

---

## Workshop On English Speech For Islamic Boarding School Students

---

**Angga TD**

English Department, Islamic University of Kalimantan  
Indonesia

**Nurhasanah**

English Department, Islamic University of Kalimantan  
Indonesia

**Neneng Islamiah**

English Department, Islamic University of Kalimantan  
Indonesia

**Yudha Aprizani**

English Department, Islamic University of Kalimantan  
Indonesia

**Dewi Rosaria**

English Department, Islamic University of Kalimantan  
Indonesia

---

**Keywords:**

*English Speech*

*Direct Method*

*Demonstration*

*Islamic Boarding  
School*

**ABSTRACT**

The objectives of the program were to rise student's English speech and the students can arrange the speech script. The program conducted at Babusalam boarding school Kabupaten Kapuas. It conducted in three times for giving training to the students. Direct method, demonstration and workshop were used as training method in this workshop. The instructor gave the students materials how to speech English well. After having workshop the students get new motivation in learning it. The training methods were useful to give them trainee although they are basic level. The result indicated most of students interesting to speech practice. They brave to show their speech one by one in front of instructors.

---

\*corresponding author: [anggauniska@yahoo.com](mailto:anggauniska@yahoo.com)

### INTRODUCTION

In Indonesia, English is as a foreign language taught widely both at formal and informal school, ranging from elementary school up to university. It becomes one of compulsory subjects to be taught in the Junior High School and Senior High School and as a local content in Elementary School. The Government paid considerable attention to this subject by including English in the curriculum to be implemented in the education system and as guidance for EFL teacher in teaching English at schools. English becomes important to be learnt at the present day. Because of its importance, English teaching and learning is also a great concern at Islamic Boarding School. Islamic Boarding School is the oldest Islamic educational institution in Indonesia that focuses on the mastery of the religion sciences by studying Islam from the classical books. Islamic Boarding School is

generally an informal school where students (called santri) who come from different areas or the same live in lodge/dormitory and learn to deepen the Islamic teaching and sciences together (Haedar in Efrizal, 2012).

In addition to prioritize the knowledge of Islam, this educational institution also prioritizes the use of two foreign languages namely Arabic and English as a medium communication in teaching and learning activities. Indra (2017) stated,

“In this era, Pesantren as an institutional education is a part that could pay attention for it. Pesantren in the future should give knowledge to santri dealt with broader perspectives in Islamic knowledge, as well as in science and technology, economic and also give attention to santri about entrepreneurship to enhance their skill of life and then could compete with others in this world.”

In English teaching learning process at Islamic Boarding Schools, a number of language teaching methods, techniques, and strategies are used by the teacher to awaken students' motivation to learn and also to enhance their English proficiency. Most of them apply lecture method, frequently asked questions, eclectic, centralistic, transitional, and dual-language methods. Unfortunately, it's still taught conventionally through boring traditional methods that made learners don't interest during learning English and made the atmosphere in language class seem monotonous.

Meanwhile, the rapid development of globalisation and the progress towards active communication in education, have led to transform the roles of the 21<sup>st</sup> century teachers and students from the previous century (Cirit, 2015). For this reason, teachers need to design, adapt and implement a curriculum that provides students learning experience and authentic assessment to prepare learners to face the challenges of the 21<sup>st</sup> century (Warner, Steffen, & Cope, 2011 in Cirit, 2015). With the rise of the challenges in the future, especially, pushes teachers to change their teaching and learning practices to support more interactive and innovative learning to provide meaningful and engaging learning experiences. The demands of speech communication to be used for teaching and learning have left teachers with no options but to integrate it into their teaching (Richardson, 2010).

Therefore, using interactive teaching methods is a necessity to be integrated in teaching English. EFL Teachers need to make an environment that allows students explore, learn more, and communicate better independently and in groups to improve their speech proficiency. From the reasons above, the instructor is interested to train the students Islamic boarding school' toward their speech proficiency in facing 21st at Babusalam Islamic Boarding School Kuala Kapuas.

## **METHODS**

The workshop conducted in Babusalam Islamic Boarding School. It is located at Patih Rumbih Kuala Kapuas Central Kalimantan. There were 42 participants in this workshop. Direct method and demonstration were the teaching methods. The instructor used laptop and projector as tools of workshop. The tools of collecting data was used observation and interview. The observation was done by using video recording camera. It useful to get how students development in workshop practice. While, the interview was done using structured interview to get how students responses in workshop activity.

## **RESULT AND DISCUSSION**

The workshop conducted on 14-16 January 2019 at Babusalam Islamic boarding school Kuala Kapuas. Training activities are cohesive as efforts have been made to the Community Service implemented in the Babusalam Islamic Boarding School, Kapuas Regency greatly made the santri eager to always participate forward to try to speak and make a speech in English even though they are still in the stage of reciting sentences English is used.



Figure 1 Training English Speech

Presentation of the initial material delivered by Mrs. Neneng Islamiah and Nurhasanah, with material on Speech English Interest to make them excited because the material turned out to make the participant did not feel afraid to speech even though they are wrong. Indeed, the speakers emphasized more good wrong than nothing. The wrong to do will always get feedback. Exercise try to be better even though it's just a word.



Figure 2 Training English Speech

Exposure to Second Material delivered by Angga Taufan Dayu and Yudha Aprizani, attracted them to immediately try and practice the sentence in English that are used for participants. They were very excited in memorizing it. At the question and answer session, the santri eager to show his finger to ask how to pronounce it sentence and they are very curious when they say it wrong and try to repeat again until it's true. The extraordinary activity got participants enthusiasm which made it was very optimistic that they would certainly reducing their fear and shame to dare speech in front of their friends.

### Participants views on English speech workshop

From the observation, all the participants were active and attractive to join the English speech workshop. It was proved by their big motivation to practice all materials that given by instructors.

### **Participants' responses to this workshop**

All the participants felt that workshop gave them new motivation in learning English speech. They could make the script of English speech well. According to them, it was benefit to them, however, it was not enough time to them doing practice but it was useful for them. Overall, it has been positively accepted and follow ups need to be undertaken in the form of hand training on best practice.

### **CONCLUSION**

Increasing students' competence in speech skills with confidence in publicly is a capability that finds many obstacles. Still many students who are embarrassed when asked to come forward to speech practice, give a speech or show performance in front of other students. They still tend to be ashamed to appear on in front of other students. A confident appearance in communicating in public indeed it is very necessary to support their confidence. With more confidence will provide will and will continue do it happily. Today, Human resource is need in developing countries, like giving a speech using a foreign language is a trend young people especially santri who are accustomed to the challenge. Talking and speaking is verbal ability which is very important in communicating all information. Verbal communication is very useful for developing intellectual ability, social sensitivity and emotional maturity.

### **REFERENCES**

- Cirit, Nazlı Ceren. 2015. Assessing ELT Pre-Service Teachers via Web 2.0 Tools: Perceptions toward Traditional, Online and Alternative Assessment. Retrieved on April 16, 2018, from <https://files.eric.ed.gov/fulltext/EJ1067706.pdf>
- Efrizal, Dedi. 2012. Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Science*, 127-134.
- Indra, H. 2017. Salafiyah Curriculum at Islamic Boarding School in the Globalization Era. *TARBIYA: Journal of Education in Muslim Society*, 4(1), 74-88. doi:10.15408/tjems.v4i1.4960.
- Richardson, Will. 2010. *Blogs, wikis, podcasts, and other powerful web tools for classrooms* (3rd ed.). Thousand Oaks: Corwin.