

CHAPTER I INTRODUCTION

This chapter consists of Background of the Study, Statement of the Research Problem, Objective of the Study, Significance of the Study, Scope and Limitation of the Study

1.1 Background of the Study

English is an international language that seems more difficult to learn when compared to Indonesian, which is our mother tongue. Even so there is nothing wrong if we try to learn the language, considering that in modern times it is increasingly advanced and certainly uses English in the process.

Of the four skills in English, there is one skill that requires more effort to understand. This skill is speaking skill. In speaking skill students must master a number of things before they are really able to master the skills of speaking, including they must be able to master vocabulary in English, grammar, pronunciation, and many more. To master all that, students must learn a lot and practice either studying in class with the lecturer or learning outside the classroom by their selves. Speaking skills are preferred because the skills are very important in communicating and exchanging information, as what Thornbury (2005: 1) says that speaking is so much a part of daily life that we take it for granted. Speaking is very important, because this is the most used skill exchange information. Richards (2008: 19) concerns that the mastery of speaking skills in English is a priority for many second-language or foreign-

language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

As we know, independent learning is a way of learning outside the classroom conducted by students in their own way, in this case we can call it the term class out of class. Independent learning involves learners taking responsibility for their own learning as an aim of study (Moore 1973; Boud 1988). This journey to independence is personal in that students' responses to the requirement for more independent learning can be impacted by diverse prior learning experiences and may vary with individual tasks (Boud 1988). It is to be expected that this process will include moments of uncertainty; Silén (2001, cited in Silén and Uhlin 2008) theorises a dialectical relationship of 'chaos' and 'cosmos' through which points of frustration and confusion work alongside points at which learners are able to use and construct knowledge. Nonetheless, expecting 'too much' independence at the wrong point can leave the learner feeling unsupported and prevent learning from occurring (Boud 1988, Silén and Uhlin 2008, Spiro, Henderson and Clifford 2012). The challenge, then, is in recognizing when this 'chaos' is productive, and when it can work actively against independent learning.

In learning English, not all students have the same interests. There are some students who really like learning English so that when in class they will pay attention well, and outside the classroom they will learn again using other

methods that they think are easier. On the other hand, there are students who do not like English because they are considered unimportant and difficult to understand, or even because of the teacher's method of delivering material that is difficult for students to understand, so that when outside class hours, they try to understand the material in a way themselves.

English course at IAIN Tulungagung was given not only to English department students, but to every students department at IAIN Tulungagung. Thus all of the students there had the opportunity to gain a greater knowledge of English related to the majors they took.

In this case, the researchers would focus on studying how to learn English done by students from Islamic of Economics and Business Faculty or what FEBI is often called. In this Faculty, English are given according to students' major, if students are major in banking, then the material given should definitely be related to banking. Moreover, students will be guided by relevant lecturer, beginning to be given materials or immediately giving students the opportunity to present the material.

Other attempts by students to learn that material will be made by students themselves outside of college hours independently. Philip Candy, in the now classic text 'Self-direction for lifelong learning' (1991), quotes Forster (1972) define that independent learning in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation. Their own efforts can be listening to English music, reading English stories,

listening to English stories, reading dictionaries, and making notes about new words, and also practice speaking English by themselves.

The importance of English may not be felt by FEBI faculty students, but in the future when they start working, they will surely feel the importance of having English language skills. In the job field, if your English is poor, even though with brilliant business ideas, you may still find yourself languishing at the bottom of the management LADDER. Your productivity will drop over a period of time since you will find difficulty in expressing your brilliant ideas. Those who can speak good English will probably usurp your ideas and get the credit for all the hard work you did to get the idea working. (Pandey Meenu & Pandey Prabhat: Vol 01, No.4, July - Aug 2014). Based on the previous opinion we have to make sure our English is good so that we can keep our job on track.

Any majors they take will also require different English language skills. We take the example for students majoring in Islamic Banking. The use of English is not only limited to speaking, but furthermore, English must also be understood by bank employees. This is because there are several terms in banking institutions that use foreign words, especially English. The use of this term cannot be replaced by the Indonesian term, because English is an international language (Ayuda: 2011). For students majoring in Islamic Accounting, the students need learning English that could help, their basic knowledge in accountancy such knowing how to operate the conceptual framework of accounting, knowing how the procedures of basic accounting is,

how to do the journal as a report, how to do ledger report, bank reconciliation statement and how the capital and revenue transactions should be done. All the basic knowledge of accountancies should be mixed with the English skills in order to meet the English performance of accounting (IJRES,Vol:3). This is why in the previous explanation it is said that each department has different needs in the use of English language skills.

Based on the data, FEBI students in particular, not all of them like English subjects. They can tell by those who say that English is difficult to understand. Therefore independent learning will be the easiest choice for those who want to understand English well. Sandra (2008) defines that independent study is a system that gives the opportunity to the learners to learn something independently by using printed and tape recorded learning materials. Based on Sandra's opinion it can be seen that independent learning can use a variety of media, such as books, videos, music, and more. In this research, will be more focused on students' ability in speaking skills in English.

1.2 Statement of the Research Problem

- What learning activities do Non-English Department students do to improve their speaking skills?

1.3 Objective of the Study

Related to the formulation of the problem, the objective of the research is to know what Islamic of Economics and Business Faculty (FEBI) students do to learn English speaking skill at IAIN Tulungagung.

1.4 Significance of the Study

This study will contribute to know what non-English department students (FEBI) do to learn English speaking skill. I hope that this research will encourage student interest in learning speaking skills. This ability is very important because these skills will make it easier for students to communicate both in class during lessons and when students have graduated later.

1.5 Scope and Limitation of the Study

This study will only discuss the most used ways that FEBI faculty students use to learn English speaking skill