**CHAPTER I**

**INTRODUCTION**

1. **Background of Study**

The language teaching of English as a foreign language in Indonesia is taught from lowest level of school. It is done in order to introduce the children about English as a world language early on. In Indonesia, English is taught from kindergarten level to senior high school level. Put in mind the importance of English, so it is taught in any level of school such mentioned before.

Talking about teaching and learning process of language teaching in Indonesia, the main point is that English is explained by the teachers. Then the students understand the theory about that language. Finally, if the students understand the theory it means that the objective of teaching English is achieved. Whereas, actually language is identical with some skills that should be mastered. Therefore, English should be taught not only theoretical oriented, but practical oriented is also definitely important. Then it can be combined together in teaching language in Indonesia, especially English.

In the classroom, it is the teacher’s job to promote these three learning processes by the use of appropriate teaching acts. Thus, he or she presents and explains new material in order to make it clear, comprehensible, and available for learning; gives practice to consolidate knowledge; and test, in order to check what has been mastered and what still needs to be learned or reviewed. (Ur, 2003: 10).

Here, I underline that the teaching practice is quite needed to be carried out in teaching processes. By knowing the function of language it self, it is also is practical use. Language is used to communicate to others, so it is explicitly understood that English is taught in order to use it also for communicating to others.

Furthermore, among those four skills, speaking is the most important skill that should be mastered by someone. “The ability to function in another language is generally characterized in terms of being able to speak that language” (Nunan, 1999:225). Language will be beneficial if someone can use it in spoken. It means that learning language is not only learning about theory, but also learning how to practice it in a real communication, as the function of language. Therefore, speaking skill is the most important skills among four skills in English. Language is measured by its result in speaking skills or oral communication. In other word, we can also measure the ability of language from his/her ability in speaking.

Then, the ability of speaking can be learned by practice. It is absolutely need to provide more practice in teaching process. The teachers should provide practice of English speaking after explanation the lesson in the classroom. Classroom activities that develop learners’ ability to express themselves through speech would therefore seem an important component of a language course. In speaking activities the students can explore the ideas, giving more arguments, and also giving opinion about something in their mind. It can be very beneficial for the students if they can practice their speaking in the classroom by the activities provided by the teachers.

Teaching speaking need more preparation to be done in the classroom. The teachers should decide the topic, the sequence of practice and also the evaluation of the practice. Thus, for the teachers it needs much consideration to apply it for the students in the classroom. Then, for the students, they need to think about what they want to say in the target language and feel confident enough to express it. In other hand, they also say in the target language that makes others can understand that language. So, it is not only say the language, but also deliver the function of language in a correct way.

In Indonesia itself, speaking is one skill of English language that is taught for junior and senior high level. However, the practice of speaking is still rarely done, even the practice has not been quite effective to improve the students’ speaking skills. Actually by doing more practice in speaking, the students can improve some important aspects in learning English. For example, they present a new grammar in a communicative context, they produce new vocabulary in context, and even they make a good pronunciation. Absolutely it needs the chance to perform their speaking in learning English.

The practices of speaking in the teaching English skills should be provided by the teachers in order to give the students more chances performing their skills. The teachers themselves should consider about the topics of speaking, the sequences of speaking, and even the evaluation of speaking it self. The topic of speaking practice must be appropriate with the lesson taught. So, it will be done from theory to practice, and it will make students easier to perform. Then, the sequences of speaking practice should be determined as well as possible. So, the practice can be run well. The last is the evaluation of speaking. It is needed to evaluate the students’ performances in speaking practice. The teachers can correct the grammar, vocabulary use, and pronunciation. It will make the students understand what their mistakes are and they can do it better after that. Indeed, knowing about the need of practice in learning English is very important for us. Especially for the language learners, they must know what the use of English as world language. When they understand that English is used for communication or speaking, they can think that they need more practice of speaking when they learn English. At last, the learners can speak English as well as the function of language by practice in their learning.

Moreover, in Indonesia speaking is also included in the school curriculum especially junior and senior high school level. It means that speaking ability becomes the competence that must be reached in learning English. The students are demanded to be able to speak English well. So, the teachers also teach students speaking in the classroom. Yet, the problem is the students seldom practice to speak with other, even tough speaking need more practices rather than just learning on theory. It is definitely make the students lack of the chances to practice language in their learning activities in the classroom. Finally, their speaking skill is difficult to be improved.

In addition, speaking skill is known not included in final examination (UN). It means that speaking skills will not be measured in the last stage during learning English. It makes the students may be not serious in learning speaking. The main point is that the students learn English much in theory, and then they can pass the final examination. Thus, actually the students need to be involved in speaking practice more then also they need to be evaluated about their progress in learning speaking. Therefore, In Indonesia there is Pondok Modern or called as Islamic boarding school which English is taught in different strategies. In Pondok Modern, it has bilingual system of language use in daily communication. The school emphasizes practicing language in daily communication. They try to use Arabic and English in daily communication every day. Therefore, in this case it is interesting talking about the activities of speaking English in Pondok Modern, because it uses different strategies in teaching speaking to the students. The learners also can perform their language skills in daily activities. Hence, the students do not only learn the theory of speaking, but also they practice of speaking English directly. The activities of English learning in Pondok Modern are much better to improve students’ skills in speaking.

Based on the background above, the researcher is interested to conduct about the activities of learning English in Modern Islamic Boarding School of Darul Hikmah. The researcher belief that it is important to conduct this research and it will gives many advantages in development teaching and learning English especially improving speaking skills. “The problem of the study should be able to give contribution toward the existed theory and the related knowledge” (Sukardi, 2003: 24). It is clear that this research will be very important in developing speaking skills in teaching English. On the basis of description about English leaning at Pondok Modern above, so we have to know the activities of English learning applied in improving speaking skills for the students. Accordingly, the researcher conduct the research entitled: “The Activities of English Learning Applied in Improving Students’ Speaking Skills at Modern Islamic Boarding School of Darul Hikmah Tawangsari”.

1. **Formulation of Research Problem**

Based on the background of study, the problem of this study is formulated as follows:

How is the activity of English learning applied in the school in improving students speaking skills? It is included:

* What are the activities in the classroom?
* How are the activities in the classroom carried out?
* What are the activities outside the classroom?
* How are the activities outside the classroom carried out?
1. **Purpose of the Study**

Based on the research problem, the study is intended to:

Find out the activity of English learning applied in the school in improving students speaking skills

* Find out kinds of activities in the classroom
* Find out how the activities in the classroom carried out
* Find out kinds of activities outside the classroom
* Find out how the activities outside the classroom carried out
1. **Significance of The Study**

The result of the research is expected to give contribution theoretically and practically as follows:

1. Theoretical Significance
* The result of the study is expected to give the real example of speaking activities that can be applied to improve students speaking skills. Moreover, it will give more ideas in teaching speaking both in the classroom and out of the classroom in improving speaking.
1. Practical Significance
* To The Students

The students will know the way how to practice their speaking in daily activity. It will make them easier to practice speaking if they know how to practice English in improving their speaking skills. Finally, the students know how to improve their ability in an appropriate way.

* The Teacher

Teacher will know the strategies how to improve the students’ ability in speaking skills. She/he can apply the strategies based on the result of the research. Finally, in teaching speaking, the teachers do not only emphasize in teaching the theory, but also emphasize in practicing speaking. So, it will be very good to improve students’ speaking skills based on the result of this research.

1. **Scope and Limitation of the Study**

In this research the scope of the study covers the speaking activities of learning English that is applied in Modern Islamic Boarding School of Darul Hikmah both in the classroom and out the classroom.“The scope of the study means the specific areas that the particular researcher wants to cover in his/her study” (Walonick, derived from [*http://www.myjazmanie.com/scope-and-limitation-of-the-study*](http://www.myjazmanie.com/scope-and-limitation-of-the-study), accessed 30th of March 2012). The researcher takes all the students of all level in this study, because the programs and activities that is applied by this Islamic boarding school is intended to all level of the students in a same priority.

 Then, in this research the researcher also give the limitation of the study. Limitation literally means kind of restraint or obstacles that the study might be gone through during the period (Walonick, derived from [*http://www.myjazmanie.com/scope-and-limitation-of-the-study*](http://www.myjazmanie.com/scope-and-limitation-of-the-study), accessed 30th of March 2012). There are some limitation in this study, those are;

* the study only in the activities of the students
* the researcher only observes in a certain time. Since, it is impossible for researcher to stay day and night in Modern Islamic Boarding School of Darul Hikmah.
* the researcher only done observation in the male dormitory, because it is not allowed to come to the female dormitory

Finally, by determining those limitations, the study will be easier to knowing the activities applied in improving students’ speaking skills at Modern Islamic Boarding School of Darul Hikmah

1. **Definition of Key Terms**

In this part, there are some explanations from the title mentioned in the previous item. The title is “The Activities of English Learning in Improving Students’ Speaking Skills in Modern Islamic Boarding School of Darul Hikmah”.

The definition of key terms as follows:

1. Teaching and Learning

Teaching is the activity of imparting knowledge or skills. This means the teachers activity to impart the knowledge or skills to the students, and in this case it is speaking skills. Then, Learning is the process of acquiring knowledge or skills. This means the students receive the knowledge from the teachers, and in this case the students are learning about speaking skills.

1. Activities of English Learning

Activities here mean the efforts that are being done by the students in order to improve their speaking ability under the instruction of the teacher. Moreover, it refers to the activities of English learning applied by the teacher either in the classroom activities or also out of classroom activities. Nevertheless, it is still related with improving students’ speaking skills.

1. Improving

“Improving is become or make something or someone better” (Oxford, 2004:216). In other word, we can say that *improving* is the effort of increasing the quality of something, in this study means speaking skills.

1. Speaking

Speaking is the activity of giving speeches and talks from someone to someone. In this study, speaking means the ability of communicating with others by using English. The researcher will concern on the students activities which is using speaking English in their learning processes.

1. Skills

Skill here means the knowledge and ability that enables you to speak English well. So, in this study the researcher tries to know the way how to improve the skills of speaking by knowing the activities of the students. In short, the skills relates with the speaking practices.

1. **Research Paper Organization**

The organization of research paper is given in order to make the readers know and understand the content of the paper easily. The organization of this research paper is given as follows:

Chapter I is the introduction which deals with the background of study, formulation of research problem, the purpose of the study, the significant of the study, scope and limitation of the study, definition of key terms, and research paper organization.

Chapter II is the review of the literature. It consists of some explanations based on the title. It includes the explanation about English teaching, speaking skills, teaching speaking to the students, evaluating speaking skills, and strategies in teaching and learning speaking (including the activities of the teaching).

Chapter III is the research method/methodology. It covers: research design, setting and subject of the study, kinds of data and data sources, instruments and technique of data collection, and data analysis, and validity of data.

Chapter IV deals with the result and discussion of the study that is loaded of result that contains of data presentation, and research findings. This chapter is very important, because in this chapter the researcher will analyze the data gotten. So, the data are processed in this chapter.

Chapter V presents the conclusion of the study and suggestion for further study to make the better study.