

**EXPLORING THE CONVERSATION PROGRAM AS AN EFFORT
TO ENHANCE ENGLISH SPEAKING SKILL OF BOARDING SCHOOL
STUDENTS**

A THESIS

Submitted to Fulfill One of the Requirements for *Sarjana Pendidikan* Degree
in English Education



By:

Seva Munna Tessa

SN. 2520071

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2025

**EXPLORING THE CONVERSATION PROGRAM AS AN EFFORT
TO ENHANCE ENGLISH SPEAKING SKILL OF BOARDING SCHOOL
STUDENTS**

A THESIS

Submitted to Fulfill One of the Requirements for *Sarjana Pendidikan* Degree
in English Education



By:

Seva Munna Tessa

SN. 2520071

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Seva Munna Tessa

NIM : 2520071

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Exploring The Conversation Program As An Effort To Enhance English Speaking Skill Of Boarding School Students”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 24 Februari 2025



Seva Munna Tessa
NIM. 2520071

Ahmad Burhanuddin, M. A

Dusun Ca RT 44 RW 06 Desa Cibuyur Kec. Warungpring Kab. Pemalang

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Seva Munna Tessa

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Seva Munna Tessa
NIM : 2520071
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : EXPLORING THE CONVERSATION PROGRAM AS AN EFFORT TO
ENHANCE ENGLISH SPEAKING SKILL OF BOARDING SCHOOL STUDENTS'

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 24 Februari 2025
Pembimbing



Ahmad Burhanuddin, M.A.
NIP. 198512152015031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.id | email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training (FTIK), Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : SEVA MUNNA TESSA
NIM : 2520071
Judul : **EXPLORING THE CONVERSATION PROGRAM
AS AN EFFORT TO ENHANCE ENGLISH
SPEAKING SKILL OF BOARDING SCHOOL
STUDENTS**

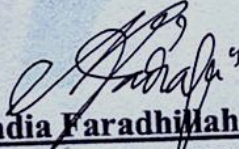
Has been examined and approved by the panel of examiners on Thursday, 6th March 2025 as a partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education.

The Examiners,

Examiner I

Examiner II


Fachri Ali, M.Pd.
NIP. 19890101 202012 1 013

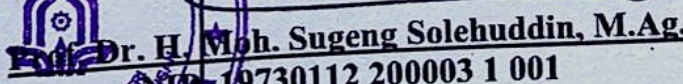

Nadia Faradhillah, M.A.
NIP. 19930406 202012 2 015

Pekalongan, 17th March 2025

Assigned by

The Dean of FTIK UIN K. H. Abdurrahman Wahid Pekalongan




Dr. H. Mph. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNOWLEDGEMENT

All praise and gratitude to Allah SWT who has made it easy for me to complete my thesis until it becomes a reality

and get various kinds of support from other people. Therefore, I would like to express my deepest gratitude to all of them:

1. First of all, I would like to say a big thank you to my beloved family. I would like to thank my parents, Abi Suradji and Mrs. Djulichah, who always support me in studying this material. I was able to complete this thesis thanks to support, prayers, and unconditional love.
2. Second, I would like to thank my supervisor, Mr. Ahmad Burhanuddin, M.A., who has guided my thesis and given me the enthusiasm to continue fighting to complete this extraordinary matter.
3. Third, I would like to thank all my friends and those who have contributed to the work on this thesis who always encourage and provide assistance in situations and situations any condition. I apologize for not mentioning one by one, but I am very grateful for your help and support.
4. Lastly, I also want to thank myself. Thank you for working hard and never give up to finish this thesis. I am proud of myself.

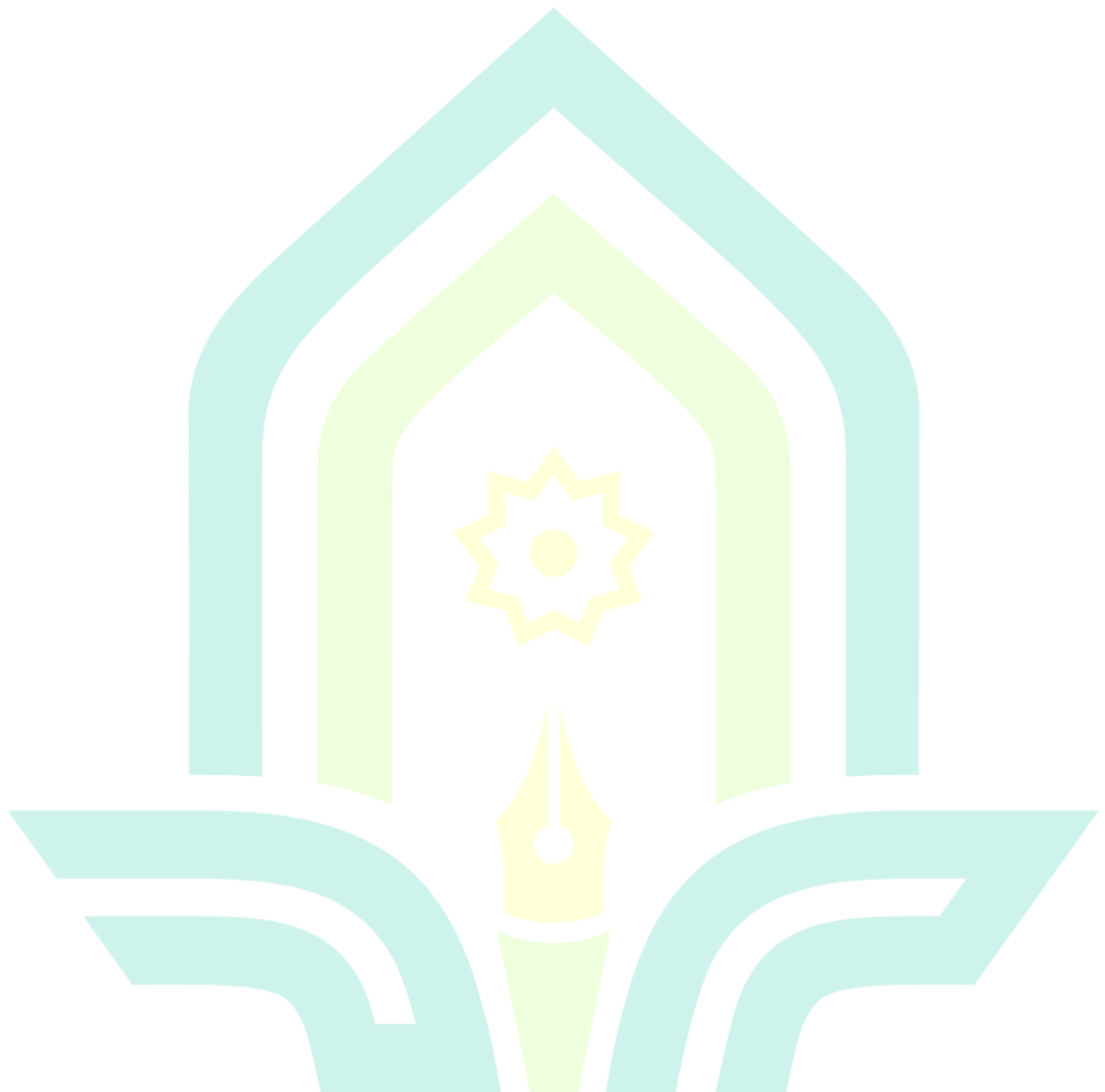
MOTTO

"Life is not about finding yourself, it's about creating yourself "

(George Bernard Shaw)

“The secret of succes is to do the common thing uncommonly well”

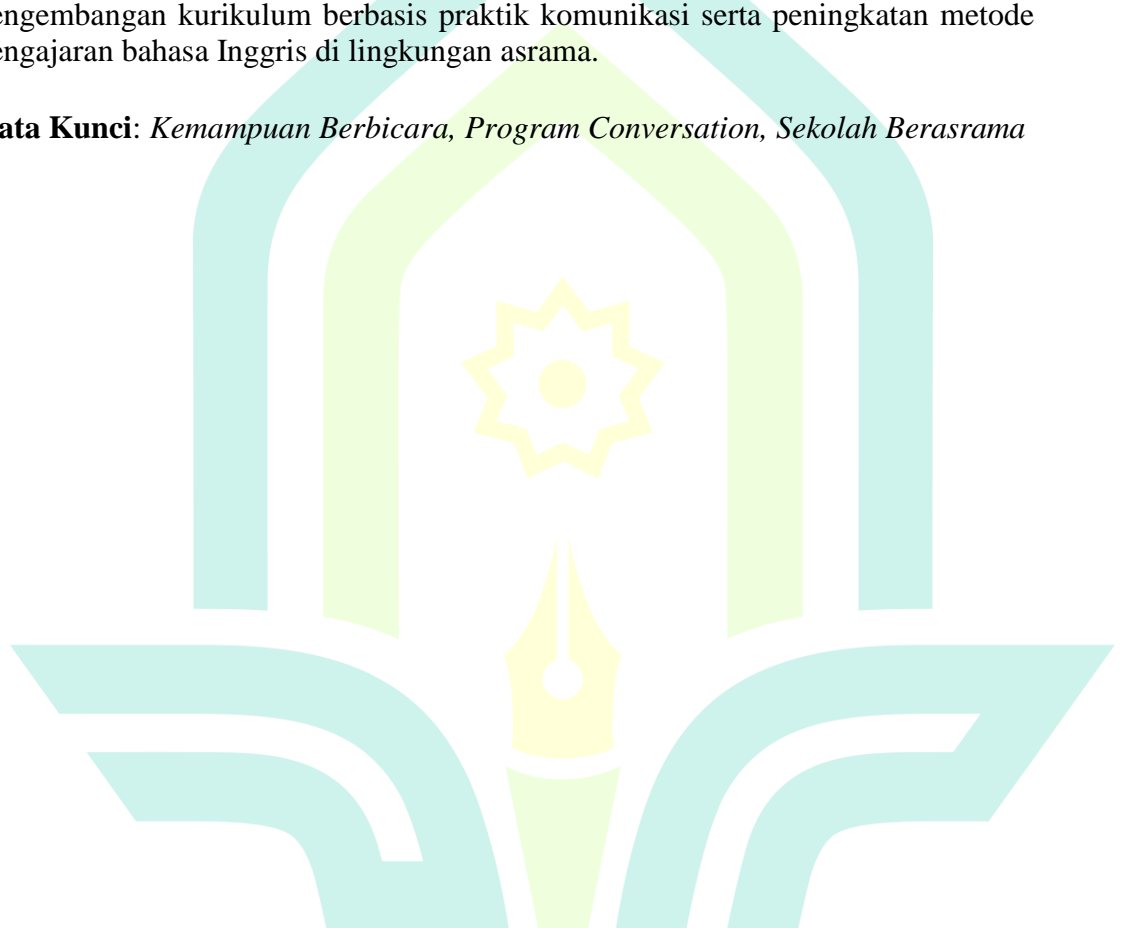
~John D. Rockefeller Jr.



ABSTRAK

Berbicara bahasa Inggris merupakan keterampilan penting dalam komunikasi global, tetapi tidak mudah untuk dikuasai tanpa latihan yang konsisten. Penelitian ini bertujuan untuk mengeksplorasi program conversation dalam meningkatkan keterampilan berbicara bahasa Inggris siswa di lingkungan boarding school. Dengan menggunakan pendekatan kualitatif berbasis studi kasus, penelitian ini melibatkan pengasuh asrama dan siswa sebagai partisipan utama. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif, serta dokumentasi terkait implementasi program. Hasil penelitian menunjukkan bahwa Conversation Program memiliki dampak positif terhadap peningkatan tiga aspek utama keterampilan berbicara, yaitu penguasaan kosakata, kelancaran berbicara, dan pengucapan yang lebih baik. Penelitian ini menegaskan bahwa program percakapan dapat menjadi strategi yang efektif dalam pengajaran bahasa Inggris di boarding school. Implikasi dari penelitian ini dapat digunakan untuk pengembangan kurikulum berbasis praktik komunikasi serta peningkatan metode pengajaran bahasa Inggris di lingkungan asrama.

Kata Kunci: *Kemampuan Berbicara, Program Conversation, Sekolah Berasrama*



ABSTRACT

English speaking is an essential skill in global communication, yet it is not easy to master without consistent practice. This study aims to explore the the Conversation Program to enhance students English speaking skills in a Boarding school environment. Using a qualitative case study approach, this research involved dormitory supervisor and students as the main participants. Data collection techniques included in-depth interviews, participant observation, and documentation related to program implementation. The results revealed that the Conversation Program had a positive impact on enhancing three key aspects of speaking skills: vocabulary, fluency, and better pronunciation. This study confirms that the Conversation Program can be an effective strategy for teaching English in boarding schools. The implications of this study can be applied to developing communication-based curricula and improving English teaching methods in the boarding school environment.

Keywords: Speaking Skill, Conversation Program, Boarding School



PREFACE

Praise and gratitude to the presence of Allah SWT who has bestowed His grace and given me guidance, health and patience so that I can write my research process entitled "Exploring the Conversation Program as an Effort to Enhance the English Speaking Skill of Boarding School Students" can be completed. It is submitted to the English Education Departement, UIN K.H. Abdurahman Wahid Pekalongan partially complied Bachelor of Education Degree Requirements. This proposed research could be achieved because of the support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

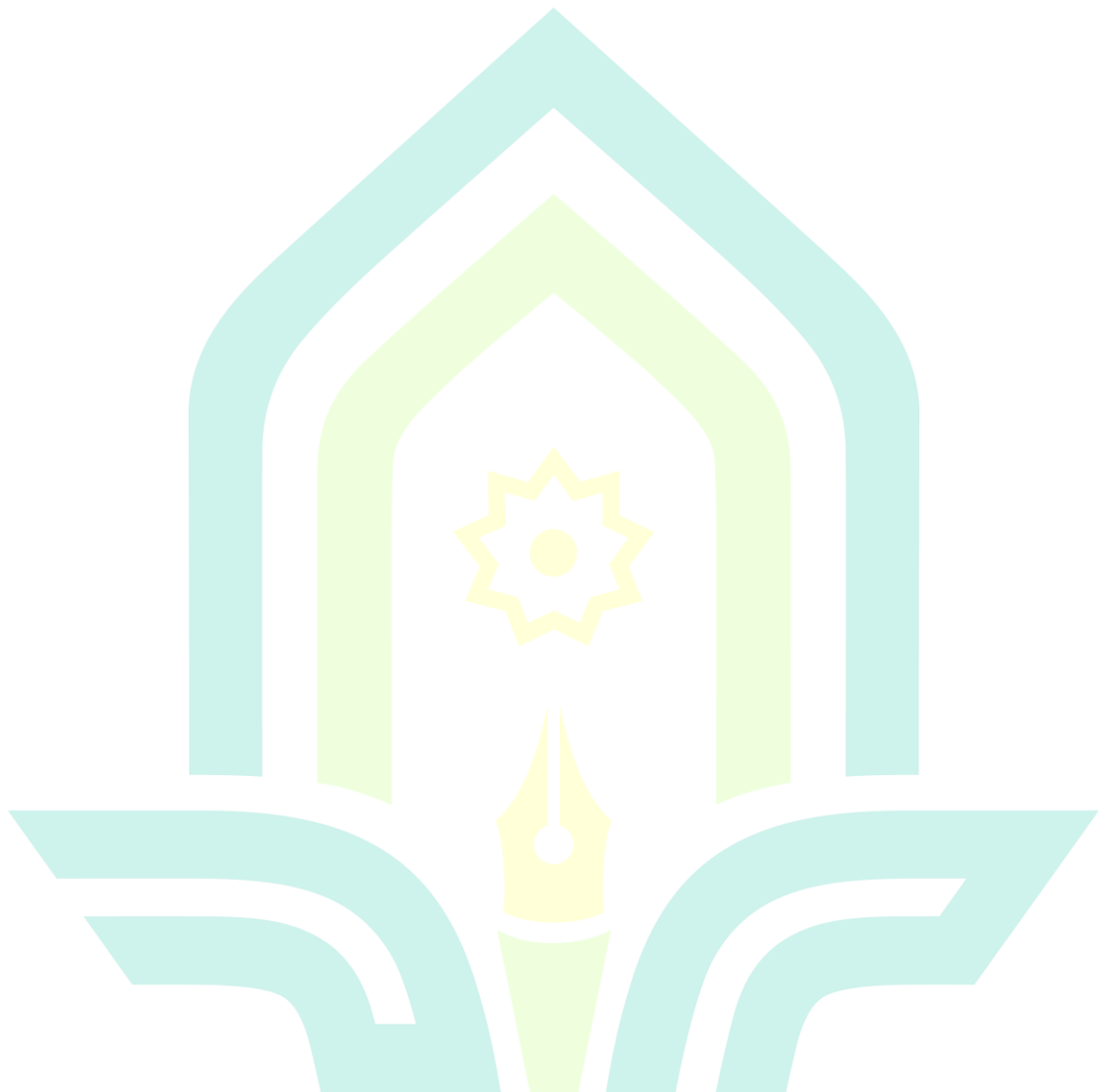
1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. M. Sugeng Sholehuddin, M. Ag., as the head of the Faculty of Education and Teacher Training.
3. Mr. Ahmad Burhanuddin, M.A., the head of the English Education Department and also as my thesis advisor.
4. All lectures of the English Education Department, UIN KH. Abdurrahman Wahid Pekalongan.
5. My beloved parents, who have given me endless support, prayer, advice, and encouragement while writing this research.
6. My dearest friends, who have fought through the journey together since the very beginning.

TABLE OF CONTENT

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI.....	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET... ..	iv
ACKNOWLEDGEMENT	v
MOTTO.....	vi
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENT	x
LIST OF TABLES	xi
LIST OF ENCLOSURE	xii
CHAPTER I INTRODUCTION	1
1.1 RESEARCH BACKGROUND	1
1.2 RESEARCH QUESTIONS	3
1.3 RESEARCH OBJECTIVE	3
1.4 OPERATIONAL DEFINITIONS.....	3
1.5 SIGNIFICANCE OF THE RESEARCH	4
CHAPTER II LITERATUR REVIEW	6
2.1 Theoretical Background	6
2.2 Previous Study	12
2.3 Conseptual Framework	14
CHAPTER III RESEARCH METODOLOGY.....	16
CHAPTER IV FINDINGS AND DISCUSSION.....	21
CHAPTER V CONCLUSION AND SUGGESTIONS	36
REFERENCES	39
APPENDICIES.....	I

LIST OF TABLES

Table 2.1 Conceptual Framework.....	15
Table 3.1 List of Participant	21



LIST OF APPENDICIES

Appendix 1 Observation form

Appendix 2 Interview Guideliness

Appendix 3 Transcription of the interview



CHAPTER I

INTRODUCTION

1.1 RESEARCH BACKGROUND

Speaking is essential for expressing opinions, giving comments, and rejecting ideas that do not align with one's views. Bygate (1987) describes speaking as a common mode of communication that relies on everyday language, while Rao (2019) emphasizes its importance in a globally connected world. However, speaking a foreign language remains challenging, especially for students in boarding schools (Egan, 1999). According to Harmer (2015), speaking is not just about producing correct sounds but also involves proper intonation, stress, and rhythm to convey meaning effectively. It also requires active participation in daily conversations, discussions, and presentations. To overcome these challenges, boarding schools implement conversation programs that enhance vocabulary, fluency, and pronunciation (Syakur, 1987). Providing students with structured practice to build confidence and improve their English-speaking skills.

Boarding schools are one of the educational institutions that not only provide religious knowledge but also general education with a strong Islamic nuance. Considered as Islamic boarding schools are one of the educational institutions that not only provide religious knowledge but also general education with a strong Islamic nuance. Considered as one of the alternative solutions to overcome problems in the world of education,

Islamic boarding schools offer a more holistic learning approach. According to Agista (2022), a fun learning approach in Islamic boarding schools is realized through various extracurricular activities, such as language ambassador training, speech training, daily vocabulary enrichment, and monthly competitions in the dormitory. In addition to focusing on religious and moral education, Islamic boarding schools are also known as environments that support active mastery of English. In Indonesia, English is taught as a foreign language in both religious and non-religious educational institutions (Hadijah, 2014). Many schools, including Islamic boarding schools, require students to communicate in English on certain days or even make English the main language in the school environment (Burns, 2003). This shows that Islamic boarding schools are not only places to study religion but also as a unique environment to develop students' abilities, including English-speaking skills.

In this line, one of the Boarding School Pekalongan continues to innovate and develop various programs to improve the English language skills of students. Considering the importance to communicate verbally in English in today's global era, especially with the increasing needs in the business and industrial world (Ajizah, 2021). This Islamic boarding school introduces various language learning programs that focus on speaking skills. One of its flagship programs is a bilingual conversation program, namely English and Arabic, which aims to not only improve the linguistic

skills of students but also build their confidence in public speaking.

This research focuses on the conversation program and the daily English learning everyday. The purpose of this research is to explore the extent to which the conversation program can improve the english speaking skills of students. In addition, this study also aims to assess the students' responses to these program and provide concrete recommendations for improving English learning in Islamic boarding school environment.

1.2 RESEARCH QUESTIONS

Based on background of the study, there are two questions. That is:

1. How is the conversation program implemented to develop english speaking skills in Boarding schools?
2. What are the students response to the implementation of the conversation program to improve english speaking skill in Boarding school?

1.3 RESEARCH OBJECTIVE

1. To describe how the conversation program is implemented at the Islamic Boarding School to develop students english speaking skills.
2. To explain the students response to the implementation of the conversation program to improve english speaking skill.

1.4 OPERATIONAL DEFINITIONS

1. Speaking skill: That speaking not only involves the correct

production of sounds but also the appropriate use of intonation, stress, and rhythm to convey meaning effectively. Additionally, speaking skills include the ability to participate in various types of interactions, such as everyday conversations, discussions, and formal presentations. (Harmer, 2015)

2. Boarding School: One educational institution that has acknowledged a significant influence in the evolving educational landscape, particularly in Indonesian society (Thahir, 2014).
3. Conversation Program: The implementation of the conversation program is carried out very routinely once a week, alternately with other language programs.

1.5 SIGNIFICANCE OF THE RESEARCH

There are a few benefits to this research, both theoretical and practical.

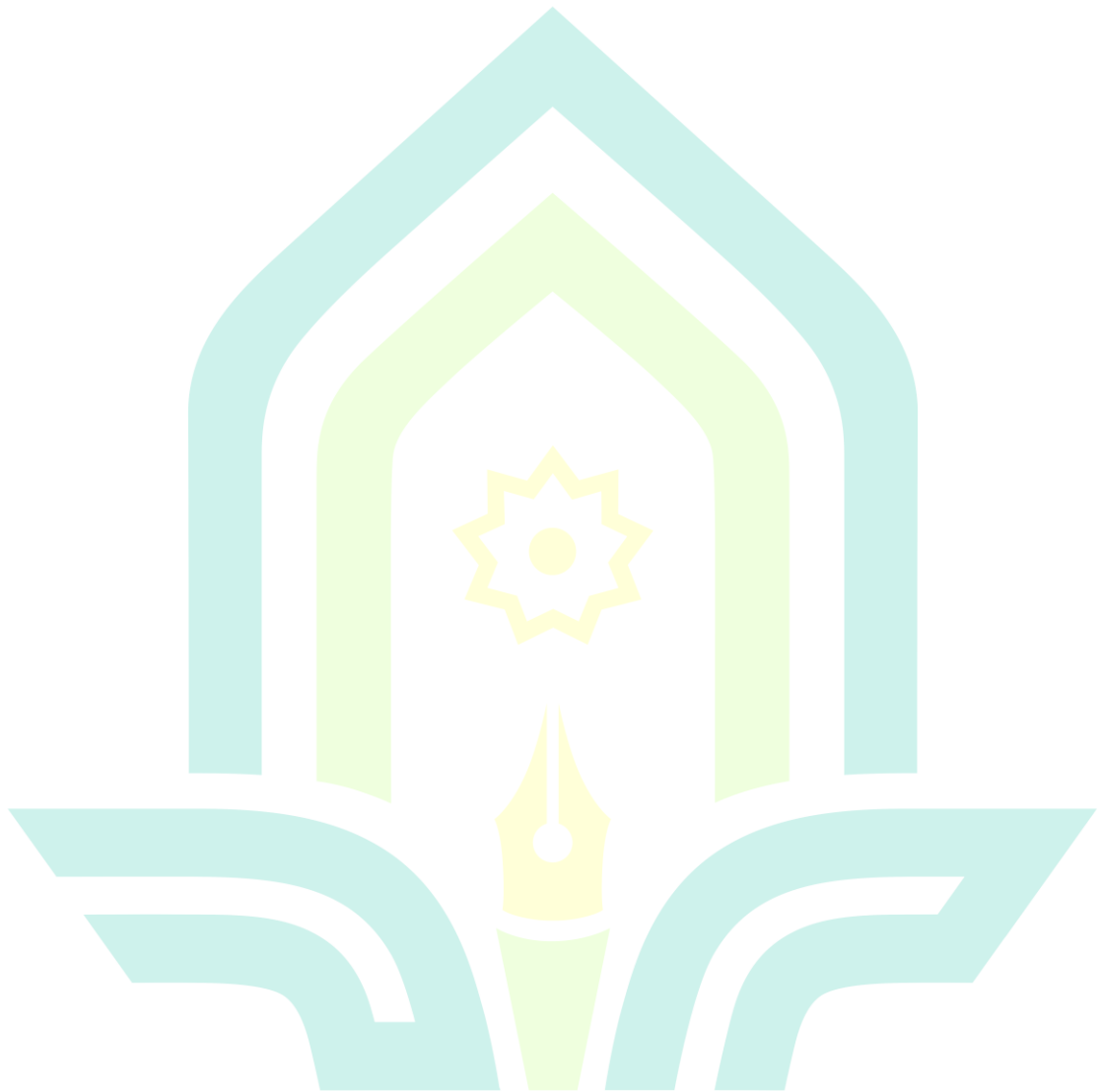
1. Practical Aspects

Provides details on instructional strategies that the school can employ to assist students speak English more fluently while achieving enhanced academic outcomes. Improving teachers' understanding of both advantages and disadvantages as well as the efficiency of the teaching strategies they employ.

The study's results can be referenced to develop a strategy for maintaining the goals that were achieved, allowing students to grow their skills in speaking English.

2. Theoretical Aspect

This research provides theories on conversation program. Furthermore, this study can serve as a foundation for future academics to conduct similar research.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This research shows that the implementation of the Conversation Program at Islamic Boarding School Gondang has a significant impact on improving students' English speaking skills. This program is designed with a systematic approach that emphasizes three main aspects: vocabulary, fluency, and better pronunciation. Through daily vocabulary memorization, consistent conversation practice, and pronunciation guidance, students demonstrate significant improvements in their speaking abilities.

Additionally, this research reveals that the bilingual environment in the Islamic boarding school plays a crucial role in creating a supportive learning atmosphere. Support from teachers, peers use of English in daily life encourages students to communicate with greater confidence. These findings align with behaviorism theories, which highlight the importance of repeated practice and structured language exposure in foreign language learning.

In terms of student responses, this research found that the program not only enhanced their cognitive skills in understanding and using English but also positively influenced their emotional, behavioral, and social development. Students became more confident, motivated to speak English, and actively engaged in communication based activities.

The findings confirm that the Conversation Program can be an effective strategy for improving students' speaking skills in a boarding school setting. With enhancements such as diversifying learning methods and integrating technology, its effectiveness can be further optimized. This program not only supports students in mastering English academically but also equips them with essential communication skills for real-life interactions and global competition.

5.2 Suggestions

The research is highly relevant to English language learning in Islamic boarding schools, using a qualitative case study approach that effectively explores the effectiveness of the Conversation Program. The findings indicate a positive impact on students' vocabulary, speaking fluency, and pronunciation. Theoretical support, such as Behaviorism and Krashen's Comprehensible Input, further strengthens the analysis.

However, there are some weaknesses that need improvement. The limited number of participants makes the findings less representative, while the short research duration makes it difficult to measure long-term effects. Additionally, the study relies on qualitative methods without quantitative measurements, lacking objective data on students' speaking skill improvement. The focus is also restricted to vocabulary, fluency, and pronunciation, without considering grammar and contextual understanding.

For future research, expanding the number of participants and

extending the research duration would make the findings more comprehensive. Using a mixed-method (qualitative and quantitative) would provide more accurate data on the program's effectiveness. Moreover, incorporating grammar and contextual understanding would enhance the Conversation Program's overall impact in developing students' speaking skills.



REFERENCES

- Bahari, L. (2019). Improving Speaking Skills Through Small Group Discussion At Eleventh Grade Students Of Sma Plus Munirul Arifin Nw Praya. *Journal Of Languages And Language Teaching, Vol. 7 No.1.*
- Bich Ngoc Ngo Thi, H. L. (2023). Enhancing English Speaking Skills For The 7th Graders By Using Drama Activities In A Lower Secondary School. *Internasional Journal Of Scientific And Research Publications.*
- Braun, V. & Clarke. (2006). Using Thematic Analysis In Psychology Qualitative Research In Psychology. 3(2), 77-101. Retrieved From <https://doi.org/10.1191/1478088706qp063oa>
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Christopher Turk (2003). *Communicating in speech*.
- Dalton, C., & Seidlhofer, B. (1994). *Pronunciation*. Oxford University Press.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer Science & Business Media.
- Egan, K. B. (N.D.). *Speaking: A Critical Skill And A Chalange. Federal Language Laboratory, 277.*
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Harmer, J. (2015). *The Practice of English Language Teaching*. (Fourth Edition)
- Kadau, I. (2022). Behaviourism Theory In Teaching And Learning English As A Second Language In Primary Schools . *International Journal Of English*

And Literature, 34.

Kothari, C. R. (2019). *Research methodology: Methods and techniques* (Edisi ke-4). New Delhi: New Age International Publishers

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. California

Mulasari, F. C. (2015). The Effectiveness Of Using Guessing Game For Teaching Procedure Text In Speaking (An Experimental Research At Second Grade Students Of Smk Muhammadiyah 1 Purwokerto In Academic Year 2014/2015).

Mutakhirani Mustafa, N. M. (2022). Improving Aspect And Compotency Of Speaking Skill On Efl Students By Utilizing Zoom App. *Els Journal On Interdisciplinary Studies In Humanities*.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 16(1), 1609406917733847.

Pattah, A. S. (2020). The Influence Of Private Speech In Speaking Class At The Third Semester Of Muhammadiyah University Of Makassar.

Phyllis, W. K. (1970). Are You Listening?

Poerwandari, E. (2005). Pendekatan Kualitatif Untuk Penelitian Perilaku Manusia.

Rahayu, Natalia . (2015). An Analysis Of Students' Problems In Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding Schoolreferences. *Bachelor Thesis, Iain Syekh Nurjati Cirebon*.

Rao, P. S. (2019). The Importance Of Speaking Skills In English Classroom.

Alford Council Of International English & Literature Journal(Acielj), 6.

Sari, S. N., & Aminatun, D. (2021). STUDENTS' perception on the use of English movies to improve vocabulary mastery. *Journal of English language teaching and learning*, 2(1), 16-22.

Skinner, B. F. (1957). *Verbal Behavior*. Appleton-Century-Crofts.

Solihat, et al . (2024). *English Speaking Skill*. Padang.

Susanti, Rini. (2018). Language Fair Activities As An Effort To Enhance Students' Speaking Skill (Case Study At Al-Mawaddah Islamic Boarding School In Academic Year 2017/2018). *Undergraduate (S1) Thesis, Iain Ponorogo*.

Thahir, M. (2014). The role and function of Islamic boarding school: An Indonesian context. *Tawarikh*, 5(2), 197–208

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

