CHAPTER I

INTRODUCTION

This chapter presents the background of the study, Statement of the research problem, Objective of the study, Significance of the study and definition of key terms as follow.

A. Background of the Study

English is an international language that is used as the language of communication between all nations and countries around the world. The ability to speak English is one of the most important abilities for students because English has become a universal language used in the world of technology, education, politics, trade, and is a communication tool that is most often used by the world.

English language ability is one of the abilities that is very important for students. English is one of the subjects in the UN (National Examination). English language learning becomes one of the important things to continue education up to college.

The second language is generally obtained after someone has obtained his first language. No one has their first language. This seems to be the basis of why there are terms of first language and second language. The first language that someone first gets. The second language is obtained after obtaining the first language.

In language acquisition, both the first and second languages, many theories underlie how the processing occurs. The most common and basic theories are the theory of behaviorism and the theory of cognitivism. The basic concept of behaviorism theory is based on the assumption that a person after birth does not have anything, so in the acquisition of environmental language is very important. In other words, it is the environment that contributes to a person so that he can obtain language. another case with the theory of nativism, that someone from birth already has a language acquisition tool called a language acquisition device

(LAD). Through this tool a person can obtain language. however, the language acquisition tool can function if there is an environment that supports it.

Language environment is everything that is heard and seen by learners related to the second language being studied. Classified as a language environment is the situation at home when watching television, conversations with friends. The quality of the language environment is very important for the success of learners in learning a second language (Dulay, 1982: 13). In general, the language environment can be divided into two, namely (1) formal environment, which is found in the teaching-learning process, (2) informal environment (Krashen, 1982: 40).

Krashen also stated that to master the second language learners can use two ways namely through the learning process and through the acquisition process. Learning is a process that is realized and focuses on the attention of learners on the form of language or structure. Whereas acquisition is a similar process when receiving a first language. Acquisition takes place in line with activities that are not realized by the learner. In this process usually more emphasis on meaning or message, takes place naturally, without formal teaching (Ellis, 1986: 6). The above description makes it clear that the formal environment is very much related to learning, the informal environment is related to the process of acquisition.

Speaking is very important for English learners because speaking gets help and is able to speak fluently and communicate more confidently. From speaking, English learners can also learn about the customs and cultures of foreigners. There are several factors that influence students to speak English in class. One of them is that they lack confidence in speaking. The researcher chose the MTs Darussalam Kademangan school because there was only one class, especially in the seventh grade and the research was to find out how the role of the environment used by the teacher in obtaining speaking was. Based on the questions above, the teacher must have a way to support students to speak confidently. By applying the correct role of the environment in the teaching and learning process, the teacher can raise students' confidence to speak English

fluently. The language environment is an environment that needs to be considered because one of us can speak a foreign language, namely starting with a supportive environment. And I chose to be careful about this title because English language students really need to acquire the language, so this language environment supports and encourages students so that students can speak English. One of the skills in learning language is speaking skill. With speaking skills students can learn English quickly. The case that occurred at MTs Darussalam Kademangan was that students lacked confidence in practicing speaking skills. In this case, the English teacher plays an important role. The teacher creates a language environment that makes students bold and confident to practice speaking skills. The language environment plays a major role in supporting and encouraging students in the process of learning English.

Actually, **The Role of the Language Environment in the Ability of Speaking English Students language at MTs Darussalam Kademangan** needs to be assessed from the implementation aspect and needs to be evaluated using an evaluation to determine the role of the environment. Therefore, the author raised the theme of research on the role of the language environment in the English-speaking ability of students at MTs Darussalam Kademangan. It is important to provide an overview of the role of the language environment in improving students' English skills.

B. Statement of the Research Problem

Based on the above research background, the formulate the problem into the following research questions:

1. What are the Environment role in developing the English-Speaking Ability at Mts Darussalam Kademangan?
2. What are the student's activities in the Environment that developed Students' English-Speaking Ability at MTs Darussalam Kademangan?

C. Objectives of the Research

Based on the problem above, the aims of this research are to know:

1. To know the English Environment role to develop the English-speaking ability at MTs Darussalam Kademangan.
2. To know the students' language activities in the environment to develop students' English-speaking ability at MTs Darussalam Kademangan.

D. Significance of the Research

The results of the study entitled "The Role of the Language Environment in the ability of Speaking English Students Language at MTs Darussalam Kademangan". This will provide several uses including the following:

1. theoretically

   The results of this study can add insight into the scientific treasures in the science of education and learning of Islamic religious education, especially in the English Department of Tadris, Faculty of Tarbiyah and Teacher Training at IAIN Tulungagung.

2. practically

   a. for the library of IAIN Tulungagung.

   the results of this study can add to the library literature of IAIN Tulungagung.

   b. for researchers

   The results of this study make researchers know the background to later plunge in the world of education directly.

   c. for school

   The results of this study are for schools, as a reference material to develop and understand the role of the language environment in the students' English-speaking skills at MTs Darussalam Kademangan.

   d. for teachers

   The results of this study are expected to provide input in choosing effective learning strategies so that optimal learning objectives can be achieved.

   e. for the next researcher

The results of this study are expected to be used as reference material for future researchers who want to study more deeply or with the purpose of verification so that they can enrich new research findings.

E. Definitions of key terms

1. The role of the language environment

The role of the language environment includes formal and informal learning that provides an important role in developing and improving students' speaking skills. This is realized by the existence of a mandatory active language program in its implementation. Which is realized in the form of guidance in the form of giving practice speaking exercises both inside and outside the classroom. (Dougherty &Pritchard in Bauer, 2003:55)

2. Language environment

Language environment is encompassing everything the language learner hears and sees in the new language. It may include a wide variety of situation-exchanged in restaurants and stores, conversation with friends, watching television, and reading newspaper. As well as classroom activities or it may be very sparse, including only language classroom activities and a few books and records. (Dulay, 1982: 13)

3. Speaking

Speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing information, it means that speaking is productive language skill to express and to get the ideas or message to transfer the message from the speaker to the listener with the language itself. (Brown, 1994:98).