

CHAPTER I

INTRODUCTION

This chapter presents Context of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Context of the Research

English was formally declared in Indonesia as a foreign language stated in 1955 in a teacher trainer conference (Lauder, 2008). Living in this digitalized era, English as an international language has an essential role in all aspects of life (Nurhayati, 2018). The exigencies of the language's import in transacting business and communicating with other countries in the opinion of Lauder(2008). Language is used to create a meaningful communication among human beings (Nurhayati, Djadmika, et al 2016). With communication people can interact with other people. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubs in Nurhayati & Yuwartatik, 2016).

Larsen (2008, 102) describes that language is for communication. When we communicate, we use the language to accomplish some function such as arguing, persuading things and promoting some brands. The language used by people in the world is to get the one aim that is to communicate with other people. It is the one of keys to face of modern era. Without using language, it's hard to imagine how people can cooperate to one

other. The important of English position as a language for international communication. So that, the teaching speaking and learning speaking skill has become increasingly important in world language live.

Knowing English involves not only producing the language correctly, but also using it for particular purpose. Fraser (in Richards, 1983 : 30) states that when people use language, they characteristically do three things : the say something, they have definite effects on the hearer to take what they said, and they said that language means something result. People usually speak or share their opinion with one another by using it.

According to Hornby (1995:665) one of ways to express language is spoken. Based on statement on oxford dictionary (fifth edition), speaking is talk to somebody about something by using voice to say it. Producing utterances by speaking is not easy as we know like the native utterance, when he or she saying some utterance, especially having good structure and choosing appropriate word. Moreover our country does not use English as daily conversation language. So, to learn and understand it we need effort hardly and we need more effort to master English well.

Students learning language is considered to be successful if they can communicate effectively in their second or foreign language. Hadfields (1999 : 7) says that speaking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. It means learning to speak in a second language will be

facilitated when learners are actively engaged in attempting to communicate. Thus the teacher must give the learners practice to actualize their speaking skill. By mastering speaking, they can carry out conversation with others, give ideas and change the information with interlocutors.

Pesantren becomes important education to form good character for human being. Moreover, many parents choose it for their children's education. According to (Qomar, 2007:4) there are some experts who give opinions to the purpose of Pesantren. Manfred Ziemek that views the purpose of pesantren is to train students to be form good personality, attitude, and complete them with knowledge. Mastuhu that views the purpose of Pesantren is to train students to be autonomous life whereas multidimensional. Kiai Ali Ma'shum that views the purpose of Pesantren is to produce Ulama'. So the conclusion from the statements, the purpose of Pesantren is to form good Muslim personality.

Along with development of period, pesantren has to change its educational system. According to Qomar (2007 ; 16) Pesantren in two categories, they are : Pesantren Salafi and Khalafi. Pesantren Salafi or Traditional Islamic boarding school teachers with classic books as the core of education while modern Islamic boarding school teaches not only classic books but also common knowledge. Khalafi or Modern Islamic boarding school opens formal school in the area of pesantren. So, it is different from traditional Islamic boarding school in many things especially in educational

system. English is toward not only in formal setting but also non-formal setting, for example in pesantren.

Modern Islamic Boarding School Raden Paku Trenggalek is one of the islamic boarding schools which has systems and programs aiming not only in giving sufficient Islamic knowledge, but also in developing English language especially communicative skills. The pondok has rules and systems that the students have an obligation as English in their daily conversation routines. This rule is considered in order to make the students to be accustomed in practicing foreign language in their daily communication, so that they are able to improve their foreign language quality, especially in improving their speaking skill.

In addition to providing formal schools, this institution also improves the quality of proficiency in two languages, arabic and english. Creating daily communication progress using arabic and English. The policy given by the school leaders in using the two language is that arabic and english must be spoken not only by the students but by all the teachers. However, the fact shows that the students are not motivated to speak those languages outside the classroom.

Modern Islamic Boarding School Raden Paku Trenggalek is an islamic education that applies three educational curricula, namely is Salafi curriculum as the basis of aqidah moral guidance and learning of tools, the modern pondok curriculum is applied in the fields of language teaching,

discipline and organization, while the curriculum of the religious department is applied as formal education.

Unlike other Islamic boarding school which exist in Indonesia, modern Islamic boarding school (pondok pesantren) of Raden Paku, through its *Kulliyatul Mua'llimin al Islamiyah* (KMI) system school, practically, inculcates education and instruction of school level and as the central place of studying religious or Islamic knowledge, for example, Holy Qur'an and its exegesis, Al Hadist and their exegesis, yellow book (kitab kuning) and how to interpret it, Diniyyah Lessons and the application of their knowledge.

Historically this Modern Islamic boarding school (pondok pesantren) was founded by four people, namely : Mr. Drs. H. Imam Daroni, M.M, Mr. Drs. KH. Imam Syafi'i, MHI, Mr. Drs.H.A. Badawi Irfan and Mr. Munirul Anam (Alm). On June 18, 1994 four of them were very close friends from childhood, because they came from a nearby village, except for the father of Mr. Badawi who came from Pare, Kediri. Their friendship became more intimate after they together managed the Sunan Giri Trenggalek University which in the subsequent development returned to become the high school of tarbiyah science (STIT) Sunan Giri Trenggalek. They have many opportunities to meet and gather to exchange ideas or discuss especially those relating to the development of Islam in Trenggalek. Seeing this reality, then the idea emerged to establish a boarding school that combines salaf education and requires students to actively speak two languages (Arabic and English), then meet with the Masyayikh, Kyai and Community leaders to submit ideas and

ask for prayer and blessing, apparently they all agreed and gave prayers. With a sincere intention to advance knowledge in the context of upholding the religion of Allah, the registration of the first new santri was opened in 1998.

The geographical location pesantren is located on the street Ki Mangun Sarkoro Number 17B Surodakan Trenggalek. This lodge is on the edge of the town of Trenggalek and not far from the city center. South of the lodge is also adjacent to the bus terminal making it easier for all access to get to the lodge. The east and north bordered by residents' rice fields. Besides it is adjacent to the place of worship of Catholics, that are central church of Catholics, but all live in harmony and side by side.

Education in Raden Paku is allocated into 5 educational institutions. The five institutions are Madrasah Tsanawiyah, Madrasah Aliyah, Vocational High school, Sunan Giri Institute and Madrasah Diniyah Kuliyatul Mu'alimin Wal Mu'alimat. In addition, it is also argued by skills education such as computers, language laboratories, scouts, the practice of three language khutbah (Arabic, English, Indonesian) and others. The institution is under one umbrella. MTS and MA use the curriculum of the Department of Religion and the curriculum Modern Islamic boarding school by using Arabic and English. Madrasah Diniyah uses the Salafi Islamic boarding school curriculum with a bald meaning system, with specialization in the interpretation of *jalalain*, *aqedah*, morality, science of tools, and *fiqh*. Santri in Raden Paku Trenggalek are required to use *Bilingual Languages* (Arabic

and English) as everyday language for old santri and are allowed to use Indonesian for new santri for two months.

Extracurricular there is also very diverse, one of which is the language program. Language program is very advanced and competent how there are 2 foreign languages learned there are Arabic and English. The division of languages used a week Arabic and a week English. For this research i only focus on English language.

Speaking English is the characteristic of Modern Islamic Boarding school habits. The language development method applied in raden paku is daily conversation. This is a language education method that encourages increased speaking fluency of students through every day communication. It aims to overcome some of the problems daced by stdents in learning foreign language skill, especially in speaking. The second method is vocabulary building. This method aims to find out the basics of foreign language vocabulary so that they understand what they are saying. The third method is speech practice. This method aims to step on a deeper understanding of speaking, mental training in public using a foreign language so that it is able to master the language in the international arena.

In fact the ability of *Kulliyatul Mua'llimin al Islamiyah* Modern Islamic Boarding School Raden Paku class 1 students in speaking material did not meet the standards. From observations made by researcher, the lack of students' speaking skill is the problem. Their vocabulary, grammar, and pronunciation are low which makes them unable to say anything or even use

Indonesian. Related to students' speaking skills, there are several components that show that they do not speak accurately. First, in their daily lives they rarely communicate using English. Second, they have difficulty finding the right words to make sentences or expressions. Third, dealing with the mastery of vocabulary, for example when invited to communicate and asked easy things they rarely, never, some of them could not answer it. Fourth, when making English speech texts, the teacher religion still found many errors in the use of language and also inaccurate grammar they used. Another difficulty is found in speaking material. The teacher religion must translate all sentences first before explaining the material about the provision of vocabularies.

Another indicator is shown in their daily atmosphere after 2 months given vocabulary. After their teaching, students should have enough to speak English. During the teaching and learning process, there were students who were enthusiastic and interested and some who were less enthusiastic during the activity. Only a few students who have a great willingness to speak voluntarily to practice the vocabulary that has been obtained. When all students talk together, it becomes too noisy and they only can in their own language. Moreover, when practicing speeches, they look less enthusiastic and more passive. For example, when teachers give a song they will follow enthusiastically and return to learning material and teach their speech back passively again.

Based on the fact, the writer would like to improve their proficiency in speaking by conducting a descriptive research by using Language program activities that support the development of speaking a lot of students in Islamic boarding school especially in Raden Paku Trenggalek to support students' speaking skills. However, deeper research needs to be done relating to how these methods are applied, how students respond and what they face in implementing it.

The teaching of foreign languages, especially English in the pondok Raden Paku, is able to support the ability of students to use two languages both verbally and in writing. In the lesson taught at Madrasah Diniyah KMI are not only about Islamic lessons but also study the process and material of English and Arabic language such as Grammar, English lesson, Nahwu and Sorof and many are still in accordance with the level of class and ability. Regarding with the diniyah class as above able to give more knowledge and how to communicate skillfully and correctly.

The uniqueness of this research is that English is studied at the Islamic Boarding School and English is applied at the institution. This boarding school teaches and learns, but English which is the world language. English is not only learned, but English is also practiced in their daily conversation at the institution. The prizes of the English competition by the Islamic Boarding School Raden Paku are as follows: The third winner of the UTL Darul Hikmah English speech contest in 2014. This institution won the second winner of the UTL Darul Hikmah in 2016 story telling. In 2017, this instance

was the third winner of the English Championship IAIN Tulungagung contest held as a residence Kediri. In the same year also won second place in the AKSIOMA English speech in the district of Trenggalek.

There are some researcher who are interested in learning about the students' speaking process in the islamic boarding school and dormitories to improve students' speaking abilities. The first researcher was Syaiful Ma'arif (2015) entitled *Teaching and Learning Speaking at The Islamic Boarding School of Anwarul Haromain Baluharjo Durenan Trenggalek*. The research design of this research is descriptive qualitative. The finding show that some students are very enthusiastic who need to participate in activities to support speaking practice. As a result, the lodge has a great way to encourage students' motivation to practice speaking with friends, giving them more experience and more knowledge. Research subject were students of islamic boarding school who had participated in all activities.

The second researcher was Nurma (2018) entitled *The Implementation of Daily Conversation Method (DCM) to Improve Students' Speaking Ability at MA'had Al Jami'ah UIN Raden Intan Lampung*. The result of this research are obstacles in implementing of daily conversation method found in students. It was assumed that students had psychological factors and they needed to get more motivation. This means that students are still lacking in vocabulary skills. The research subjects were 118 students in semester 3 in the building 2. The research design of this study was descriptive qualitative.

The result shows that daily conversation method was quite effective to improve students' speaking ability.

This study aims to see what practices are given to students is an efforts to support their speaking skill at Modern Islamic Boarding School Raden Paku Trenggalek. It turns out that in supporting the fluency of students speaking, Modern Islamic Boarding School Raden Paku uses many activities that help providing language input for students.

The topic of the practice of the english is appropriate because people can find out the contribution of the activities of this lodge to improving students' speaking ability to face the era of globalization. Finally, researcher believe would conduct a study entitled "PRACTICES TO SUPPORT STUDENTS' SPEAKING SKILL AT MODERN ISLAMIC BOARDING SCHOOL RADEN PAKU TRENGGALEK".

B. Statement of Research problem

Based on the research background, this study provides information about how the cultivate and mantain speaking skills in Modern Islamic Boarding School of Raden Paku. The problems in thi study can be formulated as follows:

1. What are the activities set to support students' speaking skill at Modern Islamic Boarding School Raden Paku Trenggalek?
2. How are the students' problems in adjusting themselves to the set activities to support their speaking skill at Modern Islamic Boarding School Raden Paku Trenggalek?

C. Objective of the Research

In accordance with the problems specified, the objective of this study are formulated as follow:

1. To know what activities are used in maintaining speaking skills in islamic modern boarding school raden paku trenggalek.
2. To describe the students' problems in adjusting themselves to the activities to support their speaking proficiency.

D. Significance of the Research

The researcher expects that the result of the study will give contribution for:

1. The students

The results of research can motivate students to improve English language skills, aspecially in speaking skills. Students will know the way how to practice their talks in daily activities and also other activities that enhance speaking practice. So, this can help them to improve their english is much better in the right way.

2. The teacher

The redults of the study will be useful for teacher to help student needs. In this case, the teacher can choose the activities to be improved students' speaking skills and using methods that are appropriate for teaching and learning to speak. In addition, the teacher can make fun and learning environment so students can reduce their difficulties in english class. They can introduce other ways to learn english. Study english is not only in teaching and learning in class, but also can learn

in communities outside the classroom. They can motivate students about the benefits of English activities such as conversation, public speaking, etc. in improving their speaking skill.

3. To other researcher

The result of the study could help them to get the other related study more deeply and give them a little thought in learning activities at the boarding school.

E. Scope and Limitation of the Research

Some outside research must have the scope and limits in a study as follow:

1. This research focused on activities that support the teaching and learning process of speaking skills in Islamic Modern Boarding School Raden Paku Trenggalek.
2. The limitation of the problem was focused and emphasized the research process of teaching and learning activities supporting the method of language development in Islamic Modern Boarding School Raden Paku Trenggalek. Consisting of material, evaluation, and students responses.

F. Definition of Key Term

To avoid ambiguity and misunderstanding of the reader, as well as provide an overview of the research it is important to provide clarification about the terms used in this study, as follow :

1. Islamic Modern boarding school Raden Paku

Islamic boarding school is the place of religion studying (Qomar,2007:2). There are two kinds of Islamic Boarding School; they

are Salafi boarding school and Modern boarding school. But, I choose Islamic Modern boarding school of Raden Paku is one of Islamic Boarding School combining both Salafi and Modern types.

2. Speaking proficiency

Speaking proficiency is described as the ability to express themselves in life situations, or the ability to report actions or situations with the right words, or the ability to communicate, or to express a sequence of event smoothly.

3. Activities support to practice speaking

Activities for practicing speaking are a series of activities used at Pondok Raden Paku in improving students' speaking. As well as an effort to expedite learning English. There are many activities carried out there are several programs taken by researcher, focusing in activities that support speaking skills.

4. Teaching speaking material

The curriculum used in the islamic boarding school is a modern islamic boarding school curriculum which uses two languages, Arabic and English. Therefore, the material used in teaching speaking ia Arabic and English but researcher only examined the English material. Material about giving vocabulary to build vocabulary they don't know yet, conversation materialand speech material. There are some materials that are also found in the Madrasah Diniyah for example Grammar and English lesson.