

# The Influence of Daily Speaking Rules towards the Students' Speaking Ability at the Eleventh Grade of Islamic Boarding School

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Abstract: The research aimed to find out the problem of daily speaking rules towards the students speaking ability. The second was identified the problems of daily speaking rules towards the students speaking ability in quantitative design by correlation, Carl Pearsons' formula. The third was known how the influence of daily speaking rules towards the students speaking ability at the eleventh grade of Islamic Boarding School Ibadurrahman in academic year 2018/2019, it was given a little effect. There were 25 students, chosen as the sample by using purposive sampling technique. The questionnaire, oral test and documents were used as the research instruments. The writers analyzed the correlation between daily speaking rules (X variable) and speaking ability (Y variable) by using Pearson Product Moment formula. The data was collected and calculated by using Pearson Product Moment correlation coefficient and  $T_{test}$  with sig. 5%. Based on the research analysis, in this research shows that the result of the Product Moment correlation was negative so the hypothesis was reversed. The value of  $r_{xy} = -0.087$ , it was lower than  $T_{table}$  in the significance of 5% ( $r_{xy} = -0.087 < T_{test} (5\%) = -0.413$ ). Moreover, based on the calculation of the  $T_{test}$ , it was found that the score of  $t_{table} = 2.068$  and it was lower than the score of  $t_{test}$ , which  $t_{test} = -0.413 < t_{table} (5\%), (23) = 2.068$ . It means that  $H_0$  is accepted and  $H_a$  was rejected. Based on the hypothesis testing of Person Product Moment and  $t_{test}$ , it shows there was no significantly correlation between students' daily speaking rules and their speaking ability at the eleventh grade of Islamic boarding school of Ibadurrahman Teluk Dalam L3 Blok C Tenggarong Seberang.

## 1 INTRODUCTION

In general, the Islamic boarding school of Ibadurrahman requires the students' speaking by English and Arabic language with others friend for three months. The rest, students' will be accustomed to foreign language in daily conversation to be habitual speaking. Here, the Islamic boarding school to show the ability of students' but half of the students' are not able speaking foreign language, because they fear to give a punishment.

As for the punishment is the vocabulary memorizing. Everyday, they learn and memorize of vocabularies more than ten vocabulary. In this problem, it is needed of character values for students' by intensive learning. As Abraham Lincoln phrase: "Character is like a tree, and reputation is like its shadow. A shadow is what we think of it, the tree is the real thing." Then, having character as the

potential in students' English skills with the simply means is following the rules (Djailani, 2013).

For other reason, the students can not export the language into the conversation because of embarrassment. They are also pessimistic when the other person uses a vocabulary that they do not know it. To deal with the problem, have to internalized the character values in english language which needed a confidence and optimistic in their speaking english language. Here, the writers will introduce and doing approach to identity of the students, to whom they also remind them what is the goal important of foreign language especially in english speaking.

It turns out that less precise schooling is one of the factors of education failure. On the stated his book "the Soul of Education" Rachael Kessler (ASCD, 2000) wrote; Many classroom are spiritually empty not by accident, but by design. As we look that statement means education not only

governments' responsibility but with parents, educational institutions, religious organizations, and communities will be participating in character building personality.

Rules at Islamic boarding school help its students in building their characters through five pillar in principles, they are: Sincerity, Simplicity, Independency, Brotherhood guided by the spirit of religion, and freedom.(Fahham, 2013) Another study investigating, Faiziyah, N. and Fachrurazy (2017) was found that there were character values integrated in lesson plan studied. The lesson plan integrated the values of confidence, logical thinking, creativity, innovativeness, open mindedness, responsibility, politeness, activeness, respect, discipline and cooperative. From the five of principle was complete on that statement, because have combined be comprehensive understanding in the five pillars of principles.

Rules have a character values and it is requires to habituation, exemplary, and supportive environment. Good habituation is obtained from perseverance in practice, and exemplary can also be showing from the behaviour of teachers in boarding school, and supportive environment, will be better under supervision and avoid negative influences outside Islamic boarding school. One of the well-known, Billy Graham (1966) says; when wealth is lost, nothing is lost. When health is lost, something is lost. When character is lost, everything is lost. Here means everyone will get used to the good habituation. Then at Islamic boarding school does foreign language, especially English and Arabic language in speaking daily conversation all days.

The writers choose thesis for quantitative at Islamic Boarding school of Ibadurrahman for the fifth grade students, because it help to the students know their English speaking ability and will be evaluating on discussion above. The other reason is because this writers wants to find the new things in the relationship between daily speaking rules at boarding school with the students ability on their speaking.

## 2 LITERATURE REVIEW

### 2.1 Speaking Ability

Florez (1999) and Joyce (1997) stated that Speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. Manser (1995) in Oxford Leaner's dictionary speaking defined as:

- 1) Say things; talk or address about the planning
- 2) Be able to use language
- 3) Make a speech
- 4) Make a known express say the truth
- 5) Speaking terms known, somebody well enough to speak to him
- 6) Speak one is mind express one is opinion openly
- 7) Speak for somebody in purposing
- 8) Give somebody views, etc.

For the definition above, the writers concluded that speaking is a form of expressing something for to other people get some information or messages. In order to make understanding of wishes to another person. According to Brown (2007) basic of types in speaking ability were five assessment, there are:

- 1) Imitative it is simply the ability to parrot back a word or phrase or a sentence.
- 2) Intensive it is the production of short stretches of oral language. Examples include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks.
- 3) Responsive is the tasks include interaction and test comprehension but at the limited level of short conversations, standard greetings, small talk, requests and comments.
- 4) Interactive is the length and complexity of the interaction are more in interactive tasks than in responsive ones. The task sometimes includes multiple exchanges and multiple participants.
- 5) Extensive is the tasks include speeches, oral presentations and story-telling. Its called monologue too. Oral interaction from listeners is either highly limited or ruled out all together.

Speaking ability involves many aspect which can be analyzed into the elements of speaking skills and the overall speaking proficiency or speaking for functional purpose. According to Leipzig (2001) states that speaking requires word recognition, comprehension, and fluency. It means speaking is not only daily conversation which be necessary in our life, but also be ability to understand the content. In addition, a lot of information quickly, accurately and easily is not able to absorb it without the ability to understand the content.

To identify the comprehension in the speaking skill, then it is needed indicators of speaking ability. the indicators of speaking may help to the teacher look on their competence in the students speaking ability. According to Brown (2003), and David (1969) with the element of speaking ability which included on the indicators of speaking assesment.

The indicators of speaking are generally recognized in analysis of speech process;

- 1) *Pronunciation*, it is the act of manner of pronouncing something, articulate utterance. It is used for full communicative competence which phonemes and allophones, Rhythm, stress and intonation as bottom up competence and simply as the mastery.
- 2) *Vocabulary*, it is the context and function words of language.
- 3) *Fluency*, is as simply the ability to speak well, not so fast and not be slowly. Speed is a factor, but it is no means the only or even the most important one.
- 4) *Grammar*, is body of ruler for speaking, writing and for a given language. Science that to teach how to speak fluently and accuracy.
- 5) *Comprehension*, is quite complete at a normal rate of speech. It is the ability to understand something, in this speaking ability. in other means the students should be understanding what they will talk in their conversation (Douglass, 2001).

## 2.2 Daily Speaking Rules

As Kilpatrick and Lickona (1993) realized that there is a universal moral absolutes which are sourced from various religious in the world, which he called "the golden rule" such as telling the truth, helping people, respect their parents and responsibility. At Islamic boarding school of Ibadurrahman to internalize the religious into academic education in learning process in Foreign language are Arabic and English speaking more be habitually in conversation.

At boarding school of Ibadurrahman, speaking in foreign language is an official introduction in the fields of education, teaching, and conversation. In education and teaching, the foreign language is most influences of introductory appeal in the learning process. As the for language of conversation, the students have to speak forein language (Arabic and English language) as a daily conversation.

In daily speaking rules, Islamic boarding school of Ibadurrahman also pay attention to the aspects in the rules of their conversation, they are:

### 2.2.1 The Mastery of Language

According to Elham (1994) as the Clair at Islamic Boarding School of Ibadurrahman says in the books of *Khutbatul Ifitah* that when the basic of language have been mastered, then to increase, expand and depend of language, God will there will not be too

many difficulties. Then, the mastery of language especially in speaking ability is more intensive to explore in teaching and learning process at Islamic boarding school of Ibadurrahman.

### 2.2.2 Discipline

Discipline is a characterized by a particular, unique academic and social style (Strand, 2007). It is allowing to people will be obidenced on the rules or vice versa. Discipline is seperates human accomplisment from human failure. It is what distinguishes bad from good, and it is all about not giving up, trying the same right thing over and over until get it right (Booker, 2003).

### 2.2.3 Spoken Grammar

Spoken grammar is more important than ever before. Because that learning is a way to teach with improving students' overall fluency in the face to face conversation. As the state of Cullen and Kuo (2007) said that unlike writing in English language that spoken English is usually spontaneous and unplanned and produced in real time with no opportunity for editing (Hillard, 2014). That spoken grammar consist to sic features, they are:

- 1) *Ellipsis*  
Means is found in both spoken and written English omitting items that are apparent, given the imediate situation. which disapear the words or item in the complete sentences but does not change the meaning of the question. Example:  
"Do you have any questions?" (No Ellipsis)  
"Any Questions?" (Ellipsis-subject and verb omitted)
- 2) *Heads*  
Means is a way to introduce and orient listeners to the topic before giving information on the topic. It is called to left-dislocation. Example:  
"The Soccer game last night, it was really exciting" (with head)  
"The soccer game last night was really exciting" (no head)
- 3) *Tails*  
It is a comment that are added to the end of a phrase. It is called to right-dislocation. For example:  
"Our Teacher is really beautiful" (No Tail)  
"yeah, she is" (With Tail)
- 4) *Fillers*  
Are word and utterances like "er", "well", "hemm", and "umh". That do not have a specific meaning rather fill time and allow the speaker together on his

tought (Wilis, 2003). In other means is called that make a pause as to think the next word. Usually the speaker would be quite or talking by the word for the suit the words.

#### 5) Backhannels

On the other hand, there are words and utterances like "uh-huh", "oh", "oh-yeah!", and "I see" that used to acknowledge what the speaker is saying and encourage him or her to continue (Stenstrom, 2004). Using backhannels word is when there is something make the speaker is agree in their topic and saying be one word make a sign will be sure and understand the conversation. Then, using backhannel is the same of the person agree what they are listening on the topic conversation be continue.

#### 6) Phrasal Chunks

According to Krishna Murti (2002) Chunks is a processing makes communication faster, more effecient and easier for mutual comprehension. That also think about what to say under the constraints of real-time conversation. For example: "A bit and a little bit" "you know and I mean"

### 2.3.4 Drilling

As Senel (2006) states that the technique is very useful for teaching prununciation, because it can increase accuracy in pronunciation. That drilling is not same the meaning with training. Drilling is part of method which is done repeatedly and the source of practice. Training is part of drilling and not done repeatedly. Here, at the Islamic Boarding school of Ibadurrahman using drilling for increase their vocabulary mastery. (Khutbatul 'Arsy, 2017)

They are memorizing some vocabularies repeatedly. In other hand they make a sentence every get vocabularies. Here is the drilling technique where the students will be familiarized with the language. As the Clair Islamic boarding school Ibadurrahman, KH. Elawansyah Elham (2000) said that "make it the right habit and do not justify the habit."

### 2.3.5 Practically

According to Ibnu Khaldun (1332-1406) that he believes merely memorizing a language does not ensure proficiency and fluency. Accuiring the language therefore requires constant practice and understanding. Hence, Practice is also much related to drilling and how give the act will be good respond.

As for being disciplined in the language where the rules of Islamic Boarding School Ibadurrahman stated, they are;

1. Leave the local language and using by foreign language it is Arabic and English language as introduction in teaching learning and daily activities. If forced to use Indonesian then it is permissible to whisper.
2. Get rid of shameness and emberassment when give action in speaking.
3. No problem in saying anything.
4. Foster self-confidence and high awarness.
5. Increasing their ability with drilling and practically.
6. Have a dictionary, daily conversations' book, and notes book for the sentence of vocabulary to the students.

Basically, the rules made by humans are of course hiddens intentions from the results of ambition speculation. It means which presents the cause and effect on the rules, might be there is a good consequences of the students ought to obidience the rules and its will be educating for the students.

The influence of rules with daily activities has closely related to Language Education, especially in English speaking. Because with the speaking is proves that becomes a symbol of human existance. According to Clark and Clark (1939) suggests that every humans' perspective are influence in the structure of language, also could affect his behavior.

Besides, at Islamic Boarding school of Ibadurrahman also holds a relegious argument which to enforce the rules with a good system that the word of Allah says in surah Az-Zumar Verse 39 Paragraph said: "They like to listen to words, then follow what is best among them..." In the word of Allah aswered that with the existence of the rule created also for the common good. Then, in learning process at Islamic boarding school of Ibadurrahamn is not only attending for academic but here also attending of rule in spiritual.

## 3 RESEARCH METHODOLOGY

The current study is quantitative research which data obtained through questionnaire, oral test and documentations. The subject of this research is the students of eleventh grade at Islamic boarding school of Ibadurrahman. It consists 56 students from 31 males students and 25 for the female students. By using purposive sampling which different their

class because the system at boarding school is full in the role of relegion educational. According to Rasyid Ridha (1865-1935) is bad thing to male and females blend in one class for learning and it may damage the moral of the students. Then, the students must to study until they rich adulthood. That is a way for the reason to students of Islamic boarding school of Ibadurrahman which not coeducational class in teaching learning. For Data Analysis, the collected data were managing, classifying, describing, interpreting by Likert Scale, and Scoring by Product moment Karl Pearson to answer the research problems formulated.

#### 4 FINDINGS

This research was conducted in correlation between two variables for seek the influence both them, which daily peaking rules as the independent variable (X) and the students' peaking ability as oral test the dependent variable (Y).

Table 1: The Finding of Questionnaire Values

Variable	N	Minimum	Maximum	Mean
Rules	25	71	94	86.48
Valid N (listwise)	25			

Table 2: The Finding of Oral Test Values

Variable	N	Minimum	Maximum	Mean
Speaking	25	68	100	88.40
Valid N (listwise)	25			

The writers used statistic calculation of the Pearson Product Moment formula to analyze the data of daily speaking rules in the questionnaire by (X) variable and their speaking ability in English language by (Y) variable. The writers made a table with seven columns; they were (Respondent), (X), (Y), (XY), (X<sup>2</sup>), (Y<sup>2</sup>), and (Total) sum in values.

Table 3: The sum of Questionnaire and Oral Test

Respondent	ΣX	ΣY	ΣXY	ΣX <sup>2</sup>	ΣY <sup>2</sup>
N = 25	2162	2210	190996	187800	197844

Table 3 shows that the column (X) was for questionnaire score of the sample, column (Y) was for speaking in oral test score of the sample, column (XY) was for the results of multiplying score (X) and (Y), (X<sup>2</sup>) was for quadrate of each score in column (X), and (Y<sup>2</sup>) was quadrate for each score in column (Y). These are the table of the explanations above: The sum of daily speaking rules (variable X) is 2162 and the sum of the speaking ability (variable Y) is 2210. The sum of multiply score of both variables (XY) is 190996. The sum of quadrate score of Rules (X<sup>2</sup>) is 187800 and the last, the sum of quadrate of speaking ability (Y<sup>2</sup>) 197884.

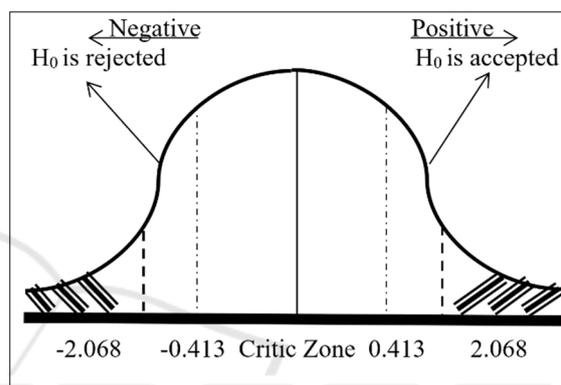


Figure 1: Hypothesis Testing of  $t_{test}$

In the figure of significance shows if (df) value is 23, the table in r Product moment ( $r_0$ ) of significance 5% is 0.413. The result of data analyzed was obtained that value of  $r$ -score is -0.087. It indicated that  $r$ -score <  $r$ -table, in which (-0.087 < -0.413). It can be seen from that calculation of t value, the result of  $t_{test}$  is -0.413 and by  $df = (n-2) = (25 - 2) = 23$ , the  $t$ -table in significant level of 5% is 2.068.

The hypothesis testing was done from the left side curve. The curve above showed that the  $t$ -test is the area where  $H_0$  is accepted and automatically  $H_a$  is rejected. Consequently, there is no significant relation between students' daily speaking rules and their speaking ability at the eleventh grade Islamic boarding school of Ibadurrahman Teluk Dalam L3 Blok c Tenggaraong Seberang. Actually, if the hypothesis testing was proved by significant value, the hypothesis should be like:

- 1) If  $t_{test} < t_{table}$ , the null hypothesis ( $H_0$ ) is accepted and there is no significant correlation between two variables.
- 2) If  $t_{test} > t_{table}$ , the null hypothesis ( $H_0$ ) is rejected and there is significant correlation between two variables.

In summary, based on the analysis above, for the average of data in this research from "r" values is very low. There is no significant which influences the students' daily speaking rules towards their speaking ability but it is very low by the  $t_{\text{-test}}$  is 0.413 < and  $t_{\text{-table}}$  is 2.068. Then, for the hypothesis ( $H_0$ ) is accepted and the alternative ( $H_a$ ) is rejected.

## 5 DISCUSSION

The discussion consists of interpretation of the data obtained in this research, relation of the data obtained with the theories from each variable, and the relation or comparison of this study with the previous research. The result of the data was obtained from the 25 students' eleventh grade at Islamic Boarding School of Ibadurrahman Teluk Dalam L3 Blok C Tenggarong Seberang.

Based on the data description above, it can be interpreted which there is no influence of students' daily speaking rules with their speaking ability. The average score (mean) of students' daily speaking rules is 86.48 and the students' speaking ability in average is good. The mean score of students' speaking ability is 88.40.

According to the results of the calculation above, the score of correlation coefficient (ttest) is -0.413. It shows that the correlation value is on very low level based on the table XVI. It can be indicated that rules determines students' speaking ability but it is not have correlation both them. By the reason, the rules are formed in accordance with mutual agreement.

It is a very low score following the rules in daily activities towards their speaking ability. When the influence of the rules is at the low level, it because the rules stand by themselves and it made by mutual arrangement. In generally, they obey the rules until it can be forced and turn into compulsion. It will run to depression but they be able to speaking ability. it is not give any affect into their speaking.

These cases indicate that there is a negative and very low correlation between students' daily speaking rules and their speaking ability. Based on the result, the value of the data is negative which means student who had high score in the questionnaire got high speaking score. The means score in the questionnaire is 86.48 and oral test is 88.40. for t-test is 0.413 < and t-table is 2.068. It means that is so far the rules have no relationship with the students speaking ability, but have a little attachment.

## 6 CONCLUSION

The result of coefficient correlation ( $r_0$ ) is -0.413. It means that there is negative significant relate the students' daily speaking rules with their speaking ability at Islamic boarding school of Ibadurrahman Teluk Dalam Tenggarong Seberang. Additionally, this result (-0.413 < -2.068) in significant level 5%. It showed that the null hypothesis ( $H_0$ ) "there is no significant correlation between students' daily speaking rules and their speaking ability" is accepted, and the alternative hypothesis ( $H_a$ ) "there is significant correlation between students' daily speaking rules and their speaking ability" is rejected.

There is a negative significant correlation between students' daily speaking rules and their speaking ability in English at the eleventh grade at Islamic boarding school of Ibadurrahman Teluk Dalam L3 Blok C Tenggarong Seberang in academic year 2018/2019. It means by the the rules is string on the personal person, and not on one's ability. When the rules is applied, then students' speaking ability will follow and be named in a process learning. So far the rules have no relationship to the students speaking ability, but the rules become a very important role in language movement.

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