

# **CHAPTER I**

## **INTRODUCTION**

This chapter covers five study-related topics. These are the following topics Background of the Study, Research Question, Purpose of the Study, Significance of the Study, Scope and Limitation of Study and Definition of Key Term.

### **A. Background of the Study**

People nowadays learn English as their lingua franca. Lingua franca appears to be a communication tool used by people from all over the world. English also serves as a conjunction between other languages and cultures. Asserted by Khan (2012) that English is the lingua franca of the nation, thereby occupying a significant role. English is a compulsion it means that knowledge of English will allow us to develop physical, intellectual, social, commercial and even diplomatic ties among the world. Since that, Indonesian learners, which is English as their foreign language, have to learn how to speak English effectively in their daily conversation or to interact with others. Moreover, the most important aspect in learning English is by mastering in speaking. According to Ur (1999: 120), “of the four skills, speaking is thought to be the most important.” For foreign language learners, learning to speak is the most interesting aspect.” According to Richards (2002: 201), “a huge percentage of the world’s language learners, they study English in order to increase speaking proficiency.”

Some researcher also agreed that the most measured aspect in learning language is speaking ability. Bahrani and Soltani (2012) asserted that many

language learners see the ability to communicate is the most valuable in speaking ability. They describe fluency, which is the ability to interact with others, more important than the ability to read, write, or understand oral language. They consider ability in speaking to be the most valuable ability they can learn, and they measure their success in the field of spoken speech. In addition, teachers are expected to help their students build this body of knowledge by offering authentic practice that prepares students for real-life communication situations. Arbain and Nur (2017) argued that for most people, the successes of learning a language could be seen by how well a student can practice communicating the language. According to Rao (2018) to communicate effectively in any language, mastering the four language skills, listening, speaking, reading, and writing is necessary. Among those four skills, speaking is the most important skill as communication plays an important role in daily activity.

Further, in learning speaking, it is generally accepted that learning strategies play an critical role in achieving learning objectives. Bahrani and Sultoni (2012) stated that Communicative performance is the main objective of learning speaking skills. Furthermore, the use of learning speaking has an effect on the success of English-speaking skills. The more EFL students use techniques like training, communicating with a peer, reading aloud, and memorizing, the easier it would be for them to achieve their objectives. Because learning to speak is so simple, it can be used both inside and outside of the classroom, and for classroom or self-directed learning. Learning strategies, according to Oxford (1990), are tools for active learning and self-

directed participation, both of which are necessary to develop the students' communicative competence.

In learning speaking English, the contribution of the teacher affected much the success of learning. The learning objective can be achieved well if the teacher applies the appropriate strategies. According to Rao (2018) in teaching speaking skills, English language teachers must introduce a variety of innovative activities in the classroom. These activities improve learners' speaking skills and aid in their personal and professional development. Prabawa (2016) suggested that to improve students' achievement in learning to speak, the teacher should adapt the teaching strategies to the students' learning strategies. Suranto et al. (2020) Concluded that the techniques and methodology or strategy used in the learning process are critical because they can determine the design of learning activities to be carried out by students. Asserted by Gudu (2015) suggested that English language teachers tended to incorporate various classroom activities in a variety of ways.

Since teaching speaking strategies is the most importance aspect to achieve the learning speaking objective, when teaching speaking, the teacher should be aware of several principles: 1.) Recognize the distinction among the L1 and L2 in context of learning. 2.) Allow students to practice speaking in fluency and accuracy. 3.) Use group or pair work to give students opportunities to talk. 4.) Include meaning negotiation in your speaking task planning. 5.) Create activities that include instruction and practice in both transactional and interactional speaking. Nunan (2003:54-56). In addition, according to

Thornbury (2005:28), a lack of opportunities for students to practice speaking is a significant contributing factor to speaking failure.

In accordance with building Speaking motivation, English environment and giving a large opportunity for practice speaking, Islamic boarding school provides such a strategy that is covered in an obligated program. As previous study, Izzudin (2018) found that behavior modification strategy is an ELT strategy that has been applied in Modern Islamic Boarding School. This strategy emphasizes the use of punishment, especially for those who are found not to speak English or participate in language development programs. However, the punishments imposed on students are instructional and inspirational. Since it generates external triggers that forced students to communicate in English, behavior modification strategies may enable students to communicate in English in their everyday activities. Students can learn three skills in speaking by using behavior modification (accuracy, complexity and fluency). However, this previous study observed only general strategy in teaching speaking used in general Modern Islamic Boarding School, Behavior Modification Strategy, which used in almost all of Modern Islamic Boarding School. The researcher did not observe the strategies applied in every learning speaking activity. While the present research tries to observe the more specific program used in specific Islamic boarding school which is Anwarul Haromain Modern Islamic Boarding school. The present study also observes what strategy applied in every learning speaking activity of its speaking program.

Further, the previous study also observed about teaching strategies applied in general learning speaking class. The research done by Tumanggor

et al. (2018) concluded that the English teacher of SMP Methodist, Banda Aceh in teaching speaking class used communicative approach which consists of four strategies i.e., discussion, games, storytelling and role play. The teacher's most often employed strategies were group discussions and games. In this study, the researcher also explained why the teacher adopted these tactics. The main reason why the teacher used those strategies during speaking class was to help students increase their English-speaking skills. While in a non-institutional program, English course, a previous study conducted by Purwaningsih et al. (2019) wanted to know what teaching strategies were used in one of the English classes in Desa Bahasa Sragen. The teacher claimed that they have a ten-day English acceleration program that can make students fluent in English within ten days of starting the program. The researcher concluded that, as a result of the interview, he learned about some teaching strategies for speaking skills, such as cooperative activities, creative tasks, and drilling. Both of studies conducted by Tumanggor et al. (2018) and Purwaningsih et al. (2019) observed the subjects, which are not supported by an obligated speaking program. While the current study observes strategies in teaching speaking conducted in speaking program.

Based on the previous study that have observed by Izzudin (2018), Tumanggor et al. (2018), purwatiningsih et al. (2019), the less attention has been paid to discuss what teaching speaking strategies implemented in a particular program, the obligation to speak English in students' daily conversations which is certainly suitable for building more motivation and environment for speaking in-depth. Further, this study is conducted to reveal a

more in-depth strategy of teaching speaking at Anwarul Haromain modern Islamic Boarding School program. It means this study conducted to reveal what strategies applied by teachers in every learning speaking activity done in an obligated speaking program. In contrast with study conducted by Izuddin (2018) which only observed Modern Islamic Boarding school speaking program in general and studies conducted by Tumanggor et al. (2018) and Purwatiningsih et al. (2018) which the subjects of the study are not supported by an obligated speaking program.

Hence, this study is necessary to be done based on some reasons reasons. The discrepancy of the study showed that the less attention has been paid to discuss what teaching speaking strategies implemented in a particular program in-depth, the obligation to speak English in students' daily conversations which is certainly suitable for building more motivation and environment for speaking. Moreover, there is still no a reputable previous study that observed the strategies of teaching speaking at Anwarul Haromain Islamic Boarding school Baruharjo, Durenan, Trenggalek. Then, based on the preliminary observation, the school has a good management in requiring students to use a bilingual system of language in everyday communication, both English and Arabic. Therefore, it is necessary to know what strategies used in every activity of speaking program implemented by the teacher that get the students in a particular speaking environment. Moreover, Anwarul Haromain Modern Islamic Boarding School is classified as a new comer in Modern Islamic Boarding School. According to head of boarding school, it was built fifteen years ago, when this research conducted. Fifteen years old is a new age compared to Gontor, which has been

established since 1926 M or other Modern Islamic Boarding School. However, in their new age, Anwarul Haromain Modern Islamic Boarding School has been success in running their Program. This can be seen from the students of the Modern Islamic Boarding School Anwarul Haromain who use foreign languages such as English in their daily conversation. Using English as their daily conversation is necessary. That is also proven by Students' achievement in being champion of many English competitions. Therefore, it is necessary to reveal how a new comer runs their speaking program and what strategy implemented there. From all the explanation, the research is conducted entitled **Teaching Speaking English Strategies at Anwarul Haromain Modern Islamic Boarding School.**

Finally, communicative skill as learning speaking objective will be achieved well, if the teachers give more chance and opportunities to practice speaking. That is in line with what Gudu (2015) suggested, both of the teacher and students should speak with a target language outside and inside the class to acquire students speaking skills. Those all are the embodiment of building environment of speaking English. Then, Al-Hosni (2014) stated that speaking difficulties encountered by EFL young learners is caused by their lack motivation to speak English. In addition, according to Littlewood, (1984: 53) 'Motivation is an important force that determines whether students start a task at all, how much energy did they devote to it, and how long did he last. Hence, sometimes, students need to be forced to build their motivation in speaking English through a speaking program. Both speaking environment and speaking motivation are provided well by Anwarul Haromain Modern Islamic Boarding

School speaking program, which rarely done by other general school. Further, this research is conducted to observe what strategy in teaching speaking in-depth means revealing what strategy implemented by teachers in every activity of Anwawarul Haromain Modern Islamic Boarding School Speaking Program, in contrast with what conducted by Izuddin (2018) which only observed Modern Islamic Boarding School program generally.

## **B. The Formulation of Research Problem**

Based on the background of the study above, the focus of this research is the strategies implemented by teachers in every learning speaking activity conducted in speaking program of Anwarul Haromain Modern Islamic Boarding School, which conforms to building speaking motivation and environment. Hence, the statement of research questions are:

1. What are the strategies implemented by teachers in every activity of teaching speaking in speaking program of Anwarul Haromain Islamic Boarding School?
2. What are the reasons behind the implementation of those each strategy?

## **C. Objective of the Study.**

The objectives of the study can be determined based on the Research Problems:



1. To know the strategies implemented by teachers in every activity of teaching speaking in speaking program of Anwarul Haromain Islamic Boarding School
2. To know the reasons behind the implementation of those each strategy.

#### **D. Significance of The Study**

For teachers, the findings of this study will include a fresh perspective on language teaching about some kinds of strategies that can be implemented in some activities of learning speaking, as well as help to improve teacher proficiency. Through the finding of the research, the teacher comprehends which varieties of teaching strategy suitable with the context of learning activities.

For Students, by comprehending the finding of the research, they will be more understand which strategies are suitable with their learning speaking. Further, by understanding the reasons behind the implementation of those strategies, it will help the student to understand the goal of learning activities. As the result, their ability in speaking would be improved as much as possible.

For the researcher, it can be used as a guide for other researchers working on the same subject or focusing on the same problem. It will enrich them by offering a better source of knowledge on teacher innovation in varieties of teaching strategies, which could be implemented by in learning speaking.

### **E. Scope and Limitation of the Study.**

To prevent misperception and misunderstanding rise up in this study, first, it is necessary to know that the activities in Anwarul Haromain Islamic boarding school is generally divided in to two, formal school, junior and senior high school, conducted at 7 am until 2 pm, and boarding school which is conducted on the entire of the day after formal school. The scope of the study is limited to the implementation of the teaching speaking strategies conducted in boarding school activities. Then, the researcher has limitation in time and chance in conducting this study. The researcher could not get involved in all of speaking activities to see directly the implementation of teaching speaking strategy. Hence, the collecting of data is conducted by only some permitted observations and some interviews.

### **F. Definition of Key Terms**

To avoid different perceptions of key terms, which will be the focus of this research, definitions for each key term are required in the research.

#### **1. Anwarul Haromain Modern Islamic Boarding School Speaking Program**

The speaking program is a used to improve students' oral abilities (Speaking). Some Modern Islamic Boarding Schools in Indonesia usually use it to improve their students' speaking abilities. In this study, the researcher conducted a study at Anwarul Haromain, a Modern Boarding School in Trenggalek. In this boarding school, some activities of speaking programs are used to improve students' speaking skills, such as daily conversation, speech, giving and memorizing vocabulary, and so on.

## 2. Modern Islamic Boarding School

Anwarul Haromain Modern Islamic Boarding School is an Islamic educational institution, which the students stay in a place to get Islamic knowledge and modern knowledge such as English Language. It is different with salaffi Islamic Boarding School, which the students only learn about Islamic knowledge. Anwarul Haromain Modern Islamic Boarding School is an institution that obligate the students to use foreign language on their daily speaking.

## 3. Teaching Speaking Strategies

A classification of strategy in learning speaking which involves some sets in it that implemented by teachers in their teaching speaking activities. The strategy implemented should be suitable and in harmony with the context of activities. Brown (2007) defined strategy as “the specific activities manifested in the classroom that were consistent with a method and thus in harmony with an approach.”