phonemes • Vowel/ consonant sound 			✓	✓
2		Lexical	<ul style="list-style-type: none"> • The meaning of word • The use of word 	✓			
3		Syntactic	<ul style="list-style-type: none"> • Word/phrases arranged • Sentences arranged 			✓	✓

B. The Aspects of Speaking English Language Acquisition

No	Theory	Aspects	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Aspect of Speaking (Brown, 2001)	Grammar	<ul style="list-style-type: none"> • Tenses • Personal letter 			✓	✓
2		Vocabulary	<ul style="list-style-type: none"> • Verb, noun, adjective, adverb, pronoun 	✓			
3		Pronunciation	<ul style="list-style-type: none"> • Articulation clarity • Accent • Intonation 			✓	✓
4		Fluency	<ul style="list-style-type: none"> • Speech rate • Pauses and hesitation • Repeating and correction 		✓		✓

Observation Checklist Sheet

Day/Date : Sunday, 20 October 2024

Place : Field

Time : 08.45-56

Observer : Researcher

Participant : Student 7 – MF

A. The Process of Speaking English Language Acquisition

No	Theory	Process of Language Acquisition	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Process of Language Acquisition (Valli et al., 2022)	Sound system (Phonology)	<ul style="list-style-type: none"> • Phonemes • Vowel/ consonant sound 	✓	✓		
2		Lexical	<ul style="list-style-type: none"> • The meaning of word • The use of word 	✓			
3		Syntactic	<ul style="list-style-type: none"> • Word/phrases arranged • Sentences arranged 		✓		

B. The Aspects of Speaking English Language Acquisition

No	Theory	Aspects	Indicators	ALWAYS	OFTEN	SELDOM	NEVER
1	Aspect of Speaking (Brown, 2001)	Grammar	<ul style="list-style-type: none"> • Tenses • Personal letter 		✓	✓	
2		Vocabulary	<ul style="list-style-type: none"> • Verb, noun, adjective, adverb, pronoun 	✓			
3		Pronunciation	<ul style="list-style-type: none"> • Articulation clarity • Accent • Intonation 		✓		✓ ✓
4		Fluency	<ul style="list-style-type: none"> • Speech rate • Pauses and hesitation • Repeating and correction 		✓	✓	✓

Appendix 6

The Result of Interview

Day/Date : Tuesday, 17th October 2024
 Place : Library of Islamic Boarding School
 Time : 13.00-13.11
 Interviewer : Researcher
 Interviewee : Student 1 - SM

Student & researcher code	Statement (Raw Data)	Preliminary Code	Final code
R	1. Where do you usually acquire the English speaking at Islamic Boarding School (programs, dormitory, classroom)?		S1-SM-1
S-1	Biasanya saya memperoleh berbicara Bahasa Inggris di pesantren itu di kelas. <i>I usually acquire to speak English at Islamic Boarding School boarding school in classroom.</i>	Classroom	ISS_2
R	2. What program at Islamic boarding school that you think can broaden your speaking acquisition?		S1-SM-2
S-1	Program yang memperluas kemampuan speaking Bahasa Inggris saya ya program <i>muhadhoroh</i> , karena programnya itu kan betul-betul <i>Speaking</i> di depan banyak orang. Jadi itu bisa memperluas speaking Bahasa Inggris saya. <i>The program that broadens my English speaking is muhadhoroh program, because the program is really speaking in front of many people. So, it can fulfill me English speaking.</i>	Muhadhoroh program	ISS_2
R	3. Can you tell me how you acquire English speaking at Islamic boarding school?		S1-SM-3
S-1	Kan setiap pagi diberi <i>mufrodat</i> /kosa-kata, yang diberikan itu diulang-ulang lalu dipraktikkan ketikadi kelas, contohnya " <i>May I borrow your pen?</i> " dari situlah saya memperolehnya. <i>Every-morning we are given vocabularies</i>		ISS_2

	<i>in the morning vocabulary program, which is repeated and then practiced in classroom, for example “May I borrow your pen?” that's where I acquire it from.</i>	Repeated Practiced	
R	4. What do you acquire first while listening to the English programs conducted by the Islamic boarding school?		S1-SM-4
S-1	Pertama kali saya dapatkan waktu saya mendengarkan program Bahasa Inggris itu vocabulary/kosakata, karena program tersebut diadakan setiap pagi. <i>The first thing I got when I listened to the English program was Vocabulary, because the program was held every morning.</i>	Vocabulary	ISS_2
R	5. Do you understand the words/utterances you acquire at the Islamic boarding school (programs, dormitory, classroom)?		S1-SM-4
S-1	Iya saya paham dengan kata-kata atau kalimat yang telah saya dapatkan, terutama pada saat di ruang kelas. Karena, saya sering membuka kamus Bahasa Inggris untuk bisa memahaminya. <i>Yes, I Understand the words or sentences that I have learned, especially in the classroom. Because, I often open an English dictionary to be able to understand it.</i>	Understand Classroom	IL_1 IL_2
R	6. How do you use the words/utterances you acquired at the Islamic boarding school (programs, dormitory, classroom)?		S1-SM-6
S-1	Saya menggunakan kata-kata/kalimat yang telah saya dapatkan itu pada saat program Bahasa Inggris. Karena, banyaknya program tersebut. Mulai dari program <i>mufrodatan</i> /kosa-kata, dari program tersebut saya menghafalkannya lalu saya menyusun kosa-kata tersebut menjadi sebuah kalimat. Terlebih juga pada program <i>muhadhoroh</i> , pada program tersebut saya pernah berpidato Bahasa Inggris untuk menggunakan kata- kata/kalimat yang saya peroleh pada program Bahasa Inggris. <i>I used the words/utterances that I had</i>		IL_1 IL_2

	<i>acquired during the English program. Because, there are many programs. Starting from the mufrodatan/vocabulary program, from the program I memorized it and then I arranged the vocabulary into a sentence. Moreover, in the muhadhoroh program, inthat program I gave a speech in English to use the words/utterances that I obtained in the English program.</i>	Arranged Speech	
R	7. Where do you usually use the words/utterances you have acquired (programs, dormitory, classroom)?		S1-SM-7
S-1	Biasanya saya lebih menggunakan kata-kata/kalimat pada saat program Bahasa, salah satunya yaitu program menghafal kosa-kata. <i>I usually use more words/sentences during the language program, one of which is the vocabulary memorization program.</i>	Vocabulary memorization program	IL_1 IL_2
R	8. Do you use good and correct grammar while speaking English?		S1-SM-8
S-1	Iya saya sudah menggunakan grammar yang baik dan benar pada saat speaking English. <i>Yes, I have used good and correct grammar when speaking English.</i>	Used good and correct grammar	IS_1 IS_2
R	9. How do you construct sentences when you speak English?		S1-SM-9
S1	Cara saya menyusun kalimatnya itu dengan cara kosa-kata yang saya peroleh di program Bahasa dan grammar yang saya peroleh di ruang kelas saya susun menjadi beberapa kalimat lalu saya bicara Bahasa Inggris. <i>The way I construct sentences is by putting the vocabulary I acquired in the language program and the grammar I acquired in classroom into sentences and then I speak English.</i>	Putting the vocabulary Grammar	IS_1 IS_2
R	10. Do you acquire the correct sentence structure while listening to the conversation/utterance at Islamic boarding school (programs, dormitory, classroom)?		S1-SM-10
S-1	Iya saya memperoleh struktur kalimat yang		IS_1

	<p>benar pada saat saya mendengarkan di program <i>muhadhoroh</i> dan di ruang kelas.</p> <p><i>Yes, I acquire the correct sentence structure when I listened in the muhadhoroh program and in the classroom.</i></p>	<i>Acquire the correct sentence structure</i>	IS_2
R	11. Can you tell me what grammar you have acquired while acquiring to speak in Islamic boarding school?		S1-SM-11
S-1	<p>Grammar yang telah saya peroleh pada saat perolehan untuk berbicara yaitu Simple Present, Simple Past Tense dan Simple Continuous Tense.</p> <p><i>The grammar that I have acquired at the time of acquisition for speaking is Simple Present Tense, Simple Past Tense and Simple Continuous Tense.</i></p>	<i>Grammar Present, past and Continuous tense.</i>	IG_1
R	12. What types of vocabulary did you acquire in speaking at Islamic boarding school?		S1-SM-12
S-1	<p>Banyak jenis kosa-kata yang saya peroleh di berbicara Bahasa Inggris, jenis kosa-kata di kelas, kamar, lapangan, masjid, kamar mandi dan kantin.</p> <p><i>I acquired many types of vocabulary in speaking English, such as in the noun, pronoun, adjective, adverb, and verb.</i></p>	Vocabulary <i>Noun, pronoun, adjective, adverb, and verb.</i>	IV_1 IV_2 IV_3 IV_4 IV_5
R	13. Can you describe how the accents provided by the speaking feature in English acquisition affect your speaking fluency?		S1-SM-13
S-1	<p>Aksen yang disediakan oleh fitur berbicara di perolehan Bahasa Inggris itu memang sangat mempengaruhi kefasihan dalam bicara Bahasa Inggris. Karenanya mempengaruhi kefasihan dalam berbicara Bahasa Inggris saya juga. Dengan saya mengikuti program-program Bahasa, maka sedikit demi sedikit itu sangat mempengaruhi kefasihan saya dalam berbicara Bahasa Inggris.</p> <p><i>The accents provided by the speaking feature in English acquisition does affect the fluency of English speaking. Therefore,</i></p>	<i>Accents Participating in language</i>	IP_1 IP_3

	<i>it affects my English speaking fluency as well. With me participating in language programs, little by little it really affects me fluency in speaking English.</i>	programs	
R	10. Can you tell me how your speaking fluency was honed while acquiring to speak in Islamic boarding school?		S1-SM-14
S-1	<p>Untuk memfasihkan berbicara Bahasa Inggris saya yang telah saya peroleh yaitu pertama saya harus percaya diri, menghafal dengan tekun, dan juga mendengarkan tata cara bicaranya lalu apabila saya lupa saya akan menanyakannya dan terus diulang-ulang.</p> <p><i>To improve my English speaking fluency that I have acquired, I first have to be confident, memorize diligently, and also listen to the manner of speaking and then if I forget I will ask and keep repeating it.</i></p>	<p>Speaking fluency</p> <p>Confident, memorize diligently, listen to the manner of speaking</p> <p>Ask</p> <p>Repeating</p>	IF_3
R	11. Can you tell me what English of speaking aspects that you acquired?		S1-SM-15
S-1	<p>Aspek berbicara yang lebih saya peroleh yaitu <i>vocabulary</i>, karena setiap pagi saya mengikuti program <i>vocabulary</i> dan <i>vocabulary</i> sangat mudah. Tidak hanya itu saja, melalui program lain diantaranya <i>muhadhoroh, listening, mufrodatan, muhadatsah</i> itu isinya <i>vocabulary</i> semua.</p> <p><i>The aspect of speaking that I acquired more is vocabulary, because every morning I follow the <i>vocabulary</i> program and <i>vocabulary</i> is easier. Not only that, through other programs including <i>muhadhoroh, listening, mufrodatan, muhadatsah</i>, the contents are all <i>vocabulary</i>.</i></p>	<p>Aspect of speaking</p> <p>Vocabulary</p>	IV_1

Interview Sheet

Day/Date : Tuesday, 17th October 2024
 Place : Library of Islamic Boarding School
 Time : 13.15-13.26
 Interviewer : Researcher
 Interviewee : Student 2 - SS

Student & researcher code	Statement (Raw Data)	Preliminary Code	Final code
R	1. Where do you usually acquire the English speaking at Islamic Boarding School (programs, dormitory, classroom)?		S2-SS-1
S-2	Biasanya saya memperoleh berbicara Bahasa Inggris di pesantren yaitu di program-program Bahasa. Karena banyaknya program-program Bahasa Inggris yang diadakan, dan menurut saya itu menjadi jalan atau cara untuk memperoleh berbicara Bahasa Inggris di pesantren. <i>I usually acquire speaking English at the pesantren in the language programs. Because there are many English programs held, and in my opinion, it is a way or a way to acquire speaking English at Islamic Boarding School.</i>	<i>Language programs</i> <i>Many English programs held</i>	ISS_2
R	2. What program at Islamic boarding school that you think can broaden your speaking acquisition?		S2-SS-2
S-2	Program yang memperluas kemampuan speaking Bahasa Inggris say aitu program <i>muhadhoroh</i> , karena Ketika saya jadi petugas pidato Bahasa Inggris lalu saya membaca, menghafal, kalau saya tidak tahu artinya apa saya sendiri yang akan cari tahu artinya apa. Jadi, dengan cara seperti tui akan memperluas kemampuan Bahasa Inggris saya. <i>The program that broadens my English speaking skills is muhadhoroh program, because when I am an English speech officer then I read, memorize, if I don't know what it means I myself will find out what it means. So, in this way it will</i>	<i>Muhadhoroh program</i>	ISS_2

	<i>broaden my English skills.</i>		
R	3. Can you tell me how you acquire English speaking at Islamic boarding school?		S2-SS-3
S-2	<p>Saya mempunyai cara untuk memperoleh berbicara Bahasa Inggris di pesantren yaitu satu saya belajar untuk melancarkan cara bacanya, kedua saya perbanyak menghafal <i>vocabulary</i>-nya supaya saya bisa memperbanyak kosa-kata untuk berbicara Bahasa Inggris.</p> <p><i>I have several ways to acquire English speaking at Islamic Boarding School, one is to learn how to read, and the second is to memorize the vocabularies so that I can increase my vocabulary to speak English.</i></p>	<i>Learn read Memorize the vocabularies</i>	ISS_2
R	4. What do you acquire first while listening to the English programs conducted by the Islamic boarding school?		S2-SS-4
S-2	<p>Pertama kali saya dapatkan waktu saya mendengarkan program Bahasa Inggris itu <i>vocabulary</i>/kosakata, karena program tersebut lebih dominan daripada program yang lain, dan juga program tersebut diadakan setiap pagi. Selain itu, karena apabila saya tidak tahu kosa-katanya saya tidak bisa berbicara Bahasa Inggris.</p> <p><i>The first thing I got when I listened to the English program was the vocabulary, because it was more dominant than the other programs, and also the program was held every morning. Also, because if I don't know the vocabulary I can't speak English.</i></p>	Vocabulary	ISS_2
R	5. Do you understand the words/utterances you acquire at the Islamic boarding school (programs, dormitory, classroom)?		S2-SS-5
S-2	<p>Iya saya paham, karena apabila ada kata-kata/kalimat yang belum saya pahami pada saat saya mengikuti program Bahasa, saya akan menanyakannya kepada guru ketika di kelas, lalu saya akan paham.</p> <p><i>Yes, I understand, because if there are words/utterances that I don't understand during language program, I will ask the</i></p>	<i>Understand Classroom</i>	IL_1 IL_2

	<i>teacher in classroom, then I will understand.</i>		
R	6. How do you use the words/utterances you acquired at the Islamic boarding school (programs, dormitory, classroom)?		S2-SS-6
S-2	Sebenarnya saya belum tahu arti dari kata-kata/kalimat yang saya peroleh di pesantren. Oleh karenanya, saya mencari tahu terlebih dahulu, lalu dihafalkan setelahnya saya berusaha untuk bicara dengan teman saya. <i>Actually, I didn't know the meaning of the words/sentences that I had learned at the pesantren. Therefore, I looked them up first, then memorized them after which I tried to speak with my friends.</i>	<i>Speak with the friends</i>	IL_1 IL_2
R	7. Where do you usually use the words/utterances you have acquired (programs, dormitory, classroom)?		S2-SS-7
S-2	Saya lebih sering menggunakan kata-kata/kalimat yang telah saya peroleh itu di kelas dan di asrama, karena apabila saya sedang di kelas dan di asrama itu saya banyak bicara Bahasa Inggris. Seperti saya ingin minta tolong, dan menanyakan sesuatu. <i>I use the words/utterances I have acquired more often in classroom and dormitory, because when I am in class and in the dormitory, I speak a lot of English. Like I want to ask for help, and ask something.</i>	<i>Classroom dan dormitory</i>	IL_1 IL_2
R	8. Do you use good and correct grammar while speaking English?		S2-SS-8
S-2	Sebenarnya saya belum betul-betul menggunakan <i>grammar</i> yang baik dan benar, karena masih ada yang membingungkan untuk menyusun kata-kata menjadi sebuah kalimat. <i>Actually, I haven't really used good and correct grammar, because I still find it confusing to organize words into sentences.</i>	<i>Haven't really used good and correct grammar</i>	-
R	9. How do you construct sentences when you speak English?		S2-SS-9

S2	<p>Sebenarnya sebelum saya berbicara Bahasa Inggris saya akan menanyakannya terlebih dahulu kepada guru saya pada saat di kelas, bagaimana cara Menyusun kalimat yang baik dan benar walaupun kalimat tersebut hanya digunakan untuk sehari- hari.</p> <p><i>Actually, before I speak English, I will ask my teacher in classroom, how to construct a good and correct sentence even though the sentences are only used for daily life.</i></p>	<i>Ask the teacher in classroom</i>	-
R	10. Do you acquire the correct sentence structure while listening to the conversation/utterance at Islamic boarding school (programs, dormitory, classroom)?		S2-SS-10
S-2	<p>Iya saya memperoleh struktur kalimat yang benar, karena memang dari diri saya sendiri betul-betul mendengarkan dan memperhatikan pada saat saya mengikuti program Bahasa maupun di kelas.</p> <p><i>Yes, I acquire the correct sentence structure because I really listened and paid attention when I attended the language program and in classroom.</i></p>	<i>Acquire the correct sentence structure</i>	-
R	11. Can you tell me what grammar you have acquired while acquiring to speak in Islamic boarding school?		S2-SS-11
S-2	<p>Yang saya dapatkan dari tata bahasa yang saya peroleh saat belajar berbicara adalah <i>past tense</i> dan <i>present tense</i>.</p> <p><i>What I get from grammar I have acquired while acquiring to speak are past tense and present tense.</i></p>	<i>Paste tense</i> <i>Present tense</i>	IG_1 IG_2
R	12. What types of vocabulary did you acquire in speaking at Islamic boarding school?		S2-SS-12
S-2	<p>Jenis <i>vocabulary</i> yang saya peroleh pada saat berbicara yaitu <i>noun, pronoun, adjective, adverb, and verb</i>.</p> <p><i>The type of vocabulary that I acquire when speaking is noun, pronoun, adjective, adverb, and verb.</i></p>	Vocabulary <i>Noun, pronoun, adjective, adverb, and verb.</i>	IV_1 IV_2 IV_3 IV_4 IV_5

R	13. Can you describe how the accents provided by the speaking feature in English acquisition affect your speaking fluency?		S2-SS-13
S-2	<p>Iya, aksen yang disediakan oleh fitur speaking Bahasa Inggris sangat mempengaruhi kelancaran berbicara saya, karena setiap saya mengikuti program Bahasa secara tidak langsung saya memperoleh aksen tersebut, sehingga itu akan jadi patokan saya untuk memperlancar berbicara saya.</p> <p><i>Yes, the accents provided by the English speaking feature really affects my speaking fluency, because every time I join the language programs I indirectly get the accent, so it will be my benchmark to improve my speaking fluency.</i></p>	<p><i>Be benchmark get the accent</i></p> <p><i>Affects fluency in speaking English</i></p>	<p>IP_1</p> <p>IP_2</p> <p>IP_3</p>
R	14. Can you tell me how your speaking fluency was honed while acquiring to speak in Islamic boarding school?		S2-SS-14
S-2	<p>Saya baca buku Bahasa Inggris terlebih dahulu, lalu saya melancarkan ucapannya sehingga saya sedikit demi sedikit lancar pengucapannya untuk berbicara. Lalu saya mencoba untuk berbicara dengan teman.</p> <p><i>I read an English book first, and then I practiced the pronunciation so that I gradually became fluent enough to speak. Then I try to speak to my friends.</i></p>	<p><i>Read an English book</i></p> <p><i>Practiced the pronunciation</i></p> <p><i>Speak</i></p>	<p>IF_1</p> <p>IF_2</p>
R	15. Can you tell me what English of speaking aspects that you acquired?		S2-SS-15
S-2	<p>Aspek berbicara yang paling saya peroleh yaitu <i>pronunciation</i>, karena saya merasakan seru ketika saya sudah lancar tata cara pengucapan Bahasa Inggrisnya.</p> <p><i>The aspect of speaking that I have acquired the most is pronunciation, because I feel exciting when I have fluent English pronunciation.</i></p>	<p>Aspect of speaking</p> <p>Pronunciation</p>	<p>IP_1</p>

Interview Sheet

Day/Date : Tuesday, 17th October 2024
 Place : Library of Islamic Boarding School
 Time : 13.30-13.42
 Interviewer : Researcher
 Interviewee : Student 3 - NF

Student & researcher code	Statement (Raw Data)	Preliminary Code	Final code
R	1. Where do you usually acquire the English speaking at Islamic Boarding School (programs, dormitory, classroom)?		S3-NF-1
S-3	Jujur saja, biasanya saya memperoleh berbicara Bahasa Inggris yaitu di beberapa tempat, seperti di kelas, kantin, lapangan, asrama, karena di tempat tersebut saya selalu berusaha untuk memperolehnya apabila ada beberapa orang yang sedang berbicara Bahasa Inggris. Terlebih lagi jika saya sedang mengikuti program Bahasa, pasti saya selalu memperolehnya. <i>To be honest, I usually acquire English speaking in several places, such as in the classroom, canteen, dormitory, because in those places I always try to acquire it if there are some people who are speaking English. Moreover, if I am participating in a language programs, I always acquire it.</i>	<i>Acquire English speaking</i> <i>Classroom, canteen, dormitory, language programs</i>	ISS_2
R	2. What program at Islamic boarding school that you think can broaden your speaking acquisition?		S3-NF-2
S-3	Program yang lebih memperluas kemampuan berbicara Bahasa Inggris saya yaitu program <i>vocabulary</i> yang selalu saya lakukan setiap pagi. <i>The program that broadens my English of speaking acquisitions more is the vocabulary program that I always do every morning.</i>	<i>Vocabulary program</i>	ISS_2
R	3. Can you tell me how you acquire English speaking at Islamic boarding school?		S3-NF-3

S-3	<p>Cara saya untuk memperoleh berbicara Bahasa Inggris yaitu saya sering baca kamus untuk mencari tahu tata cara pengucapan kosa-kata yang telah saya peroleh, karena dari situ saya dapat mengetahui tata cara pengucapan kosa-kata, lalu saya sedikit demi sedikit berbicara Bahasa Inggris.</p> <p><i>The way I acquire to speak English is that I often read the dictionary to find out how to pronounce the vocabulary that I have acquired, because from there I can find out how to pronounce the vocabulary, then I gradually speak English.</i></p>	<i>Read the dictionary to find out the pronounce</i>	ISS_2
R	4. What do you acquire first while listening to the English programs conducted by the Islamic boarding school?		S3-NF-4
S-3	<p>Yang pertama kali saya peroleh ketika mendengarkan pada program Bahasa yaitu <i>vocabulary</i>, karena program tersebut dilakukan setiap pagi.</p> <p><i>The first thing I acquire while listening to the English program is vocabulary, because the program is done every morning.</i></p>	<i>Vocabulary</i>	ISS_2
R	5. Do you understand the words/utterances you acquire at the Islamic boarding school (programs, dormitory, classroom)?		S3-NF-5
S-3	<p>Iya saya paham, karena menurut saya kata-kata/kalimat Bahasa Inggris yang saya peroleh itu lebih ringan dan tidak terlalu berat untuk saya pahami.</p> <p><i>Yes, I understand, because I think the English words/utterances that I acquire are lighter and not too heavy for me to understand.</i></p>	<i>Understand the words/utterances</i>	IL_1 IL_2
R	6. How do you use the words/utterances you acquired at the Islamic boarding school (programs, dormitory, classroom)?		S3-NF-6
S-3	<p>Sebenarnya saya menggunakan kata-kata/kalimat yang telah saya peroleh itu lebih saya gunakan di program Bahasa, karena banyak program Bahasa yang menyediakan kegiatan-kegiatan untuk</p>		IL_1 IL_2

	<p>penggunaan kata-kata/kalimat, seperti program <i>muhadatsah/conversation</i>. Program tersebut, saya melakukan praktek untuk bercakap-cakap dengan teman saya menggunakan kata-kata/kalimat yang saya peroleh.</p> <p><i>I actually use the words/sentences that I have acquired more in the English program, because many language programs provide activities for the use of words/sentences, such as the muhadatsah/conversation program. In these programs, I practice having conversations with my friends using the words/utterances that I have acquired.</i></p>	<p>Practice having conversations</p> <p>Using the words/utterances</p>	
R	7. Where do you usually use the words/utterances you have acquired (programs, dormitory, classroom)?		S3-NF-7
S-3	<p>Biasanya saya lebih menggunakan kata-kata/kalimat itu di program Bahasa Inggris, karena apabila di kelas itu terkadang hanya seminggu dua kali sedangkan di program Bahasa Inggris itu setiap hari.</p> <p><i>I usually use the words/sentences more in English program, because in class sometimes it is only twice a week while in the English program it is every day.</i></p>	<p>Use the words/sentences in English program</p>	<p>IL_1</p> <p>IL_2</p>
R	8. Do you use good and correct grammar while speaking English?		S3-NF-8
S-3	<p>Jujur saja, ketika saya berbicara Bahasa Inggris saya belum terlalu menggunakan <i>grammar</i> yang baik dan benar, karena terkadang saya tidak memakai <i>grammar</i>-nya seperti <i>past tense</i> dan saya pun bingung apakah <i>grammar</i> yang saya pakai itu jenis <i>grammar</i> yang mana.</p> <p><i>Honestly, when I speaking an English, I don't really use good and correct grammar, because sometimes I don't use grammar such as past tense and I'm also confused about which type of grammar I use.</i></p>	<p>Don't really use good and correct grammar</p>	-
R	9. How do you construct sentences when you speak English?		S3-NF-9
S-3	Sebenarnya, setelah saya mengikuti		-

	<p>program <i>vocabulary</i> setiap pagi, saya akan berpikir terlebih dahulu untuk menyusun struktur kalimat sebaik mungkin ketika saya ingin berbicara Bahasa Inggris. Cara menyusunnya yaitu saya mengulang-ulang <i>vocabulary</i>-nya dan saya mengingat-mengingat tata cara pengucapannya, lalu saya menyusun struktur kalimatnya.</p> <p><i>Actually, after I join the vocabulary program every morning, I will think first to structure the sentence as well as possible when I want to speak English. The way I organize it is that I repeat the vocabulary and I remember the pronunciation, then I organize the sentence structure when I speak English.</i></p>	<p>Repeat the vocabulary</p> <p>Remember the pronunciation</p>	
R	10. Do you acquire the correct sentence structure while listening to the conversation/utterance at Islamic boarding school (programs, dormitory, classroom)?		S3-NF-10
S-3	<p>Tentunya saya memperoleh struktur kalimat yang benar ketika saya mendengarkan pada saat mengikuti program Bahasa Inggris salah satunya yaitu program <i>muhadhoroh</i>. Tapi, pada saat di kelas juga saya mendapatkannya.</p> <p><i>Of course, I acquire the correct sentence structure when I listen to the English program, one of which is the muhadhoroh program. But I also acquire it when I am in classroom.</i></p>	<p>Acquire the correct sentence structure</p> <p>Classroom</p>	-
R	11. Can you tell me what grammar you have acquired while acquiring to speak in Islamic boarding school?		S3-NF-11
S-3	<p>Grammar yang telah saya peroleh ketika pemerolehan untuk bicara itu past tense, future continuous, dan perfect tense.</p> <p><i>The grammar that I have acquired during speech acquisition is past tense, future continuous tense, and perfect tense.</i></p>	<p>Grammar</p> <p>Past tense, future continuous, and perfect tense</p>	IG_1
R	12. What types of vocabulary did you acquire in speaking at Islamic boarding school?		S3-NF-12

S-3	Banyak jenis <i>vocabulary</i> yang saya peroleh di <i>speaking</i> Bahasa Inggris, diantaranya <i>noun, pronoun, adjective, adverb, and verb</i> . <i>There are many types of vocabulary that I acquired in English speaking, including noun, pronoun, adjective, adverb, and verb.</i>	<i>Types of vocabulary</i> <i>Noun, pronoun, adjective, adverb, and verb.</i>	IV_1 IV_2 IV_3 IV_4 IV_5
R	13. Can you describe how the accents provided by the speaking feature in English acquisition affect your speaking fluency?		S3-NF-13
S-3	Aksen yang diadakan oleh fitur berbicara dalam penguasaan Bahasa Inggris itu tentunya mempengaruhi kelancaran Bahasa Inggris saya, karena ketika saya mengikuti program Bahasa Inggris, apalagi program tersebut diadakan setiap hari khususnya program <i>vocabulary</i> Bahasa Inggris. <i>The accents provided by the English of speaking feature certainly affects my English fluency, because when I follow the English program, I got the accent provided by it and it certainly affects my English fluency.</i>	<i>Follow the English program</i>	IP_2 IP_3
R	14. Can you tell me how your speaking fluency was honed while acquiring to speak in Islamic boarding school?		S3-NF-14
S-3	Cara saya untuk memfasihkan speaking bahasa Inggris saya pada saat memperoleh itu dengan cara memperbanyak <i>vocabulary</i> , lalu saya sering berbicara menggunakan bahasa Inggris supaya terbiasa dan juga fasih berbicara bahasa Inggris. <i>My way to fluent my English speaking at the time of acquiring it was by increasing vocabulary, then I often speak using English so that I get used to and also fluent in speaking English.</i>	<i>Increasing vocabulary</i> <i>Often speaking using English</i>	IF_3
R	15. Can you tell me what English of speaking aspects that you acquired?		S3-NF-15
S-3	Jujur saja, dari keempat aspek speaking bahasa Inggris tersebut yang telah saya peroleh yaitu <i>vocabulary</i> , karena menurut		IV_1

	<p>saya vocabulary itu lebih gampang dari pada grammar, dan pronunciation itu sangat sulit.</p> <p><i>Honestly, of the four English of speaking aspects that I have acquired is vocabulary, because I think vocabulary is easier than grammar, and pronunciation is very difficult.</i></p>	<p><i>English of speaking aspects</i></p> <p>Vocabulary</p>	
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Interview Sheet

Day/Date : Tuesday, 17th October 2024
 Place : Library of Islamic Boarding School
 Time : 13.45-13.57
 Interviewer : Researcher
 Interviewee : Student 4 - MA

Student & researcher code	Statement (Raw Data)	Preliminary Code	Final code
R	1. Where do you usually acquire the English speaking at Islamic Boarding School (programs, dormitory, classroom)?		S4-MA-1
S-4	Saya memperoleh berbicara Bahasa Inggris itu biasanya di kelas, di program Bahasa Inggris, diantaranya program <i>muhadhoroh</i> , <i>vocabulary</i> yang setiap harinya dikasihkan oleh <i>mudabbir</i> . <i>I acquire to speak English usually in classroom, in English programs, including the muhadhoroh program, vocabulary that is given every day by the mudabbir.</i>	<i>Classroom</i> <i>English programs</i>	ISS_2
R	2. What program at Islamic boarding school that you think can broaden your speaking acquisition?		S4-MA-2
S-4	Menurut saya program yang bisa memperluas kemampuan berbicara bahasa Inggris saya yaitu program <i>vocabulary</i> , karena dengan program tersebut saya bisa lebih banyak mengetahui <i>vocabulary</i> untuk memperluas berbicara bahasa Inggris saya dan juga karena <i>vocabulary</i> itu modal untuk bisa memperluas berbicara bahasa Inggris saya. <i>I think the program that can broaden my Englishspeaking acquisition is the vocabulary program, because with this program I can know more vocabulary to expand my English speaking and also because vocabulary is an asset to be able to expand my English speaking.</i>	<i>Vocabulary program</i>	ISS_2
R	3. Can you tell me how you acquire English speaking at Islamic boarding school?		S4-MA-3

S-4	<p>Jujur saja, saya memperoleh kemampuan berbahasa Inggris saya yaitu ketika saya mengikuti program bahasa Inggris yang diadakan, misalnya program <i>muhadhoroh</i>, yang mana program tersebut secara tidak langsung saya memperoleh kemampuan berbahasa Inggris saya dari mendengarkan orang lain yang sedang berpidato bahasa Inggris, karena apabila program <i>muhadhoroh</i> sedang berlangsung, saya akan memperhatikannya sehingga saya memperoleh kemampuan bahasa Inggris.</p> <p><i>Honestly, I acquire my English speaking when I participated in the English program that was held, for example the muhadhoroh program, which indirectly I acquire my English speaking from listening to other people who were giving English speeches, because when the muhadhoroh program was taking place, I would pay attention to it so that I acquire English speaking.</i></p>	<p><i>Participated in English program</i></p> <p><i>Listening English speeches of other people</i></p>	ISS_2
R	4. What do you acquire first while listening to the English programs conducted by the Islamic boarding school?		S4-MA-4
S-4	<p>Yang pertama kali saya peroleh ketika mendengarkan program bahasa Inggris yang diadakan yaitu <i>vocabulary</i> kata kerja, seperti <i>squat</i> (jongkok), <i>described</i> d (menggambarkan), <i>climb</i> (mendaki) dan masih banyak lagi lainnya.</p> <p><i>The first thing I acquired while listening to the English program was the vocabulary verbs, such as squat, describe, climb and many others.</i></p>	Verbs	ISS_2
R	5. Do you understand the words/utterances you acquire at the Islamic boarding school (programs, dormitory, classroom)?		S4-MA-5
S-4	<p>Iya saya paham dengan kata-kata/kalimat yang yang saya peroleh, karena sebelum saya menjadi siswa di pesantren ini saya sudah belajar dan memahaminya jadi sudah terbiasa paham.</p> <p><i>Yes, I understand the words/utterances that I acquire, because before I became a student in this Islamic Boarding School I</i></p>	<i>Understand the words/utterances</i>	<p>IL_1</p> <p>IL_2</p>

	<i>had learned and understood them so I was used to understanding.</i>		
R	6. How do you use the words/utterances you acquired at the Islamic boarding school (programs, dormitory, classroom)?		S4-MA-6
S-4	Saya menggunakan kata-kata/kalimat yang saya peroleh itu di kelas, karena saya sering aktif apabila Pelajaran Bahasa Inggris berlangsung diantara siswa laki- laki lainnya saya yang paling aktif menggunakan kata-kata/kalimat yang saya peroleh. <i>I use the words/utterances I have acquired in classroom, because I am often active when English lessons take place among other male students' I am the most active in using the words/sentences I have acquired.</i>	<i>Often active in English lessons</i>	IL_1 IL_2
R	7. Where do you usually use the words/utterances you have acquired (programs, dormitory, classroom)?		S4-MA-7
S-4	Biasanya saya menggunakan kata-kata/kalimat itu di kelas pada saat mengerjakan tugas kelompok Bahasa Inggris dan pada saat saya berbicara dengan teman saya di kelas. <i>I usually use these words/utterances in classroom when doing English group work.</i>	<i>Classroom</i>	IL_1 IL_2
R	8. Do you use good and correct grammar while speaking English?		S4-MA-8
S-4	Sebenarnya saya belum menggunakan <i>grammar</i> yang baik dan benar, karena saya masih terus belajar tentang <i>grammar</i> . <i>Actually, I have not used good and correct grammar yet, because I'm still learning about grammar.</i>	<i>Have not used good and incorrect grammar.</i>	-
R	9. How do you construct sentences when you speak English?		S4-MA-9
S-4	Saya menyusun struktur kalimat ketika saya berbicara Bahasa Inggris itu sebelumnya dengan menulis, menghafal kata per kata atau pun <i>vocabulary</i> yang saya peroleh, lalu saya menyusunnya ketika saya berbicara Bahasa Inggris.		-

	<i>I construct the sentence structure when I speak English beforehand by writing, memorizing word by word or vocabulary that I get, and then I arrange it when I speak English.</i>	Writing, memorizing word by word or vocabulary	
R	10. Do you acquire the correct sentence structure while listening to the conversation/utterance at Islamic boarding school (programs, dormitory, classroom)?		S4-MA-10
S-4	Iya saya sudah memperoleh struktur kalimat yang benar pada saat di kelas, karena pada saat pembelajaran Bahasa Inggris berlangsung saya memerhatikannya. <i>Yes, I have acquired the correct sentence structure in classroom because I pay attention to it during English lessons.</i>	Acquired the coreect sentence structure Classroom	
R	11. Can you tell me what grammar you have acquired while acquiring to speak in Islamic boarding school?		S4-MA-11
S-4	Grammar yang telah saya peroleh ketika pemerolehan bicara Bahasa Inggris yaitu <i>past tense</i> . <i>The grammar that I have acquired when acquiring English speech is the past tense.</i>	Grammar Past tense	IG_1 IG_2
R	12. What types of vocabulary did you acquire in speaking at Islamic boarding school?		S4-MA-12
S-4	Banyak jenis <i>vocabulary</i> yang saya peroleh di berbicara, seperti <i>noun, pronoun, adjective, adverb, and verb</i> . <i>Many types of vocabulary that I acquired in speaking, such as noun, pronoun, adjective, adverb, and verb.</i>	Types of vocabulary Noun, pronoun, adjective, adverb, and verb.	IV_1 IV_2 IV_3 IV_4 IV_5
R	13. Can you describe how the accents provided by the speaking feature in English acquisition affect your speaking fluency?		S4-MA-13
S-4	Aksen yang disediakan oleh fitur berbicara di pemerolehan Bahasa Inggris itu memang mempengaruhi kelancaran berbicara saya,		IP_2

	<p>karena ketika saya mengikuti program Bahasa Inggris salah satunya program <i>muhadhoroh</i> itu saya mendengarkan aksen orang yang berpidato Bahasa Inggris dan secara tidak langsung saya memperoleh aksen berbicaranya. Selain itu, ketika saya mengikuti program <i>listening</i> lagu, saya memperoleh aksen dari lagu tersebut dan itu tentunya mempengaruhi kelancaran berbicara Bahasa Inggris saya.</p> <p><i>The accent provided by the speaking feature in English acquisition does affect my speaking fluency, because when I take part in the English program, one of which is the muhadhoroh program, I listen to the accent of the person giving the English speech and indirectly I get the accent of speaking. In addition, when I participated in the song listening program, I got the accent from the song and it certainly affected my Englishspeaking fluency.</i></p>	<p>Accents</p> <p>Listening person who English speech</p> <p>Participated the song listening program</p>	IP_3
R	14. Can you tell me how your speaking fluency was honed while acquiring to speak in Islamic boarding school?		S4-MA-14
S-4	<p>Cara saya untuk memfasihkan berbicara saya diasah saat belajar berbicara itu dengan saya sering mengasah percakapan saya dengan teman saya, karena dengan seringnya saya melakukannya itu saya yakin bahwa saya bisa memfasihkan berbicara bahasa Inggris saya.</p> <p><i>The way I honed my speaking fluency while learning to speak was that I often honed my conversations with my friends, because by often doing so I was sure that I could fluently speak my English.</i></p>	<p>Often honed the conversations</p>	<p>IF_2</p> <p>IF_3</p>
R	15. Can you tell me what English of speaking aspects that you acquired?		S4-MA-15
S-4	<p>Sebenarnya hampir semua ke empat aspek berbicara Bahasa Inggris telah saya peroleh, diantaranya kefasihan, <i>vocabulary</i>, dan <i>pronunciation</i>. Tapi, grammar belum saya peroleh karena saya masih belajar untuk memperolehnya.</p> <p><i>Actually, I have acquired almost all four aspects of English speaking, including</i></p>	<p>Aspect of speaking English Fluency,</p>	IFVP_1

	<i>fluency, vocabulary, and pronunciation.</i> <i>However, I haven't acquired grammar yet</i> <i>because I am still learning to acquire it.</i>	Vocabulary, Pronunciation.	
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Interview Sheet

Day/Date : Tuesday, 17th October 2024
 Place : Library of Islamic Boarding School
 Time : 14.00-14.12
 Interviewer : Researcher
 Interviewee : Student 5 - SJ

Student & researcher code	Statement (Raw Data)	Preliminary Code	Final code
R	1. Where do you usually acquire the English speaking at Islamic Boarding School (programs, dormitory, classroom)?		S5-SJ-1
S-5	Jujur saja, saya memperoleh berbicara Bahasa Inggris itu hamper di setiap lingkungan pesantren, diantaranya di kelas, program Bahasa Inggris, dan di asrama. Karena ketika saya berada di lingkungan tersebut dan ada orang yang berbicara bahasa Inggris secara tidak langsung saya mendengarkan orang tersebut berbicara Bahasa Inggris dan saya memperolehnya. <i>Honestly, I acquired English speaking in almost every environment of the Islamic Boarding School, including in classroom, the English program, and in the dormitory. Because, when I was in that environment and there were people speaking English indirectly I listened to the person speaking English and I acquired it.</i>	<i>Acquired English speaking</i> <i>Classroom, English programs, dormitory.</i>	ISS_2
R	2. What program at Islamic boarding school that you think can broaden your speaking acquisition?		S4-MA-2
S-5	Program yang bisa memperluas kemampuan berbicara bahasa Inggris saya yaitu program muhadhoroh, karena ketika saya mengikuti program tersebut saya memperoleh berbicara bahasa Inggris saya dari orang yang berpidato bahasa Inggris. <i>The program that can broadnen my English speaking acquisition is the muhadhoroh program, because when I join the program I get my English speaking from people who make English speeches.</i>	<i>Muhadhoroh program</i>	ISS_2

R	3. Can you tell me how you acquire English speaking at Islamic boarding school?		S4-MA-3
S-5	<p>Saya memperoleh kemampuan berbahasa Inggris itu dengan saya sering baca kamus bahasa Inggris, terkadang saya bertanya tentang vocabulary dan tata cara pengucapannya yang belum saya ketahui kepada guru saya ketika ada pembelajaran bahasa Inggris, lalu saya mengulang-ulang dan mempraktikkannya berbicara Bahasa Inggris saya dengan teman saya.</p> <p><i>I acquired my English speaking by reading the English dictionary often, sometimes I ask my teacher about vocabulary and pronunciation that I don't know when there is an English lesson, then I repeated and practiced my English speaking with me friend.</i></p>	Practiced of English speaking with friends	ISS_2
R	4. What do you acquire first while listening to the English programs conducted by the Islamic boarding school?		S4-MA-4
S-5	<p>Yang pertama kali saya peroleh ketika mendengarkan program bahasa Inggris yang diadakan yaitu <i>vocabulary</i>, karena program tersebut diadakannya setiap pagi hari.</p> <p><i>The first thing I got when listening to the English program was vocabulary, because the program was conducted every morning.</i></p>	Vocabulary	ISS_2
R	5. Do you understand the words/utterances you acquire at the Islamic boarding school (programs, dormitory, classroom)?		S4-MA-5
S-5	<p>Saya paham dengan kata-kata/kalimat yang saya peroleh di pesantren, karena saya benar-benar memperhatikan orang yang apabila sedang berbicara bahasa Inggris ketika program bahasa Inggris berlangsung maupun di kelas.</p> <p><i>I understand the words/utterances that I acquire at the Islamic Boarding School, because I really pay attention to the people who speak English during the English program and in classroom.</i></p>	Understand the words/utterances English programs, and classroom	IL_1 IL_2

R	6. How do you use the words/utterances you acquired at the Islamic boarding school (programs, dormitory, classroom)?		S4-MA-6
S-5	<p>Saya menggunakan kata-kata/kalimat yang saya peroleh dengan saya mengajak teman saya untuk berbicara dengan saya, misalnya saya bertanya "dia dari mana, ingin membeli apa, tugas kemaren sudah dikerjakan belum, ayo waktunya kita sholat" dan itulah cara saya menggunakan kata-kata/kalimat tersebut.</p> <p><i>I use the words/utterances that I get by inviting my friends to talk to me, for example I ask "where is he from, what do you want to buy, yesterday's assignment has been done yet, let's go to prayer time" and that's how I use the words/utterances.</i></p>	<i>Inviting friend to talk</i>	<p>IL_1</p> <p>IL_2</p>
R	7. Where do you usually use the words/utterances you have acquired (programs, dormitory, classroom)?		S4-MA-7
S-5	<p>Jujur saja, biasanya saya menggunakan kata-kata/kalimat di beberapa tempat seperti di kelas, asrama, kantin.</p> <p><i>To be honest, I usually use the words/phrases in several places such as in classroom, dormitory, and canteen.</i></p>	<i>Classroom, dormitory, canteen.</i>	<p>IL_1</p> <p>IL_2</p>
R	8. Do you use good and correct grammar while speaking English?		S4-MA-8
S-5	<p>Sebenarnya saya belum menggunakan <i>grammar</i> yang baik dan benar, karena menurut saya belajar <i>grammar</i> itu sangat sulit.</p> <p><i>I actually haven't used good and correct grammar, because I think learning grammar is very difficult.</i></p>	<i>Haven't used good and correct gramma</i>	-
R	9. How do you construct sentences when you speak English?		S4-MA-9
S-5	<p>Saya menyusun kalimat saat saya berbicara bahasa Inggris dengan saya mencari terlebih dahulu kosakata, lalu disusun menggunakan <i>to be</i>, misalnya <i>was, were</i>, kata konjungsi seperti <i>although, while, until</i>.</p> <p><i>I construct sentences when I speak English by first looking up vocabulary, then</i></p>	<p><i>Looking up vocabulary</i></p> <p><i>Constructing using to be, was, were, conjunctions like although, while,</i></p>	-

	<i>constructing them using to be, e.g. was, were, conjunctions like although, while, until.</i>	<i>until.</i>	
R	10. Do you acquire the correct sentence structure while listening to the conversation/utterance at Islamic boarding school (programs, dormitory, classroom)?		S4-MA-10
S-5	Iya saya memperoleh struktur kalimat yang benar saat mendengarkan percakapan/ucapan di pesantren, tetapi saya memperolehnya hanya ketika saya di kelas saja. Karena ketika pada saat program bahasa Inggris lebih focus <i>vocabulary</i> , dan <i>wish word</i> . <i>Yes, I acquired the correct sentence structure when listening to conversations/speeches at Islamic Boarding School, but I acquired it only when I was in classroom. Because during the English program, the focus is more on vocabulary and wish words.</i>	<i>Acquired the correct sentence structure</i> <i>Classroom</i>	-
R	11. Can you tell me what grammar you have acquired while acquiring to speak in Islamic boarding school?		S4-MA-11
S-5	<i>Grammar</i> yang telah saya peroleh pada saat belajar berbicara bahasa Inggris yaitu <i>past perfect, past perfect continuous, present continuous, present future, dan pas future</i> . <i>The grammar that I have acquired while learning to speak English are past perfect, past perfect continuous, present continuous, present future, and past future.</i>	<i>Grammar</i> <i>Past perfect, past perfect continuous, present continuous, present future, past future.</i>	IG_1
R	12. What types of vocabulary did you acquire in speaking at Islamic boarding school?		S4-MA-12
S-5	Jenis <i>vocabulary</i> yang saya peroleh dalam berbicara bahasa Inggris di pesantren yaitunoun, pronoun, adjective, adverb, and verb. <i>The types of vocabulary that I acquire in speaking English at Islamic Boarding School are noun, pronoun, adjective,</i>	<i>Vocabulary</i> <i>Noun, pronoun, adjective, adverb, and verb.</i>	IV_1 IV_2 IV_3 IV_4

	<i>adverb, and verb.</i>		IV_5
R	13. Can you describe how the accents provided by the speaking feature in English acquisition affect your speaking fluency?		S4-MA-13
S-5	Aksen yang disediakan oleh fitur berbicara dalam penguasaan bahasa Inggris yang mempengaruhi kefasihan berbicara saya ketika program bahasa Inggris sedang berlangsung, tentunya saya mendengarkan dan memperhatikan aksen yang disediakan. Oleh karenanya, itu dapat mempengaruhi kefasihan berbicara bahasa Inggris saya. <i>The accents provided by the speaking feature in English acquisition affect my speaking fluency when English program is in progress, of course I listen and pay attention to the accents provided. Therefore, it can affect my English of speaking fluency.</i>	<i>English program is in progress</i> <i>Listen and pay attention</i>	IP_1 IP_2 IP_3
R	14. Can you tell me how your speaking fluency was honed while acquiring to speak in Islamic boarding school?		S4-MA-14
S-	Saya mempunyai cara tersendiri untuk mengasah kefasihan berbicara bahasa Inggris saya saat belajar berbicara bahasa Inggris yaitu dengan saya mengulang-ulang conversation, dan saya selalu bertanya kepada <i>mudabbir</i> apakah cara pengucapan kata-kata/kalimat saya sudah benar dan baik atau belum, sehingga sedikit demi sedikit saya fasih berbicara bahasa Inggris. <i>I have my own way of honing my English of speaking fluency when learning to speak English, which is by repeating conversations, and I always asking the mudabbir whether the pronunciation of my words/sentences is correct and good or not, so that little by little I am fluent in speaking English.</i>	<i>Repeating conversations</i> <i>Always asking the mudabbir</i>	IF_1 IF_3
R	15. Can you tell me what English of speaking aspects that you acquired?		S4-MA-15
S-5	Aspek berbicara bahasa Inggris yang saya peroleh yaitu <i>pronunciation</i> . Menurut saya		IP_I

	<p><i>pronunciation</i> sangatlah mudah, dan karena setiap harinya saya mendengarkan dan meniru pengucapan orang yang berbicara bahasa Inggris pada saat program bahasa Inggris berlangsung maupun pada saat pembelajaran bahasa Inggris.</p> <p><i>The aspect of English speaking that I acquired is pronunciation. I think pronunciation is easier, and because every day I listen and imitate the pronunciation of people who speak English during the English program and during English lessons.</i></p>	<p><i>Aspect of speaking English</i></p> <p>Pronunciation</p>	
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Interview Sheet

Day/Date : Tuesday, 17th October 2024
 Place : Library of Islamic Boarding School
 Time : 14.15-14.24
 Interviewer : Researcher
 Interviewee : Student 6 - DN

Student & researcher code	Statement (Raw Data)	Preliminary Code	Final code
R	1. Where do you usually acquire the English speaking at Islamic Boarding School (programs, dormitory, classroom)?		S6-DN-1
S-6	Biasanya saya memperoleh bahasa Inggris di pesantren yaitu di kelas. <i>I usually acquire English at Islamic Boarding School in classroom.</i>	<i>Classroom</i>	ISS_2
R	2. What program at Islamic boarding school that you think can broaden your speaking acquisition?		S6-DN-2
S-6	Menurut saya program yang lebih dapat memperluas kemampuan berbicara saya yaitu program <i>muhadhoroh</i> , karena program tersebut memiliki banyak waktu. Jadi, saya lebih banyak waktu untuk memperluas kemampuan berbicara bahasa Inggris saya. <i>I think the program that can broaden my speaking acquisition more is the muhadhoroh program, because the program has a lot of time. So, I have more time to expand my English-speaking acquisition.</i>	<i>Muhadhoroh program</i>	ISS_2
R	3. Can you tell me how you acquire English speaking at Islamic boarding school?		S6-DN-3
S-6	Cara saya untuk memperoleh kemampuan berbicara bahasa Inggris di pesantren yaitu dengan saya mengikuti semua kegiatan program bahasa Inggris. <i>The way I acquired English speaking skills at the pesantren was by participating in all the activities of the English program.</i>	<i>Participating in all the activities of the English program.</i>	ISS_2

R	4. What do you acquire first while listening to the English programs conducted by the Islamic boarding school?		S6-DN-4
S-6	Yang pertama kali saya peroleh ketika mendengarkan program bahasa Inggris yang diadakan yaitu hanya vocabulary. <i>The first thing I got when listening to the English program was only vocabulary.</i>	Vocabulary	ISS_2
R	5. Do you understand the words/utterances you acquire at the Islamic boarding school (programs, dormitory, classroom)?		S6-DN-5
S-6	Jujur saja, saya hanya sedikit paham dengan kata-kata/kalimat yang saya peroleh, karena dari diri saya sendiri yang mungkin kurang aktif untuk memahaminya. <i>To be honest, I only slightly understood the words/utterances that I acquire at Islamic Boarding School, because of my own inactivity to understand them.</i>	Only slightly understood the words/utterances	IL_1 IL_2
R	6. How do you use the words/utterances you acquired at the Islamic boarding school (programs, dormitory, classroom)?		S6-DN-6
S-6	Saya menggunakan kata-kata/kalimat yang saya peroleh ketika di kelas dengan saya berbicara bahasa Inggris dengan teman saya. <i>I use the words/sentences that I acquired when in classroom by me speaking English with my friends. Through speaking English with my friend, I use the words/sentences that I have acquired.</i>	Speaking English with friends	IL_1 IL_2
R	7. Where do you usually use the words/utterances you have acquired (programs, dormitory, classroom)?		S6-DN-7
S-6	Biasanya saya menggunakan kata-kata/kalimat yang telah saya peroleh itu di kelas. <i>I usually use the words/sentences that I have acquired in classroom.</i>	Classroom	IL_1 IL_2
R	8. Do you use good and correct grammar while speaking English?		S6-DN-8

S-6	Menurut saya, saya belum menggunakan grammar yang baik dan benar, karena sulit untuk belajar grammar dan saya pun belum terbiasa menggunakannya. <i>In my opinion, I haven't used good and correct grammar, because it is difficult to learn grammar and I am not used to using it.</i>	<i>Haven't used good and correct grammar</i>	-
R	9. How do you construct sentences when you speak English?		S6-DN-9
S-6	Untuk menyusun kalimat ketika saya berbicara bahasa Inggris yaitu saya mengingat-ingat vocabulary dan cara pengucapannya yang telah saya peroleh, lalu saya berbicara bahasa Inggris. <i>To construct sentences when I speak English, I recall the vocabulary and pronunciation that I have acquired, and then I speak English.</i>	<i>Recall the vocabulary and pronunciation</i>	-
R	10. Do you acquire the correct sentence structure while listening to the conversation/utterance at Islamic boarding school (programs, dormitory, classroom)?		S6-DN-10
S-6	Sebenarnya saya memperoleh struktur kalimat yang benar ketika saya mendengarkan percakapan/kalimat pada saat di kelas, karena pada saat di kelas saya memerhatikannya. <i>I actually acquired the correct sentence structure when I listened to the conversations/sentences in class, because I paid attention to them in classroom.</i>	<i>Acquired the correct sentence structure Classroom</i>	-
R	11. Can you tell me what grammar you have acquired while acquiring to speak in Islamic boarding school?		S6-DN-11
S-6	Grammar yang telah saya peroleh ketika belajar berbicara di pesantren yaitu hanya <i>past tense</i> . <i>The grammar that I have acquired when learning to speak at boarding school is only past tense.</i>	<i>Past tense</i>	IG_1
R	12. What types of vocabulary did you acquire in speaking at Islamic boarding school?		S6-DN-12

S-6	<p>Jenis <i>vocabulary</i> yang saya peroleh pada berbicara di pesantren yaitu <i>noun, pronoun, adjective, adverb, and verb.</i></p> <p><i>The type of vocabulary I acquired in speaking at the boarding school are noun, pronoun, adjective, adverb, and verb.</i></p>	<p>Vocabulary</p> <p><i>Noun, pronoun, adjective, adverb, and verb.</i></p>	<p>IV_1</p> <p>IV_2</p> <p>IV_3</p> <p>IV_4</p> <p>IV_5</p>
R	13. Can you describe how the accents provided by the speaking feature in English acquisition affect your speaking fluency?		S6-DN-13
S-6	<p>Aksen yang disediakan oleh fitur berbicara dalam penguasaan bahasa Inggris mempengaruhi kefasihan berbicara bahasa Inggris saya itu dengan saya belajar untuk mencermati aksen yang disediakan, terlebih lagi pada saat di kelas maupun di program bahasa Inggris aksen tersebut sangat mempengaruhi kefasihan berbicara bahasa Inggris saya.</p> <p><i>The accents provided by the speaking feature in English acquisition affect my English of speaking fluency that is by me learning to pay close attention to the accents it provides, especially when in classroom or in the English program the accents greatly affect my English speaking fluency.</i></p>	<p><i>Learning to pay close attention to the accents it provides</i></p>	IP_2
R	14. Can you tell me how your speaking fluency was honed while acquiring to speak in Islamic boarding school?		S6-DN-14
S-6	<p>Cara mengasah kefasihan berbicara bahasa Inggris saya ketika belajar berbicara itu dengan cara saya sering mendengarkan lagu bahasa Inggris, yang mana menurut saya apabila dengan cara seperti itu lebih mudah untuk mengasah kefasihan berbicara bahasa Inggris, karenanya saya langsung belajar cara pengucapan kata- kata/kalimat untuk berbicara bahasa Inggris.</p> <p><i>The way I honed my Englishspeaking fluency when learning to speak was by listening to English songs a lot, which I</i></p>	<p><i>Listening to English songs a lot</i></p> <p><i>Learned how to pronounce</i></p>	IF_3

	<i>think is easier to hone English speaking fluency, so I immediately learned how to pronounce words/sentences to speak English.</i>	<i>words/sentences to speak English.</i>	
R	15. Can you tell me what English of speaking aspects that you acquired?		S6-DN-15
S-6	Aspek berbicara bahasa Inggris yang telah saya peroleh yaitu vocabulary dan pronunciation. <i>The aspects of English speaking that I have acquired are vocabulary and pronunciation.</i>	<i>Aspects of speaking Vocabulary and Pronunciation.</i>	IVP_1

Interview Sheet

Day/Date : Tuesday, 17th October 2024
 Place : Library of Islamic Boarding School
 Time : 14.30-14.41
 Interviewer : Researcher
 Interviewee : Student 7 - MF

Student & researcher code	Statement (Raw Data)	Preliminary Code	Final code
R	1. Where do you usually acquire the English speaking at Islamic Boarding School (programs, dormitory, classroom)?		S7-MF-1
S-7	Biasanya memperoleh berbicara bahasa Inggris di pesantren yaitu di kelas, karena apabila pembelajaran bahasa Inggris sedang berlangsung saya pasti sangat mendengarkan guru ketika berbicara bahasa Inggris, lalu secara tidak langsung saya memperolehnya. <i>I usually acquire speaking English at Islamic Boarding School in the classroom, because when English learning is going on I must really listen to the teacher when speaking English, then indirectly I acquire it.</i>	Classroom	ISS_2
R	2. What program at Islamic boarding school that you think can broaden your speaking acquisition?		S7-MF-2
S-7	Menurut saya program yang memperluas kemampuan berbicara bahasa Inggris saya yaitu program <i>muhadhoroh</i> , karena program tersebut adalah wadah untuk memperluas kemampuan belajar berbicara bahasa Inggris di depan banyak orang. <i>I think the program that broaden my speaking skills is the muhadhoroh program, because the program is a place to expand the ability to learn to speak English in front of many people.</i>	Muhadhoorh program	ISS_2
R	3. Can you tell me how you acquire English speaking at Islamic boarding school?		S7-MF-3

S-7	<p>Saya memperoleh kemampuan berbicara bahasa Inggris di pesantren itu dengan ketika di kelas saya mendengarkan guru berbicara bahasa Inggris, karenanya saya memperoleh bagaimana tata cara pengucapan ketika akan berbicara bahasa Inggris.</p> <p><i>I acquired English speaking at the Islamic Boarding School by listening to the teacher speak English in classroom, so I learned how to pronounce when speaking English.</i></p>	Listening to the teacher speak English in classroom	ISS_2
R	4. What do you acquire first while listening to the English programs conducted by the Islamic boarding school?		S7-MF-4
S-7	<p>Yang pertama kali saya peroleh ketika mendengarkan program bahasa Inggris yang diadakan oleh pesantren yaitu kata mutiara/<i>wish words</i>, karena apabila vocabulary sebelumnya saya sudah mengetahuinya sebelum menjadi siswa di pesantren ini.</p> <p><i>The first thing I acquire when listening to the English program conducted by Islamic Boarding School was the wish words, because if the vocabulary before I already knew it before becoming a student in this Islamic Boarding School.</i></p>	Wish words	ISS_2
R	5. Do you understand the words/utterances you acquire at the Islamic boarding school (programs, dormitory, classroom)?		S7-MF-5
S-7	<p>Sebenarnya terkadang saya paham dengan kata-kata/kalimat yang saya peroleh di pesantrenkhususnya di kelas, karena tergantung diri saya sendiri paham dan tidaknya dengan kata-kata/kalimat yang saya peroleh.</p> <p><i>Actually, sometimes I understand the words/utterances that I get in Islamic Boarding School, especially in class, because it depends on me whether or not I understand the words/sentences that I get.</i></p>	Sometimes understand the words/utterances	IL_1 IL_2
R	6. How do you use the words/utterances you acquired at the Islamic boarding school (programs, dormitory, classroom)?		S7-MF-6

S-7	<p>Cara saya menggunakan kata-kata/kalimat yang saya peroleh yaitu ketika saya menyanyi lagu bahasa Inggris di asrama, karena didalam lagu tersebut ada kata-kata/kalimat yang saya peroleh di pesantren.</p> <p><i>The way I use the words/utterances I have acquired is when I sing English songs in the dormitory, because in the song there are words/sentences that I have acquired at the Islamic Boarding School.</i></p>	<p><i>Sing English songs</i></p> <p><i>Dormitory</i></p>	<p>IL_1</p> <p>IL_2</p>
R	7. Where do you usually use the words/utterances you have acquired (programs, dormitory, classroom)?		S7-MF-7
S-7	<p>Biasanya saya menggunakan kata-kata/kalimat yang telah saya peroleh yaitu di kelas, karena ketika di kelas saya dan yang lainnya ditekankan oleh guru untuk berbicara bahasa Inggris yang mana ketika saya berbicara bahasa Inggris tentunya saya menggunakan kata-kata/kalimat yang saya peroleh.</p> <p><i>Usually I use the words/utterances that I have acquired in class, because when in classroom I and others are emphasized by the teacher to speak English which when I speak English of course I use the words/utterances that I have acquired.</i></p>	<p><i>Classroom</i></p>	<p>IL_1</p> <p>IL_2</p>
R	8. Do you use good and correct grammar while speaking English?		S7-MF-8
S-7	<p>Saya belum menggunakan grammar yang baik dan benar, karena dari diri saya sendiri yang memang sulit untuk memahaminya.</p> <p><i>I haven't used good and correct grammar, because it's difficult for me to understand.</i></p>	<p><i>Haven't used good and correct grammar</i></p>	-
R	9. How do you construct sentences when you speak English?		S7-MF-9
S-7	<p>Saya menyusun kalimat saat berbicara bahasa Inggris itu saya membuka kamus bahasa Inggris terlebih dahulu untuk mengetahui kata-kata yang akan saya bicarakan.</p> <p><i>I construct my sentences when speaking English, I open an English dictionary first to find out the words that I will speak</i></p>	<p><i>Open an English dictionary</i></p>	-

	<i>about.</i>		
R	10. Do you acquire the correct sentence structure while listening to the conversation/utterance at Islamic boarding school (programs, dormitory, classroom)?		S7-MF-10
S-7	<p>Iya saya memperoleh struktur kalimat yang benar pada saat mendengarkan percakapan/ucapan ketika di kelas, karena ketika di kelas saya lebih bisa memperoleh dengan mendengarkan percakapan dari struktur kalimat yang benar yang disampaikan oleh guru.</p> <p><i>Yes, I acquire the correct sentence structure when listening to conversations/speeches in classroom, because in class I can acquire more by listening to conversations from the correct sentence structure delivered by the teacher.</i></p>	<p><i>Acquire the correct sentence structure</i></p> <p><i>Classroom</i></p>	-
R	11. Can you tell me what grammar you have acquired while acquiring to speak in Islamic boarding school?		S7-MF-11
S-7	<p>Walaupun saya belum menggunakan grammar yang baik dan benar, tapi grammar telah saya peroleh pada saat belajar berbicara bahasa Inggris di pesantren. Saya memperoleh past tense dari <i>grammar</i> tersebut.</p> <p><i>Although I have not used good and correct grammar, I have acquired grammar while learning to speak English at the Islamic Boarding School. I acquired past tense from the grammar.</i></p>	<p><i>Grammar</i></p> <p><i>Past tense</i></p>	<p>IG_1</p> <p>IG_2</p>
R	12. What types of vocabulary did you acquire in speaking at Islamic boarding school?		S7-MF-12
S-7	<p>Jenis <i>vocabulary</i> yang saya peroleh dalam berbicara bahasa Inggris <i>noun, pronoun, adjective, adverb, and verb.</i></p> <p><i>The types of vocabulary I acquire in speaking English are noun, pronoun, adjective, adverb, and verb.</i></p>	<p><i>Types of vocabulary</i></p> <p><i>Noun, pronoun, adjective, adverb, and verb.</i></p>	<p>IV_1</p> <p>IV_2</p> <p>IV_3</p> <p>IV_4</p> <p>IV_5</p>

R	13. Can you describe how the accents provided by the speaking feature in English acquisition affect your speaking fluency?		S7-MF-13
S-7	<p>Aksen yang disediakan oleh fitur berbicara dalam penguasaan bahasa Inggris mempengaruhi kefasihan berbicara saya, karena ketika secara langsung saya mendengarkan orang dan guru yang berbicara bahasa Inggris pada saat program bahasa Inggris dan di kelas itu tentunya sangat mempengaruhi kefasihan berbicara bahasa Inggris saya.</p> <p><i>The accents provided by the speaking feature in English acquisition affect my speaking fluency, because when I directly listen to people and teacher speaking English during the English program and in classroom it certainly greatly affects my English of speaking fluency.</i></p>	<i>Directly listen to people and teacher speaking English during the English program and in classroom</i>	<p>IP_1</p> <p>IP_2</p>
R	14. Can you tell me how your speaking fluency was honed while acquiring to speak in Islamic boarding school?		S7-MF-14
S-7	<p>Cara saya untuk mengasah kefasihan berbicara Bahasa Inggris saya itu dengan saya telah mendengarkan banyak lagu berbahasa Inggris, yang menurut saya lebih mudah untuk mengasah kefasihan saya dalam berbahasa Inggris, sehingga saya telah belajar bagaimana mengucapkan kata-kata/kalimat untuk berbicara dalam bahasa Inggris.</p> <p><i>The way I have honed my English of speaking fluency is by listening to many English songs, which I think is easier to hone my fluency in English, so I have learned how to pronounce words/sentences to speak in English.</i></p>	<p><i>Listening to many English songs</i></p> <p><i>I have learned how to pronounce words/sentences to speak in English.</i></p>	<p>IF_1</p> <p>IF_3</p>
R	15. Can you tell me what English of speaking aspects that you acquired?		S7-MF-15
S-7	<p>Aspek berbicara bahasa Inggris yang telah saya peroleh yaitu vocabulary, karena menurut saya dari ke empat aspek itu yang paling mudah untuk saya peroleh hanya vocabulary.</p>	<i>Aspect of English</i>	IV_I

	<i>The aspect of English speaking that I have acquired is vocabulary, because I think that of the four aspects, the easiest for me to acquire is vocabulary.</i>	speaking Vocabulary	
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Appendix 7**List Name of Participants**

1. STUDENT 1 – SM
2. STUDENT 2 – SS
3. STUDENT 3 – NF
4. STUDENT 4 – MR
5. STUDENT 5 – SJ
6. STUDENT 6 – DN
7. STUDENT 7 – MF

Appendix 8

Documentation

Documentation of Observation and Semi-Structured Interview



