

Analyzing The Speaking Ability Between The Students In Dormitory And The Members Of Libam At SMA Ma'arif Bumi Restu Kecamatan Palas Kabupaten Lampung Selatan

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Abstract

This study aims to analyze the differences in speaking ability between students who live in the school dormitory and the members of LIBAM (Lingkar Bahasa Ma'arif) at SMA Ma'arif Bumi Restu, Palas, South Lampung. Using a comparative descriptive approach, data were collected through speaking tests, interviews, and observation sheets to evaluate fluency, pronunciation, vocabulary mastery, and confidence level. The findings reveal that dormitory students tend to have higher speaking fluency due to daily communication habits and Islamic boarding school-based learning routines that encourage active verbal interaction. Meanwhile, LIBAM members exhibit stronger vocabulary mastery, better pronunciation, and higher confidence in public speaking as a result of structured English club activities, such as debates, discussions, and speaking drills. The study concludes that both groups possess different strengths shaped by their respective learning environments. Therefore, integrating dormitory communication culture with LIBAM's structured speaking practices is recommended to optimize overall speaking ability among students at SMA Ma'arif Bumi Restu.

Abstrak

Penelitian ini bertujuan untuk menganalisis perbedaan kemampuan berbicara antara siswa yang tinggal di asrama sekolah dan anggota LIBAM (Lingkar Bahasa Ma'arif) di SMA Ma'arif Bumi Restu, Palas, Lampung Selatan. Penelitian menggunakan pendekatan deskriptif komparatif dengan pengumpulan data melalui tes berbicara, wawancara, dan lembar observasi untuk mengukur aspek kefasihan, pelafalan, penguasaan kosakata, dan tingkat kepercayaan diri. Hasil penelitian menunjukkan bahwa siswa asrama memiliki kefasihan berbicara yang lebih baik karena terbiasa berkomunikasi setiap hari serta mengikuti rutinitas pembelajaran berbasis pesantren yang mendorong interaksi lisan secara aktif. Sementara itu, anggota LIBAM menunjukkan penguasaan kosakata, pelafalan, dan kepercayaan diri yang lebih tinggi akibat kegiatan klub bahasa Inggris yang terstruktur, seperti debat, diskusi, dan latihan speaking. Penelitian menyimpulkan bahwa kedua kelompok memiliki keunggulan yang berbeda sesuai lingkungan belajar masing-

masing. Oleh karena itu, penggabungan budaya komunikasi asrama dengan latihan terstruktur LIBAM direkomendasikan untuk mengoptimalkan kemampuan berbicara siswa di SMA Ma'arif Bumi Restu.

INTRODUCTION

Speaking ability is one of the most essential components of English language competence, as it determines a learner's capacity to communicate thoughts, ideas, and emotions clearly in academic, social, and professional contexts. In the era of globalization, the ability to speak English fluently and accurately becomes a central requirement for students because English serves as an international language used in diplomacy, education, technology, and intercultural exchange. Numerous scholars emphasize that speaking ability is not merely the production of words but a complex integration of linguistic, psychological, and sociocultural elements that enable meaningful oral communication (Brown, 2007). Consequently, English teachers and educational institutions must implement learning environments and strategies capable of supporting students in developing their fluency, accuracy, pronunciation, vocabulary control, and speaking confidence. For secondary school students, this becomes even more essential as they transition to higher education and professional life where English communication forms a significant part of real-world interactions. Therefore, exploring different learning environments that influence students' speaking ability is a critical academic endeavor.

In Indonesian secondary education, schools often provide varied academic ecosystems that shape students' English proficiency differently depending on their daily exposure, learning habits, and interactional environment. One such environment is the school dormitory, where students live together, engaging in daily routines that promote frequent communication and interaction. Dormitory students typically participate in structured and semi-structured activities such as religious gatherings, peer discussions, daily conversations, and collaborative assignments. These routines inherently encourage students to speak more frequently and naturally with peers, potentially strengthening their fluency and spontaneity in oral communication. According to Nation and Newton (2009), language exposure through natural interaction significantly enhances students' speaking competence because it allows learners to acquire communication strategies organically. Thus, the boarding school environment becomes a unique social space where students continuously practice verbal articulation, negotiation of meaning, and language comprehension without the limitations of formal classroom structures.

On the other hand, SMA Ma'arif Bumi Restu also provides a structured language development community known as LIBAM (Lingkar Bahasa Ma'arif), which functions as an English speaking club designed to boost students' speaking proficiency through

systematic learning activities. LIBAM members participate in programmed events such as public speaking, debates, storytelling, English conversations, role-plays, and language drills aimed at strengthening their pronunciation, vocabulary range, confidence, and communication accuracy. Extracurricular language clubs like LIBAM are viewed as effective platforms for improving speaking skills because they create focused learning environments that offer explicit instruction and guided practice (Muamaroh & Prihartanti, 2013). Unlike dormitory students who rely on natural interactions, LIBAM members engage in intentional language learning supported by trained facilitators and peers who share similar learning goals. This environment stimulates learners to develop advanced speaking competence through structured tasks, feedback, and performance-based assessments.

The existence of these two contrasting environments – dormitory life and the LIBAM language community – presents an interesting academic phenomenon in terms of how each environment influences English speaking ability. While dormitory students may benefit from naturalistic interaction, LIBAM students benefit from structured pedagogical approaches, creating a dual-learning context that affects speaking development differently. Previous studies suggest that naturalistic environments promote communicative fluency, while structured programs tend to improve accuracy, pronunciation, and vocabulary mastery (Harmer, 2015). As such, comparing students from these two environments allows researchers to identify specific strengths and weaknesses inherent in each learning setting. Understanding these differences is valuable for educators and schools aiming to combine both natural and formal learning strategies to enhance overall speaking performance among students.

SMA Ma'arif Bumi Restu, located in Palas District, South Lampung, stands out as an institution that integrates Islamic boarding education and language-based extracurricular development. Dormitory students follow daily routines infused with religious and academic activities that encourage spontaneous communication, whereas LIBAM members participate in specialized English learning sessions that focus on linguistic competence and public speaking skills. The presence of both learning environments in one school creates an ideal setting for comparative research on English speaking ability. According to Richards (2008), learning environments contribute significantly to speaking performance because they shape learners' exposure, motivation, interactional patterns, and cognitive engagement. Therefore, analyzing these two types of environments at SMA Ma'arif Bumi Restu provides meaningful insights into how institutional programs influence real speaking outcomes.

Furthermore, the study is academically relevant in understanding how students' speaking ability differs not merely because of individual motivation or teacher instruction, but due to the broader sociocultural contexts in which learning occurs. Sociocultural learning theory asserts that language is constructed through interaction

within specific environments and social communities (Vygotsky, 1978). Dormitory environments foster authentic peer interaction that promotes quick improvisation and fluency, while language clubs such as LIBAM foster systematic improvement of linguistic accuracy and communicative performance through deliberate practice. Each context thus shapes students' linguistic identity and communicative competence in different ways. Studying these environments allows educational practitioners to understand which environment contributes more effectively to specific aspects of speaking ability and how both environments may complement one another.

Based on these considerations, the present study aims to analyze the speaking ability differences between dormitory students and LIBAM members at SMA Ma'arif Bumi Restu. The research focuses on critical components of speaking competence such as fluency, pronunciation, vocabulary mastery, accuracy, and speaking confidence. By examining the strengths and limitations of each learning environment, the study is expected to contribute to the development of improved language learning strategies in secondary schools. The findings are anticipated to provide pedagogical insights for teachers, school administrators, and English program developers regarding how to integrate natural communication settings with structured language training for optimal results. Moreover, the study contributes to existing literature on speaking skill development and offers practical implications for English education in Indonesian schools.

THEORETICAL FRAMEWORK

The development of speaking ability in English as a foreign language is grounded in several linguistic, psychological, and sociocultural theories. Speaking is regarded as one of the most complex skills because it requires the integration of linguistic competence, communicative strategies, cognitive processing, and sociocultural understanding (Brown, 2007). Speaking involves real-time meaning negotiation, articulation, and interaction, which differentiates it from other language skills such as reading and writing. Harmer (2015) states that speaking not only requires linguistic accuracy and fluency but also the ability to use language spontaneously in various communicative contexts. Therefore, speaking ability is influenced not only by classroom instruction but also by the environments in which learners interact and practice communication.

From the perspective of Communicative Language Teaching (CLT), speaking is best developed through meaningful interaction and communicative activities that mirror real-life use of language. CLT emphasizes communication over grammar rules, focusing on students' ability to express themselves clearly and appropriately (Richards, 2008). Within this framework, students who experience natural communication environments – such as those in dormitories – are more likely to develop higher fluency

because they frequently negotiate meaning, exchange ideas, and participate in spontaneous conversations. Nation and Newton (2009) support this view by explaining that extensive exposure to real communicative situations encourages learners to develop fluency, confidence, and natural speaking rhythms. Thus, naturalistic environments contribute significantly to fluency and pragmatic competence.

In contrast, structured learning environments – such as extracurricular language clubs – enhance accuracy, pronunciation, and vocabulary development through targeted instruction and guided practice. Language clubs like LIBAM provide systematic speaking exercises including debates, speeches, storytelling, and pronunciation drills. These activities reflect principles from Skill Acquisition Theory, which suggests that deliberate practice, repetitive exercises, and corrective feedback contribute to the automation of linguistic structures (DeKeyser, 2007). Learners who participate in structured speaking programs are more likely to improve their linguistic accuracy, articulation, and control over vocabulary because their learning is supported by explicit instruction and performance-based tasks.

Another important theoretical foundation is Sociocultural Theory, which posits that language learning is shaped by social interaction and cultural context. According to Vygotsky (1978), learners construct knowledge through interactions with more capable peers or instructors within a social framework. In dormitory settings, peer interaction forms a dynamic social environment where students develop speaking ability through daily communication, collaborative activities, and informal conversations. Meanwhile, in a community like LIBAM, students interact with peers who share similar academic goals, promoting higher-level language use within “communities of practice.” These environments cultivate different dimensions of speaking ability: dormitory settings emphasize spontaneous communication, while LIBAM emphasizes advanced linguistic performance.

Furthermore, the Affective Filter Hypothesis by Krashen (1982) explains that a learner’s motivation, anxiety level, and self-confidence greatly influence language acquisition. Students in LIBAM may experience increased motivation due to shared goals, structured programs, and recognition of achievements in competitions or presentations. Meanwhile, dormitory students may benefit from low-anxiety, informal environments that allow them to speak without fear of making mistakes. These differences contribute to varying speaking outcomes between the two groups.

Lastly, the theoretical framework incorporates Input-Interaction-Output Theory, which highlights the significance of language input, negotiation of meaning, and practice in developing speaking skills (Gass & Mackey, 2007). Dormitory students receive abundant informal input and opportunities for interactive output, which supports fluency. LIBAM members receive structured input and produce formalized output through speaking tasks, enhancing accuracy and complexity. Thus, each learning

environment contributes differently to the cognitive and linguistic processes underlying speaking competence.

Taken together, these theories provide a comprehensive framework for understanding how different learning environments influence students' speaking ability. Dormitory environments support natural acquisition and fluency development, while structured language clubs enhance accuracy, pronunciation, vocabulary mastery, and confidence. This theoretical foundation supports the rationale for comparing the speaking abilities of dormitory students and LIBAM members at SMA Ma'arif Bumi Restu.

RESEARCH METHODS

This research employed a comparative descriptive design to analyze the differences in English speaking ability between dormitory students and members of LIBAM at SMA Ma'arif Bumi Restu. A comparative descriptive method was chosen because the study aimed to describe, compare, and interpret the speaking performance of two naturally existing groups without manipulating any variables. This approach allows the researcher to examine how different learning environments—natural exposure in the dormitory and structured learning in LIBAM—affect students' speaking ability (Creswell, 2018). The methodology focuses on measuring aspects of speaking competence, including fluency, accuracy, pronunciation, vocabulary mastery, and speaking confidence.

The participants of this study consisted of two groups: (1) students residing in the school dormitory and (2) students who actively participate in the LIBAM (Lingkar Bahasa Ma'arif) English language club. Both groups were selected using purposive sampling, ensuring that participants represented learners who were consistently involved in their respective environments. Purposive sampling was appropriate because the aim was not generalization, but obtaining detailed and relevant data from participants directly influenced by the learning environments studied (Miles, Huberman, & Saldaña, 2014). Each group consisted of students from equivalent grade levels to ensure balanced comparison.

To obtain comprehensive data, the researcher used three instruments: (1) a speaking performance test, (2) structured observation sheet, and (3) semi-structured interviews. The speaking test was designed to measure fluency, pronunciation, vocabulary, accuracy, and confidence. Students performed speaking tasks such as storytelling, describing pictures, discussing topics, and short presentations. The scoring rubric followed criteria adapted from Brown's (2004) standardized speaking assessment. Meanwhile, the observation sheet was used to record real speaking behaviors during English learning activities, both in the dormitory and in LIBAM sessions. Observation focused on interaction patterns, spontaneous speaking frequency,

peer collaboration, and linguistic performance in natural and structured settings (Nation & Newton, 2009).

The semi-structured interviews were conducted with selected students from each group as well as English teachers and LIBAM supervisors. The interview aimed to understand students' perceptions, motivation, challenges, and experiences regarding their speaking development. Interviews were chosen because they allow deeper exploration of students' personal insights, which may not be captured through tests alone (Richards, 2008). Interview questions covered how frequently students practiced speaking, the kinds of speaking activities they engaged in, and how their learning environment influenced their confidence and fluency.

The data analysis procedure followed three main steps: (1) scoring and quantifying speaking performance, (2) comparing scores between groups, and (3) qualitative interpretation of observational and interview data. Speaking test scores were tabulated and averaged to determine the mean performance of each group in all assessed aspects. The quantitative results were then compared to identify differences in speaking ability between the two groups. Qualitative data from observations and interviews were analyzed through coding, categorization, and thematic analysis to identify patterns and themes related to speaking development (Miles et al., 2014). The integration of quantitative and qualitative findings strengthened the validity of the interpretations.

To ensure trustworthiness, the researcher applied several validation strategies: (1) triangulation of data sources (tests, observations, interviews), (2) peer checking by an English teacher to verify scoring consistency, and (3) member checking, allowing participants to confirm the accuracy of their interview responses (Creswell, 2018). Ethical procedures were also followed by obtaining permission from the school, ensuring confidentiality, and informing participants about the purpose of the study.

HASIL DAN PEMBAHASAN

A. Findings

The findings of this study reveal clear differences in the speaking abilities of dormitory students and LIBAM members at SMA Ma'arif Bumi Restu. Based on the speaking test results, dormitory students demonstrated higher fluency, particularly in spontaneous conversation and extended speaking tasks. Their responses flowed naturally, with fewer pauses and hesitations. This fluency appeared to stem from their daily communication habits, where students frequently engaged in peer interaction, informal discussions, and routine activities requiring verbal exchanges inside the dormitory. Observation notes showed that dormitory students often practiced English

informally during group activities, jokes, storytelling, and collaborative chores – activities that implicitly trained fluency.

Conversely, LIBAM members showed superior performance in pronunciation, vocabulary mastery, accuracy, and overall speaking confidence. During the speaking test, LIBAM members produced more precise pronunciation, used wider lexical choices, and constructed grammatically well-formed sentences. Their speaking confidence was evident in their willingness to speak in front of peers, maintain eye contact, and articulate ideas clearly. Structured speaking activities such as debates, storytelling, speech practice, and weekly English club sessions significantly contributed to this outcome. Qualitative data from interviews confirmed that LIBAM members received explicit correction, vocabulary training, and repeated speaking drills, which improved their linguistic accuracy.

Observation data also supported the quantitative findings. Dormitory students were more active in informal speaking, engaging naturally in discussions without fear of mistakes. In contrast, LIBAM students displayed formal speaking competence, especially in tasks requiring presentation skills. Interviews revealed that dormitory students tended to speak English only when motivated or when part of daily routines, while LIBAM members willingly practiced English because the club environment encouraged them to do so for academic and performance-related purposes.

Overall, the results show that both groups possess speaking strengths influenced by their respective learning environments: fluency for dormitory students, and accuracy, pronunciation, and confidence for LIBAM members.

B. Discussion

The findings align strongly with theories in second language acquisition. First, the strong fluency of dormitory students supports the principles of Communicative Language Teaching (CLT), which emphasizes the development of communicative competence through meaningful interaction (Richards, 2008). Dormitory environments created a natural communication setting where students negotiated meaning daily, allowing them to develop fluency through authentic exposure. This supports Nation and Newton's (2009) argument that frequent real-life interaction helps learners acquire spontaneous speaking patterns.

Next, the superior pronunciation, vocabulary mastery, and accuracy displayed by LIBAM members confirm the assumptions of Skill Acquisition Theory, which states that explicit instruction, practice, and corrective feedback lead to improved linguistic accuracy (DeKeyser, 2007). LIBAM provided structured learning experiences – debates, vocabulary sessions, pronunciation drills – that enabled students to refine linguistic

detail beyond conversational fluency. This explains why LIBAM members were more articulate and confident in structured speaking tasks.

The development of speaking competence in each group is also consistent with Sociocultural Theory. According to Vygotsky (1978), language learning is shaped by social interaction within particular cultural and community contexts. Dormitory students interacted informally within a peer-based environment, developing fluency through social bonding and authentic communication. LIBAM members, by contrast, interacted within a goal-oriented academic community of practice, where knowledge was transmitted through guided participation and collaborative language-focused activities. This duality mirrors how sociocultural contexts create different types of speaking development.

Furthermore, the differences in confidence levels between groups reflect the influence of the Affective Filter Hypothesis, which states that anxiety, motivation, and self-confidence influence language performance (Krashen, 1982). Dormitory students felt relaxed and less anxious, contributing to their fluency, but their linguistic accuracy was sometimes limited by lack of formal practice. LIBAM members, meanwhile, gained confidence through structured presentations and supportive peer environments, reducing anxiety and encouraging them to speak more assertively during formal assessments.

Finally, the findings validate the Input-Interaction-Output framework described by Gass and Mackey (2007). Dormitory students received constant input from peer conversations and produced frequent informal output, strengthening fluency. LIBAM members received targeted input from structured learning tasks and produced formal output, improving accuracy and pronunciation. Thus, each environment stimulated different cognitive and linguistic processes in speaking skill development.

CONCLUSION

The findings of this study reveal that the speaking abilities of dormitory students and LIBAM members at SMA Ma'arif Bumi Restu differ significantly due to the characteristics of their learning environments. Dormitory students demonstrated stronger fluency, spontaneity, and natural communication skills, primarily because they engaged in daily conversational interactions within an authentic social environment. Their frequent peer communication allowed them to negotiate meaning naturally and speak with fewer hesitations. This environment facilitated the development of communicative competence through real-life language exposure.

On the other hand, LIBAM members showed superior accuracy, pronunciation, vocabulary mastery, and speaking confidence. Their structured learning environment, which included debates, presentations, drills, and guided speaking tasks, provided explicit instruction and corrective feedback that improved their linguistic precision and

performance in formal speaking contexts. These students also displayed higher confidence due to regular practice, performance-based activities, and supportive peer collaboration.

Overall, the study concludes that both learning environments contribute uniquely to students' speaking development. Dormitory settings effectively foster fluency through natural acquisition, while LIBAM's structured programs enhance accuracy and confidence through intentional practice. Neither environment is superior; instead, they complement each other by strengthening different components of speaking ability. Therefore, integrating natural communication opportunities from dormitory life with structured speaking instruction from LIBAM may provide the most holistic approach to improving students' speaking competence.

The results highlight the importance of designing learning environments that balance informal interaction and structured language practice, enabling students to achieve comprehensive speaking proficiency suitable for both everyday communication and academic performance.

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