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# THE EFFECTIVENESS OF COMMUNICATION STRATEGIES AT AL-KAMAL NWDI ISLAMIC BOARDING SCHOOL IN PROMOTING ENGLISH SPEAKING FLUENCY

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**A B S T R A C T S**

The study investigates the effectiveness of communication strategies at Al-Kamal NWDI Islamic Boarding School in promoting English speaking fluency. It aims to boost students' motivation, improve teachers' English communication fluency, and serve as a reference for future research. The research focuses on facilitating fluent English speaking fluency and implementing these strategies. Fluency is crucial for language acquisition and successful communication. The study uses a quantitative experimental design with 35 senior high school students, addressing constraints and providing additional aspects.This study uses a mixed methods approach, combining quantitative and qualitative methods to investigate the effectiveness of communication strategies on students' English speaking fluency. The research population consists of 35 first-grade students at Al-Kamal NWDI, an English language education institution. The study uses a pretest-posttest design group to track changes within a single group over time and incorporates qualitative methods, such as interviews and observations, to explore human experiences, behaviors, and perspectives. Data collection involves pre-tests to establish baseline measurements of students' English-speaking skills, followed by post-tests to assess the impact of the treatment, specifically conversing with a friend, on students' English communication skills. The data analysis is conducted using IBM Statistics SPSS version 26 software and Microsoft Excel, with the t-test being the primary statistical technique used to determine the null or alternative hypothesis. The study reveals that effective communication strategies significantly improve students' English speaking fluency, with students scoring 80-82 on pretest and posttests. Fluent communication treatment also boosts students' interest in learning, preventing sleepiness, enhancing memory recall, and building partnerships. SMA IT AL-KAMAL NWDI students experienced a 20-30% increase in English language skills

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## INTRODUCTION

Effective communication strategies play a pivotal role in aiding language learners to compensate for their linguistic deficiencies and, in turn, facilitate the development of communicative competence. Within language education, especially in the context of teaching English as a foreign language, it is imperative to acknowledge the multifaceted nature of the instructional process. This multifaceted process encompasses a diverse array of factors, among which communication tactics stand out as a critical component.

Islamic boarding schools in Indonesia encompass a diverse array of teaching methodologies that extend beyond conventional classroom instruction. These distinctive features enhance the overall educational experience, emphasizing holistic development and religious devotion among students. One notable feature is "*tahfis*," which involves the memorization of the Holy Quran. This practice is a cornerstone of Islamic education, instilling in students a deep and intimate knowledge of the Quranic text. It serves as a spiritual discipline and a means of preserving the sacred scripture. Another important component is "*fathulkutub*," which translates to book reading exercises. This methodology encourages students to engage with a wide range of texts, fostering critical thinking and intellectual growth. It enables students to explore various subjects beyond religious studies, contributing to their overall academic development. "*Muhadatsah*," a practice that involves speaking in a foreign tongue, is yet another distinctive feature of Islamic boarding schools. This approach is rooted in the principle of learning by doing. Through the use of a foreign language, students develop effective communication skills with teachers and peers.

This not only enhances their linguistic abilities but also cultivates a sense of confidence and competence in interpersonal interactions. Moreover, Islamic boarding schools provide dormitory facilities that are integral to the coaching process, particularly in speaking proficiency. The communal living arrangement allows students to engage in daily interactions, further reinforcing language skills and promoting cultural understanding. These dormitories serve as hubs for immersive learning experiences, where students put their linguistic abilities into practice in real-life situations.

Located in the NTB region, Al-Kamal NWDI Islamic Boarding School stands as a modern institution within the ambit of Nahdatul Wathan Diniyah Islamiyah (NWDI). This Islamic boarding school represents a testament to the visionary leadership of Muhammad Zainul Majdi, popularly known as Tuan Guru Bajang. Born on May 31, 1972, in Pancor, Selong, Nusa Tenggara, Tuan Guru Bajang assumes a pivotal role within NWDI, an Islamic organization deeply rooted in the cultural fabric of the region. Beyond his leadership role, Tuan Guru Bajang distinguishes himself as a venerable Muslim scholar, with a specialization in Quranic exegesis. His scholarship adds a profound layer of religious depth to the mission and ethos of Al-Kamal NWDI Islamic Boarding School.

The establishment of this educational institution was made possible through the dedication of its founding leader, TGH Mahali Fikri, on waqf land. This waqf land serves as a testament to the enduring commitment to education within the Islamic tradition. The overarching vision of Al-Kamal NWDI Islamic Boarding School is clear and ambitious: to produce well-rounded individuals. These individuals are not only well-versed in the teachings of Islam, represented by the concept of *Iman Taqwa* (IMTAQ) but also equipped with a strong foundation in Science and Technology. This holistic approach to education encapsulates the aspiration to nurture students who are not only intelligent but also good-natured and broad-minded.

Al-Kamal Boarding School, much like contemporary boarding schools, employs the "*muhadatsah*" method, encouraging students to engage in conversations in foreign languages such as Arabic and English. A distinctive feature of the school's language program is the

requirement for students to converse in a foreign language in their daily interactions, both within the school premises and in the dormitory setting. To further facilitate language proficiency, boarding school supervisors conduct "*mufradat*" programs following the Isa prayer. These programs aim to enhance students' foreign language vocabulary, equipping them with the linguistic tools needed for effective communication. Additionally, language-focused groups, often referred to as "*halaqah*" or study clubs, are led by competent supervisors well-versed in language education. These supervisors play a cruciarole in guiding students through language learning processes. They are expected to employ effective communication strategies to ensure the success of the coaching process. In learning speaking, students often find some problems such as difficult to use foreign language. Another reason is lack of motivation to practice a foreign language, especially English conversation. They also feel too shy and afraid to take part in conversation, there are several factors that cause the problem. In addition, speaking skills cover many complex aspects, such as (1) Fluency (smooth flow of sound, syllables, and phrases combined together when speaking), (2) pronunciation (a way for students to speak). Produce a clearer language when they speak, (3) Vocabulary (Word used in the language), (4) Comprehension (The ability to understand the intent of the speaker and the general meaning).

The researcher found in SMA IT AL-KAMAL NWDI, the students were still having difficulty in speaking, especially English. According to the information that the researcher get from an interview with one of the teachers at SMA IT AL-KAMAL NWDI about the ability of the students, in terms of the score in their English lesson they are still lacking. Besides, students who practiced to speak English is rarely, the students only have little time to practice speaking English either in class or out of class. Meanwhile, many students in the class felt nervous to speak in English, and many of them had difficulty in speaking English because they lack of vocabulary and the desire to speak in English. Seeing the importance of speaking, it would be better if each teacher could teach speaking to communicate in various contexts and situations. In this case, the teacher should have more effective technique of teaching to teach speaking.

The method used by teachers in this school is the lecture method, this method is assessed not effective to improve students' speaking skills because students will lack in practicing English in the form of speaking. However, the researcher in this study is trying to use storytelling techniques to help the teacher in teaching speaking. In order to improve students' speaking ability, the teachers need some efforts to motivate students to speak more actively in English. There were some strategies that the teachers can use in students' speaking abilities. One of the strategies is by using communication strategies. Consequently, the research is aptly titled "The Effectiveness of Communication Strategies on Students' English Speaking Fluency in SMA IT Al-Kamal NWDI." This research endeavor aims to explore a broad spectrum of variables influencing students' fluency in English. It extends its focus to investigate how teaching approaches may affect students' levels of speaking anxiety and apprehension. Consequently, this study holds significant potential for English educators as it provides insights into the strengths and challenges of teaching spoken English. By recognizing students' needs and their potential for language acquisition, teachers can tailor

their instructional methods to enhance students' English-speaking proficiency. Furthermore, this research serves as a valuable resource in identifying the specific challenges students face in speech development, paving the way for the formulation of effective teaching strategies tailored to individual needs. In sum, this study has the potential to benefit both students and educators, offering valuable insights into language learning dynamics and strategies for improvement in speaking proficiency.

## RESEARCH METHODS

To answer the first research question, the researchers have chosen to utilize quantitative and experiment methods as the primary research design. Quantitative research is instrumental in uncovering the underlying causes of the issues under investigation and involves the systematic collection of precise and numerical data. Typically, the outcomes of this quantitative approach are presented through statistical analysis, tables, and graphs, allowing for a detailed examination of the collected data. The primary objective of quantitative research is to validate pre-established hypotheses and derive generalized conclusions. In the realm of quantitative research, this study employs a pretest-posttest design group. This research approach involves the examination of a single group over time, tracking changes by administering both a pretest and a posttest. The fundamental advantage of this design is its ability to reveal that a change has occurred within the group, even though it does not entirely eliminate alternative explanations for the observed change. In the context of this study, the pretest-posttest design is applied to the first-grade students at SMA IT Al-Kamal NWDI. This experimental class is exposed to communication strategies that emphasize attentiveness and engagement during the learning process. The rationale behind this approach is to foster active participation and heightened focus among the students. It is important to note that, in this experimental setup, all first-grade SMA students partake without distinctions in terms of achievement levels or grades. This experimental design aligns with the category of pseudo-experiments, which typically feature two distinct design types: pre-testing and post-testing. Pre-testing and post-testing designs are instrumental in research investigations, enabling research to track changes within a group and assess the impact of specific interventions or strategies. While these designs do not definitively rule out alternative explanations for observed changes, they offer valuable insights into the effectiveness of the interventions being studied.

## RESEARCH FINDINGS AND DISCUSSION

1. The Description of Data

   Subsequently, the researcher gave the posttest to the students after they got the treatment by using strategy communication. Thus, the result when the students got post-test described that students' English speaking fluency by using strategy communication were significant. Afterward, the researcher described the criteria for the score of the students' test results, mean percentage of the test. Then, the criteria for the score as follow:

**Table 1. Criteria of Score**

| No | Interval Class | Criteria |
|---|---|---|
| 1 | 85-100 | Very good |
| 2 | 75-84 | Good |
| 3 | 56-74 | Enough |
| 4 | 41-55 | Poor |
| 5 | 0-40 | Low/ bad |

**Table 2. Students' Score of Pre-test and Post-test**

| No | Name | Pre-test | Post-test | Average |
|---|---|---|---|---|
| 1 | Ahmad Muzakir | 75 | 89 | 82 |
| 2 | Haikal Al Farizi | 68 | 90 | 79 |
| 3 | Holidin | 60 | 82 | 71 |
| 4 | Indra Silva Wijaya | 65 | 85 | 75 |
| 5 | M. Ari Ardiansyah | 70 | 80 | 75 |
| 6 | Muchtar Hermansyah | 60 | 80 | 70 |
| 7 | Muhammad Halilurrahman | 60 | 92 | 76 |
| 8 | Muhammad Tauhid | 55 | 80 | 67,5 |
| 9 | Noval Purnama | 70 | 90 | 80 |
| 10 | Roy Aziz Hambali | 65 | 85 | 75 |
| 11 | Taufiq Revan Trjhananto | 55 | 65 | 60 |
| 12 | Yoga Yunandi | 70 | 82 | 76 |
| 13 | Lalu Atma Falih | 73 | 85 | 79 |
| | **Sum** | **846** | **1085** | **965,5** |
| | **Average** | **65,07692** | **83,46154** | **74,26923** |

Based on table 2.2 above, the researcher describes that there were students who got scores of 55 (two students), 60 (three students), 65 (two students), 68 (one student), 70 (three students), 73 and 75 (one student each). This means that the student's score is quite good in initial English communication or in the first test (pre-tets) in English speaking skills. Next there are students who got a score of 65 (one student), 80 (three students), 82 (two students), 85 (three students), 89 (one student), 90 (two students), 92 (one student). This means that the student's score is quite capable of communicating using fluent English. In the table above, it can be seen that the students at this school are quite capable of mastering English by using communication strategies that have been implemented before and after treatment. In this section, the researcher also

explains that each student's scores differ depending on the communication skills they have. The table above shows the students' scores as well as the number and average of students' abilities in numerical form.

Based on the table, it is explained that only one student got a score of 65, which means the student got a sufficient score in fluency in communicating using English. Furthermore, students got a score of 80 (three students) and 82 (two students), which means the student got a good score in fluency in communicating using English. Then, there were six students who got a score of 85-92 which is a very good score in fluency in communicating using English.

Apart from that, there are several differences in the data applied between before and after treatment using the communication strategy of speaking fluent English. This illustrates that the score after being given treatment using communication strategies is better than before being given treatment using this strategy on English speaking fluency.

**Table 3. The Finding Sum of Pretest and Posttest**

| No | Name | Pre-test | Post-test | D=XI-X2 | $D^2$ |
|---|---|---|---|---|---|
| 1 | Ahmad Muzakir | 75 | 89 | -14 | 196 |
| 2 | Haikal Al Farizi | 68 | 90 | -22 | 484 |
| 3 | Holidin | 60 | 82 | -22 | 484 |
| 4 | Indra Silva Wijaya | 65 | 85 | -20 | 400 |
| 5 | M. Ari Ardiansyah | 70 | 80 | -10 | 100 |
| 6 | Muchtar Hermansyah | 60 | 80 | -20 | 400 |
| 7 | Muhammad Halilurrahman | 60 | 92 | -32 | 1024 |
| 8 | Muhammad Tauhid | 55 | 80 | -25 | 625 |
| 9 | Noval Purnama | 70 | 90 | -20 | 400 |
| 10 | Roy Aziz Hambali | 65 | 85 | -20 | 400 |
| 11 | Taufiq Revan Trjhananto | 55 | 65 | -10 | 100 |
| 12 | Yoga Yunandi | 70 | 82 | -12 | 144 |
| 13 | Lalu Atma Falih | 73 | 85 | -12 | 144 |
| | **SUM** | **846** | **1085** | **-239** | **4901** |
| | **AVERAGE** | **65,077** | **83,462** | **-18,3846** | **377** |

So the percentage calculation was carried out in the second part where the data was collected using the paired sample t test theory with a total of 13 students who had quite high scores that could be observed. In calculating square deviation, the result that appears high at the beginning or end of the square deviation test is the final number which is determined by adding up all the existing values.

It can be concluded that if the initial value and final value are subtracted, you will get different results for each value in the fifth column, namely column D = x1-x1, and if you sort them by 2, you will get satisfactory results like several students in

each section. With the results of the two tests, the final result was -12 with the total value in the quadrant being higher.

2. Hypothesis Testing

   Hypothesis testing for this research is as follows:

   a. If the significance value (2 tailed) is lower than t table < 0.05 then the alternative hypothesis (Ha) is maintained and the null hypothesis (Ho) is rejected. This means that there is a difference in scores before and after using the communication strategy.
   b. If the significance value (2 tailed) is greater than >0.05 the null hypothesis (Ho) is maintained and the alternative hypothesis (Ha) is rejected. This means that there is no difference in scores before and after treatment using this communication strategy. Researchers analyzed data using Microsoft Excel and SPSS 24.

3. Data Analysis

   Researchers used statistical tests using the paired sample T test and analyzed the data using SPSS 24 to determine the effectiveness of communication strategies on students' speaking fluency. The data results are as follows:

**Table 4. Paired Sample Statistics**

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| **Pair 1** | pre test | 65.0769 | 13 | 6.60128 | 1.83087 |
| | post test | 83.4615 | 13 | 6.93560 | 1.92359 |

Based on table 4.4 above, the paired sample statistical output illustrates that the pretest mean is 65.0769 and the post-test mean is 834615, so the N class is 13 students. Meanwhile, the pretest standard deviation was 6.60128 and the posttest standard deviation was 6.93560. The average standard error on the pretest is 1.83087 and the average standard error on the posttest is 1.92359.

**Table 5 Paired Samples Test**

Paired Samples Test

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **P** | pre | - | 6.5 | 1.80 | - | - | - | 1 | .00 |
| **a** | test - | 18 | 004 | 291 | 22.3 | 14.4 | 1 | 2 | 0 |
| **i** | post | .3 | 9 | | 128 | 564 | 0. | | |
| **r** | test | 84 | | | 2 | 1 | 1 | | |
| | | 62 | | | | | 9 | | |
| **1** | | | | | | | 7 | | |

Based on table 4.5 above, it can be concluded that sig. (2 tails) is 0.000, sig (2 tiles) < 0.05 . This means the effectiveness of communication strategies to speak English fluently. Therefore, the students' English speaking fluency were significant before and after the treatment was completed. The sig value of the paired sample t test is 0.000, this value is lower than 0.05 (0.000<0.05), so it is concluded that there is a significant influence or mean difference between the pretest and posttest.

From the above calculations, the statistical hypothesis: and the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means the effectiveness of communication strategies on student English speaking fluency in SMA IT Al-Kamal NWDI.

Based on the findings of the experimental results, it can be concluded that The Effectiveness Of Communication Strategies On Students' English Speaking Fluency. It helps students to improve their skills in speaking English fluently. It is calculated from the pretest and posttest scores and the results are different. Then the average pretest value was 1.83087 and the average posttest value was 1.92359. It was concluded that there was a significant difference in scores between the pretest and posttest.

Furthermore, based on the T test, the average posttest score was higher than the pretest. This means that there is a difference when students receive treatment before and after. The sign value of the paired sample t test is 0.000, this value is lower than the significance of 0.05 (0.000<0.05). It was concluded that the statistical hypothesis: the alternative hypothesis (Ha) was maintained and the null hypothesis (Ho) was rejected. This means that communication strategies have a significant influence on speaking English fluently for students to improve their skills.

Then, communication strategies are learning that is effective enough to trigger the ability to speak English fluently. because students are constantly offered changes to learn and then test themselves.[ Benbassat, op. cit] Useful for improving students' English speaking skills. Therefore, teaching English speaking with communication strategies can empower students to gain knowledge more easily and they can practice speaking. Then, the advantage of using communication strategies is that the interface is a little more “friendly” than others, students can take the essence of what they have done in communication and students can continue after applying the strategy.

From the research results it can also be concluded that the communication strategy of speaking fluent English uses treatment. Apart from that, it can be seen that the results of the method applied are able to develop students' interest in learning to speak English fluently.

The pretest has an average score that is quite comparable to the posttest score which is quite satisfactory, so it can be concluded that the posttest score is higher than the pretest score. The pretest is the first step to try out students' abilities before being given treatment and students at Al-Kamal NWDI IT High School. before using communication strategy methods with English language learners.

In fact, learning to speak English through fluent communication has great benefits for students. Therefore, there are benefits why communication strategies can improve students' fluent English speaking skills. First, students cannot fall asleep because they are doing a movement. Then, students will immediately remember the lesson. Finally, students will build partnerships to help their friends.

$$NP = \frac{F}{N} X100$$

Note:

NP : The Score of Student Ability

F : Students Score

N : Maximum Score

$$Mean = \frac{\sum}{n}$$

| No. | Students | Questions | | | | | | | | | | Score | Conversion | Category |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | **0** | **100** | **P-E-G-VG** | **VG** |
| | S-1 | | | | | | | | | | 1 | 85 | Very Good | ✓ |
| | S-2 | | | | | | | | | | | 90 | Very Good | ✓ |
| | S-3 | | | | | | 1 | | | | | 82 | Good | |
| | S-4 | | | | | 1 | | | | | | 85 | Very Good | ✓ |
| | S-5 | | | | | | | | | | | 80 | Good | |
| | S-6 | | | | | | | | | | | 80 | Good | |
| | S-7 | | | | | | | | | | 1 | 92 | Very Good | ✓ |
| | S-8 | | | | | | | | | | | 80 | Good | |
| | S-9 | | | | | | | | | | | 90 | Very Good | ✓ |
| | S-10 | | | | | | | | | | | 8 | Very Good | ✓ |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | | | | | | 1 | | | | | | 5 | | |
| 1 | S-11 | | | | | | | | | | 1 | 6<br>5 | Enough | |
| 2 | S-12 | | | | | 1 | | | | | | 8<br>2 | Good | |
| 3 | S-13 | | | | | | | | | | 1 | 8<br>5 | Very Good | ✓ |

Definitely, mastering speaking refers to mastering communication. According to Wahono, speaking is common mean of communication within the community. Meanwhile, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Having good communication is the passport to get better employment opportunities. Someone practices to speak English to communicate with other people, moreover they live in different language or the different region. Perfect communication is not possible for people without using a language. Moreover, English speaking is really different with mother language that can be produced automatically and directly, this skill needs interaction, communicative competence and strategy to build continuously practice and opportunities.

Communication strategy becomes one of the strategies of communicative competence that relates to the way both speaker and interlocutor to cope any kinds of communication problem. Communication strategy is an important thing and one of the effective way which are used in learning speaking skill because it has a function to bridge the gap between the interlocutors regarding with their misunderstanding in communication. The process of learning speaking skill will be more effective if the teacher and students also use communication strategies. So SMA IT AL-KAMAL NWDI students experienced an increase of 20-30% in their English language skills when they were given treatment so that a sufficient pretest score became a satisfactory posttest score for researchers and the students themselves.

## CONCLUSION

It was concluded that the statistical hypothesis: the alternative hypothesis (Ha) was maintained and the null hypothesis (Ho) was rejected. This means that the effectiveness of communication strategies has a significant influence on speaking English fluently to improve students' English speaking skills. The effectiveness of strategic communication among students has made quite an improvement compared to before using this method. The method offered is to improve English language skills by using effective communication strategy methods.

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