DESIGNING SPEAKING SUPPLEMENTARY MATERIALS FOR ELEMENTARY LEVEL AT *PONDOK PESANTREN* KYAI SYARIFUDDIN LUMAJANG

THESIS

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After carrying out a series of processes to get the best results from a product, it can be concluded that the results of this research indicate that emphasizing an English for Islamic materials requires a long process and one of them is using speaking supplement ray materials which are focused on vocabulary about the material and diction of the language of Islamic religious science.

Suggestions for the use of this product are specifically for students who already have sufficient basic knowledge of Islamic religion and Arabic. Because some of the material in this book has a part that connects Arabic linguistic knowledge which is generally studied by students in learning the islamic classical book with English linguistics. Suggestions for further development are that the needs analysis is carried out more widely and the willingness and needs of students are more representative.

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December, 2021 as pre-research, that one of the goals of holding an English language program in Islamic boarding schools is so that students can spread Islamic religious values more broadly, of course, with the hope of reducing misunderstandings about radicalism in Islam.

Through observations that have been carried out by researchers, it turns out that there is indeed a classical book (kitab kuning) study activity in Islamic boarding schools that uses an English translation. Unfortunately, in this process it has not been carried out optimally because there is no guidebook that can be used as a reference in the learning process. In addition, in a study conducted by Mustofa, Rohmati & Ubaidillah (2019), it is stated that how to teach a value which will then become a characteristic of a student requires a good approach accompanied by adequate supporting learning media. Therefore, without planned and measurable plans and targets and a best quality of edia provided, the effectiveness of learning needs to be questioned (Zulfikar, Emawati, and Al-azmi 2020).

Due to the above circumstances, this research will focus on designing a book that contains a learning guide and the development of speaking skills that are correlated with Islamic values contained in the classical book which has become the subject of study in the pesantren.

1.2 Research Question

Based on a study (Hoai & Hoa, 2020) stated that one of the benefits of using speaking supplementary materials is that students can have the opportunity to learn a material that fits the context they need. Based on the pre-research

conducted by the researcher, it was found that speaking supplementary materials are needed by one of the classes who are learning English combined with the context of learning Islamic religious values.

Myriads studies have been conducted (Sundari & Lutfiansyah, 2021., Taufiq, Sundiwiatmo & Kusuma, 2020., Tahir, Suriaman & Rinantanti, 2019) there is still no research that tries to develop a speaking supplementary materials that specifically combines the values of classical books as a requirement in one of the Islamic boarding schools in Lumajang.

Therefore, the researcher raised a research formulation "What kind of speaking supplementary materials with the basic values of Islamic religious knowledge needed by students in Islamic boarding schools to develop their speaking skills?"

1.3 Research objective

From the research problems that have been presented previously, it can be concluded that the purpose of this research is to create an English learning supplementary materials that has a value based on or is in accordance with the situation of students in Islamic boarding schools, or we can formulate it in a sentence as follows; "To produce a supplementary speaking English learning materials for elementary class at *pesantren* based on islamic values to develop their speaking skill".

1.4 Product Specification

The research will result in the design of a supplementary materials that will be used in English language development lessons in Pesantren, especially on

developing speaking skill for elementary class. The materials that will be developed during the study process will emphasize speaking abilities because this is in line with the language development institution's goals, which include being able to communicate Islamic values in English, particularly in *da'wah bil lisan* (speaking). Islamic values in this study has determined by the leader using *Washiyyatul Mushtofa* Islamic classical book. This materials will consist of a learning process materials for one semester in the elementary class.

1.5 The Significance of Development

This supplementary has the benefit of giving a teacher and the students an ease to concentrate more and dig deeper into determining student's learning output. As a result, if a teacher already knows one primary set of knowledge, the learning sequence, the learning process will be more focused on achieving learning objectives.

1.6 Scope and Delimitations

In this research and development, it is still limited to the elementary level at Kyai Syarifuddin Islamic boarding school, Wonorejo Lumajang, especially in the special English language development dormitory called *Darul Hikmah*. The researcher is also still focusing on the eight class members and these participants are also part of the core management of this English language development institute. So these speaking supplementary materials can be used in non-formal educational institutions that have specific learning objectives and are different from the educational curriculum made by the Indonesian ministry of education and culture.

As for the limitations in this study, the questionnaire was no longer distributed after the try out, in this case the researcher only interviewed three students who were selected to be asked for further opinions about the product that had been tested.

1.7 The Definition of Keyterms

To avoid misunderstanding of some terms that are generally known, the following researchers explain the definition of keywords that are in accordance with the context of the research being conducted;

Speaking supplementary materials is a book of additional teaching materials that becomes a reference in learning speaking skills that contain Islamic religious values, especially Islamic religious lessons contained in the book of *Washiyyatul Mushthofa* chapter one. In this book will contain how they try step by step starting from interpreting the original text that speak Arabic to Indonesian and then to English before practicing how they rephrase what they understand.

Elementary **level** in the learning process at this *pesantren* is the third level after vocabulary and basic classes. The level criteria in this process are not based on the formal school level of the school but through a grouping test which is carried out at the beginning of the school year. Therefore, in one level it can consist of various levels of formal school classes ranging from junior high school to college.

Pesantren is a traditional educational institution that has developed in Indonesia for a long time. Some *pesantren* in Indonesia have persisted in using the *Salaf* curriculum, in which the learning process focuses on the study of Al-quran

and Hadith through the classical book. Some other *pesantren* have combined the Salaf curriculum with modern education curricula as it is today, so that students not only receive religious lessons but also study general subjects. In the context of this study the researchers used the second type *pesantren* that has adapted to general lessons, especially the development of foreign languages (English).

CHAPTER II
LITERATURE REVIEW

In this section, the concepts, principles, or theories used as foundation for problem solving or product development. Also in this study it is necessary to include models and procedures to support justification selected product development.

2.1 Theoretical Framework

This part will provide some theories that relate to this research as the tool for analysis. Imenda (2014) stated that a theoretical framework is the use of a theory, or a group of concepts derived from a single theory, to explain an event or shed light on a specific phenomenon or research subject.

2.1.1 Speaking

Speaking is one of the important skills that has to be mastered by students in learning English. Scott adn Yteberg (2000) stated that speaking is perhaps the most demanding skill for the teacher to teach. This is actually related to the fact that most of people consider the successfulness of learning a second language is about how they can make a conversation using that language. Besides that, Rubin in his research which was quoted in a book by Mistar & Zuhairi (2022) the characteristics of second language learners are that they always want to practice, communicate and learn a lot from how he communicates.

Moreover, many experts define speaking in different ways. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal

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symbols, in a variety of contexts" (Chaney, 1998). Means that, how the way we transfer our ideas, knowledges, feelings, arguments to people surround us is one of the action of speaking. For some people are hard to speak fluently and for others are not, it is not a big thing because speaking is consider as a simple and natural thing. But, according to Harmer (2010) we have to speak correctly, means that we have to master intonation, conversation either means as transactional or interpersonal. From some theories above, it can be concluded that the most important thing in speaking is knowing the means/goals of the speaking, perhaps it could easily decide the intonation, diction, pronunciation and point phases we plan to deliver to our speaking-mates and they can discover the main point.

2.1.2 The Elements of Speaking Skill

There are some elements is speaking which must be considered by teachers and learners in pedagogy. According to Harmer (2007) Generally, there are four elements in the speech process. The first is pronunciation, it considers as a difficult component in learning speaking ability. Sometimes some people are hard to similarly pronounce in the right way because the influence of their first language, and it impacts to the understanding of the speaking-mates.

Second is vocabulary, vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicative effectively or express ideas in both oral and written. Having limited vocabulary is also a barrier that precludes learners from learning a language.

be more diverse and represented and continue to find more effective learning

methods to optimize their speaking skills in a way that suits the conditions and

needs of the *pesantren*.

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APPENDICES

Appendix 1

Interview with the supervisor of English area

SAS

A: Thanks in advance to give me a time to interview although it is not the first time that we have a conversation, so let me directly ask about this english area program, oke?

B: Yaaah, that is okay. Let's start..

A: Actually what goal that this area want to reach is?

B: actually this area has been established since around 2010 and alhamdulillah until now it is still running. In fact, it was originally established to adapt to the developments and needs of the times. We don't want *santri* to be left behind with what is important out there, that's all.. but gradually I and other teams who care about this *pesantren* try to think and formulate what can actually be optimized in this English area. we discussed and found a distinction that these students study religion and studying English, it would be special if they could collaborate well. maybe there are many *pesantren* out there have the same mission but in this cottage it is not optimal...

A: what kinds of activity that *santri* get in this *pesantren,* especially in improving their English skill ?

B: There are English class, this english class divide into five classes, Vocab A, Vocab B, Vocab C, Elementary and . The tutor is from our own organizer, each classes have two tutors. Because we are still studying (peer tutor) so that's why we put two tutors for one class in order they can discuss each other. Listening, Speaking activity like *khithobah* (Speech) and many others.

A: What kinds of activity that really support the aim of this area?

B: there is a new program that has only been running around the year, students recite the washiyyatul mushthofa book but later interpret it in English, I hope it will be a good first step for children to get used to conveying Islamic values with good speaking skills. just try to observe in class..

A: How about the procedure of public speaking activity?

B: In every someone is performing speech or telling story, other members have to listen and write down the new vocabulary and what is conclusion that they speak

up. And also we have punishment for someone is on duty in having speech or telling story in that night but they do not ready yet, whereas we have said that they are on duty two weeks before

A: Well, thank you very much for your nice answer.

B: You are welcome and good luck sist.

Appendix 2

Interview with the students

SA (Students of elementary class)

A: What's your name?

B: SA

A: What class are you?

B: First Grade of senior high school.

A: are you a tutor or a member?

B: I am still a member

A: in what class?

B: Elementary Class

A: as the member, do you enjoy studying a classical book combine with the improving a speaking skill?

B: sometimes I enjoy it, but sometimes I do not

A: Why?

B: I enjoy if I can translate the vocabulary, but if I can't so I do not enjoy it.

A: For you yourself, how to solve that problem?

B: Emm.. yes it's actually.. I want to explore more the vocabulary try to arrange it into a sentence.

A: means, you want to explore the grammar?

B: yes, actually grammar for speaking. Because here in this program.

A: Oke, how about the public speaking? Is there any club special for training the public speaking?