

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the research problems, purpose of the study, significance of the study, scope and limitation, definition of key terms.

A. Background of Study

Language as a means of communication is very important in human life. Without a language, a person cannot communicate with others. English is an international language in the world. Most people from the different countries and nations speak English language. Also, many scientific studies such as education, science, religion, technology, commerce or politic are written in the language.

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Based on those skills, speaking is one of the most important skills in language learning. Fulcher, G. (2003:79) explain that speaking is the verbal use of language to communicate with other. In oxford learner's pocket dictionary (2008: 247) defined as language is system of communication in speech and writing used by people of a particular country. So, by speaking, we can

convey information and ideas, and maintain social relationship by communicating with others.

English is important and it has been studied in many countries. Many people around the world learn English either as the first language or second language. In this era, the importance of mastering English language is demanded. Label, mark, and direction in the development of science and technology commonly use English language. Indonesia is one of the developing countries in its educational program, it offers English to be taught since elementary level up to university level. Every educational agency in Indonesia involves English aspect. In the common formal school, for instance, English is important since this language is useful in international factory, international school, university, job opportunity etc.

Moreover, English is an international language in the world. Most people are using this language on the daily life. It is an important language because people use this language to communicate with other countries people. English is a common language and you can use English to become an international person. Alfitri, (2012), said that a research proved that in internet, more than 80% of the sites use English as the medium language while 20% of the rest use the other languages. In this global era the people are urged to be able to communicate globally. English language plays a very important role especially in international communication. By mastering English, people will able to learn more knowledge and gather more information. English helps people to get jobs in globalization use English as

major priority. Sneddon (2003), as a global language, it is obvious that English plays an important role in the international interaction. International interactions include economic relationship among countries, international business relationship, global trading, and others. English to make finding job easier and a major skill which make the category of the applicant be considered at the high quality as a qualified applicant and the skill will carry the applicants to get a good job in a high position in national and international professions.

The goal of teaching speaking skill is be able to communicate effectively. Learners should be able to make themselves understood, use their current proficiency to compete because of job opportunity is very competitive. They should try to avoid confusion on their message due to faulty in pronunciation, grammar, or vocabulary. The students are also insisted to be able to understand the social and cultural rules applied in each communication situation. The classroom is an appropriate place for language process in which student's English acquisition in particular speaking as one of segments of English study can be build up. Communication language teaching (Communicative Language Teaching - CLT) is a concept that connects linguistic knowledge, language skills and communication skills. So, that learners can learn the language structure to communicate (Canale & Swain, 1980; Widdowson, 1978). Knoll and Sven (1980) and Seevon (Savignon, 1982) have separated the elements of 4 communication capabilities. The first, grammatical competence means

language knowledge, including knowledge of vocabulary. Structure of words, sentences as well as spelling and pronunciation. The second, Social ability (sociolinguistic competence) means using words and sentence structure appropriately according to the context of society, such as apology, thanks, asking directions and information, and using statements. The third, The ability to use language structures to convey the meaning of speech and writing (discourse competence) means the ability to link between grammatical form and meaning in speaking and writing according to the format. Different situations and the last, the ability to use strategic competence means using techniques for successful communication, especially speaking communication. If the speaker has strategies to not stop the conversation Such as the use of body language, expansions using other words instead of words that the speaker cannot imagine.

The effort of teacher learning to speak considerably entails practice and perform that variation of method, approach, and technique are applied creatively in order to encourage students speaking skill. As teacher is the main holder of whole classroom activities, he determines how far students' level of understanding, in which his creativity is the key.

Without the effort of the teacher, language teaching and learning process sometimes find the stage of getting frozen. In this matter, the effort of the teacher could be candle light the way in every circumstance. Method and strategy applied in English language teaching might be able to be intensified by getting close to the created of learning speaking. The result

that teacher effort to create speaking is the consequential point to carry out students to high level of English language proficiency which supports students' performance by making what cannot be done, possible to do or workable; and making what unusual practice of speaking, to usually communicate among learners in the classroom.

Practically, at schools, some teachers use English formally in the school. Learners need given understanding toward the use of English for communication. Motivation and strategy are needed to increase learners' ability to master English. Motivation can be external factors given to learners that support them to practice English. Motivation can be given by teacher to make learners not to feel embarrassed to express English for example, motivation in learning English includes: Ambition, All who have aspirations related to English will be more motivated to speak English. Interest, There are some people who are interested in foreign languages both English because English is an international language that is used to communicate between different countries. Appreciation or praise, Many people understand this language to get appreciation or praise. Motivation can be improved by involving students in some school programs such as study club, speaking in front of the class, storytelling from pictures, playing games answering questions, strategy of teaching speaking is given by teacher at the school.

Another learning activity in the classroom is variations of technique and method applied by teachers. Students' comprehension depends on

teachers' method in applying their strategy. Teachers may give demonstration to deliver material and other students' learning activities. Such as English lesson, teachers may build students' dialogue in giving speaking material. Teachers may give retell method in giving reading and speaking materials. Johnson and Morrow (1981: 70) say that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

The environment in the learning process is parents, school and society. Slameto (2003: 60), suggests that student learning environments that influence student learning outcomes consist of the family environment, school environment and community environment. Parents usually do not pay attention to child development. Good parents are people who always give motivation and use a lot of time to manage their children in learning, especially in English lessons. The general situation of the community are adverse effects on education or vice versa. School becomes the environment of students as long as they live in school. One of the goals of English is to use English in communicating with teachers and with students themselves. The policy given to the teacher is the command term that the teacher must use English both inside and outside the classroom.

There are many things that can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules,

or the sounds within the room. Each of these can impact a student's focus and achievement in the class. They can also affect a teacher's attitude in the class. Included in each of these elements of the classroom is the emotional environment. The way in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students. According to Indra Djati Sidi (2005: 148), "The learning environment is very instrumental in creating a pleasant learning atmosphere". This environment can increase learning activeness, therefore the learning environment needs to be properly regulated

If a teacher is unmotivated or negative there will be a direct impact on the students within the classroom. Similarly, if a teacher is motivated and positive they will likely have a beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better learning environment. According to Yusuf (2001: 154) schools are formal educational institutions that systematically carry out guidance, teaching and training programs in order to help students be able to develop their potential, both concerning moral, spiritual, intellectual, emotional and social aspects.

Many teachers successfully assessed students' speaking abilities through many kinds of techniques of teaching speaking for example, presentation, storytelling, speech and conversation but only few teachers who succeeded to build up speaking environment where students feel

confident, pleasurable, and not fear to perform oral language consistently in the classroom.

In such reason, creating English speaking environment becomes valuable as stimulus and nutrition to motivate students' engagement in oral language communication. Still, creative teaching in maintaining English speaking environment which has successfully done and has been managed well in the classroom, respectively, could simply affect students' interest outside the classroom so that students might be able to create their own language environment everywhere.

Accordingly, the success of English speaking environment is signed by students interaction or communication each other with their peers in English. Even if they have speaking time or other materials, they will constantly speak in English with or without teacher supervision in the classroom. In line with this, teacher creativity truthfully affects because creating such classroom atmosphere is really time consuming. If speaking environment is not built soon or even later, language learner would be less proficiency that their fluency, accuracy, or vocabulary mastery respectively decreases. To solve this problem, language classroom environment should be activated effectively to fill students' need in speaking. Therefore, creativity would help teacher to manage the classroom environment as language classroom properly.

In the previous paragraph there are various factors that can affect students' speaking abilities including English language learning programs in schools as well as learning environments that are very important for the development of students' speaking abilities. Learning programs include techniques or the role of the teacher in influencing student learning and also activities related to speaking in the classroom and outside the classroom. A supportive environment for students' speaking abilities which includes the school environment and family environment.

In this paper, researcher conduct the same way of dealing with an English-speaking environment that will occur in one of the schools that has good language learning management, namely MA Darul Hikmah Tawang Sari School of Tulungagung. Researcher very interested in schools because schools have good English program in demanding students to pay attention to the English and Arabic bilingual systems in daily communication. The reason at least provides a researcher's perspective on how factors increase students speaking that must be supported by oral communication both inside and outside the classroom.

The teacher creates a talking can be divided into two parts, there are physical and non-physical, the physical part there is media to support creating an environment of learning class. There are cameras, Photoshop programs, and text boards. While the other part is Non-physical there are exercises for conversation, Report, drama and arranging the board. There

are several parts of the teacher creating a learning environment that can be done in the classroom and outside the classroom.

The explanation above impacted for the achievement of English speaking. Every person cannot judge exact factors make student success in their learning especially in English speaking. So that's why in teaching English practical activities to reach behavior related to English language is needed. In this study, the researcher wants to find exact factors contributing students' speaking proficiency at MA Darul Hikmah Tawang Sari Tulungagung. Finally, researcher conducts research entitled "FACTORS AFFECTING STUDENTS' SPEAKING SKILLS AT MA DARUL HIKMAH TAWANGSARI TULUNGAGUNG".

B. Statement of Research Problems

Referring to the background of the study above, the research problems are formulated as follows: What factors that affect students' speaking skills in MA Darul Hikmah Tawang Sari Tulungagung?

C. Objective of The Research

Based on the formulate research question, this study is conducted to explain about factors affecting students speaking skills at MA Darul Hikmah Tawang Sari Tulungagung.

D. Significance of The Research

The writer hopes that the result of the study is useful for teachers, students, and school.

For the students, the result of the study are expected to be able to:
(1) Increase speaking ability of students in carrying out daily activities. (2) Add enthusiasm and desire of students to speak English to be better.

For the teachers, the result of the study can help teachers to develop their learning methods or strategies in teaching speaking skills for students well and interestingly.

Finally, for the school, the result of the study can improve program and facilities to support students' speaking.

E. Scope and Limitation

To prevent misperceptions and misunderstandings in this study, researchers provide scope and limitations. The scope of this study covers Factors affecting students speaking at MA Darul Hikmah Tawang Sari Tulungagung.

Then, there are some limitations in this study is factors affecting good student's speaking skills in MA Darul Hikmah Tawang Sari Tulungagung. Researcher will investigate all elements in the school contain teacher strategies, schools' contribution, and students effort in speaking skill that will be an expensive prescription of strategies.

F. Definition of Key Terms

The definition of key terms is as follows:

1. Factor means any of the things that cause or influence something (oxford: 414).
2. Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned Tarigan (1990:3-4).
3. Environmental factors means any of the things cause or influence learning process relating to the natural environment.