CHAPTER I

INTRODUCTION

This chapter presents Context of the Study, Formulation of Research Question, The Object of the Research, The Significance of the Research, Scope and limitation of the Research and Definition of Key Terms.

A. Context of the Study

Since English becomes one of international languages, it is becoming a significant subject to learn in the world for generally and Indonesia especially, which students have competence in understanding English. Moreover, English competence is important in career development, so that the students have to understand the use of English in formal or informal situation which can improve students' confidence to face global competition. Therefore, Indonesia government makes the policy and decides that English is one of the core subjects in education curriculum started from junior high until university.

In learning English, students are expected to master four skills. They are listening, speaking, reading, and writing. Speaking is one of the important skills that need to be mastered by the students in order to be able to communicate with other people or foreigners. Speaking is one of the ways to communicate ideas and messages orally. Hybel (2001, p. 45) mentions that "speaking is any process in which people share information, ideas, and feeling. It involves all body language gesticulation and style-anything that adds meaning to a message". It means speaking as the way to relate massage to the others. To enable students to communicate, we need to apply the language in

real communication.

According to Gert et al. (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. In addition Brown et al. (1999: 14) state that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. On the other hand, Rebecca and Hughes (2006:144) state that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes. According to Renandya et.al (2002) publication where they stated, a large percentage of the world language learners study English in order to develop proficiency in speaking (p. 201). Moreover, students of second/foreign language education programs are considered successful if they can communicate effectively in the language (Riggenback & Lazaraton, 1991). Speaking was then made the primary aim of language when the Direct Method came. In the era of this method oral communication became the basis of grading the language teaching programs (Richards & Rodgers, 1986:10).

English teaching learning process should be applied into active

communication and focused more on productive skills, as Brown (2000) states that successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students' speaking skills has been intriguing to be discussed in the research.

This study is inspired by Hughes (2011) who argues that when the spoken language is the focus of classroom activity there are often other aims which the teacher might have. From that paradigm, the researcher mostly research teaching speaking in the formal institution. Whereas, in teaching speaking in the informal institution as a boarding school, is definetely pretended ungeneral. *Pondok* is the place where students from different background of education learn what they will actually need to prepare their future life. Then, it is almost certain that English is absolutely part of it. As for learning in boarding school, students outside of school hours in required to speak in a dorm, that is speaking in Arabic as well as English. Students have a language activities namely vocabulary and conversation. Students expected to be effective in speaking in Arabic or English. In contrast to learning in schools where children are taught only within hours of learning only.

Al-Kamal is Compacted A Religious Boarding School in Blitar-Indonesia which has more than 1000 students. Two foreign languages usually learnt by the students are Arabic and English. It is expected that they are able to speak those two foreign languages in their daily life in this boarding school. It is a

very important thing for students to increase their ability in a foreign language. As language learners who had learned English intensively, the students should be able to interact orally each other in English. Similarly Al-Kamal Islamic Boarding School also has activities conducted by the students in Gedongan Boarding School. The students also have to speak two languages. They are Arabic and English in daily conversation practice.

According to Yasmadi (2005) Islamic Boarding School is categorized into two types, are: *Salafiyyah* Islamic Boarding School and *Khalafiyah* Islamic Boarding School. *Salafiyyah* is Islamic Boarding School which organizes the teaching-learning process using traditional approach. Moreover *khalafiyyah* Islamic Boarding School organizes teaching-learning process with modern approach. It is usually called modern Islamic Boarding School.

Al-Kamal Blitar can be categorize at *Khalafiyah* Islamic Boarding School because this *Pesantren* has a program to increase students ability through using English in daily conversation practice. This *Pesantren* is one of the Islamic Boarding Schools which focused in language development, they has systems and programs which aim not only in giving sufficient Islamic knowledge, but also in developing English language especially communicative skills. It has rules and systems that the students have the obligation of speaking foreign language in their daily conversation routines. This rule is considered in order to make the students 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.

Difference with Al-Lathifiyyah 1 Islamic Boarding School Jombang. Imatuz Zahro (2019). In this *Pesantren* studying the yellow book (kitab kuning) used Javanese language to interpret. Because of the characteristics in the boarding school, also aims that the students learn and accustomed to using Javanese language. In addition there are also language programs that include Java Night, Arabic Night, and English Night which are held every Sunday, Monday, Tuesday and Wednesday. Java Night is a learning activity in Javanese language that is used when speaking with older people or respected people. Arabic night is an Arabic vocabulary learning activity on how to pronounce and memorize. And English night is almost the same as Arabic night, which is learning English vocabulary and how to pronounce and memorize. But, in this *Pesantren* does not apply English preformance everyday so that the ability of students in speaking English is not too good, in this *Pesantren* emphasize in using Javanese language to make the outcome can respect with the old people with good language.

Based on the researcher, the students at Al-Kamal Islamic boarding school accustomed to using English for daily communication, this was seen when the researcher was doing PPL (*Praktek Pengalaman Lapangan*) at MAN Kunir Blitar. At that time the researcher listened directly to the students chatting with their fellow friends using English to communication like no coercion and no pressure from any side. Even, when they are talking about other people they prefer to use English or Arabic as a means of communication. From this phenomenon the researcher feels this is a unique thing, because it looks like

they are very natural in using the language.

Moreover, based on the teacher's information the students before joining in the Al-kamal Islamic Boarding School Blitar have many problems in speaking such as low confident in speaking, limited vocabularies, and so on. However, after studying in Al-Kamal Blitar for at least one year, they got learning of daily conversation practice so they improved their confidence in speaking English and their overall English skill which showed in their daily communication. This progress shows that the language development program in Al-Kamal seems to be successful. One of the language development method applied in Al-Kamal Islamic Boarding School Blitar is conversation practice.

Conversation practice is a joint activity in which two or more participants use linguistics forms and non verbal signals to communicate interactively (Brennan: 2010). Conversation in fact is a language event between two participants or more that in general happens in a relaxed atmosphere. Conversation is a container that possible to realize the principles of principles of cooperation and courtesy in speaking events. Nurhayati (2017) stated related to the language production, recently, there were studies indicating the research in language production aimed to explain how people translate a through into spoken, signed, or written utterance.

Conversation practice is an informal talk involving two people or a small group of people, the act of talking in an informal way, something that is similiar to spoken conversation. In other sides conversation is a talk between two or more people in which thoughts, feelings and ideas are expressed. It is a

method of language education that encourages students' speaking fluency improvement through daily communication. It aims to overcome several problems that students encounter in learning foreign language skill, especially in speaking.

Conversation practice has been widely used in many Islamic Boarding School especially in *Pondok* Al-Kamal Blitar to promote the students' speaking ability. However, it is still necessary to conduct a deeper research related to how the implementation of conversation practice in Al-Kamal Islamic Boarding School, and how can conversation practices in Al-Kamal Islamic Boarding School promote the students' speaking skill. Therefore, this research will be carried out in order to reveal the implementation of conversation practice held to promote students' speaking skill at Al-Kamal Islamic Boarding School Blitar.

B. Formulation of Research Question

Concerning the context of the study, the researcher formulates the problem of the research, as followed:

1. What factors contribute to the conversation practice in Al-Kamal Islamic Boarding School promote the students' speaking skill?

2. How is the implementation of the conversation practice in Al-Kamal Islamic Boarding School to promote the students' speaking skill?

C. The Object of the Research

1. To know the factors contribute to the conversation practice in Al-Kamal Islamic Boarding School promote the students' speaking skill

2. To know the implementation of conversation practice in Al-Kamal Islamic Boarding School to promote the students' speaking skill

D. Significance of the Research

In general, the results of the study are expected to give meaningful contributions both practically and theoretically. Practically, since the present study is qualitative in nature, the findings are expected to be worthy contributions that can be transferred to other institutions which have close characteristics of the studied school. It means that some important practices that make effective EFL instruction, in this study, will be appropriately implemented to other institutions whose characteristics are similar to Al-Kamal Islamic Boarding School .

Meanwhile, from the theoretical point of view, the study can facilitate the readers to know deeply about some aspects supporting the success of EFL instruction These contributive factors, later, can be used as references for the readers, especially English teachers to maximize their efforts in helping, guiding, monitoring, providing teaching materials, and displaying effective teaching, especially in EFL instruction.

E. Scope and Limitation of the Research

Because of the energy and the limit of the time, it is necessary for the researcher to limit the problems. The scope of this research focus on the conversation practice of English language program in increasing speaking proficiency at Islamic Boarding School. The limitation is teachers' implementation on conversation practice English program at Islamic Boarding

School. Then, the participants of this research the teacher who uses English program at *Pondok* Al-Kamal Blitar. Therefore, the discussion focuses on the implementation of conversation practices held in *Pondok* Al-Kamal and how conversation practice can promote the students' speaking skill at *Pondok* Al-Kamal Blitar .

F. Definition of Key Terms

To avoid misunderstanding of the readers, the writer would like to clarify the terms as in the following;

1. Conversation practice

Conversation practice is a joint activity in which two or more participants use linguistics forms and non verbal signals to communicate interactively (Brennan: 2010). Conversation in fact is a language event between two participants or more that in general happens in a relaxed atmosphere. In addition, Conversation practice is an informal talk involving two people or a small group of people, the act of talking in an informal way, something that is similiar to spoken conversation in which thoughts, feelings and ideas are expressed. It is a method of language education that encourages students' speaking fluency improvement through daily communication. It aims to overcome several problems that students encounter in learning foreign language skill, especially in speaking.

2. Speaking Skill

Speaking is one of the ways to communicate which ideas and though a message orally. Moreover, Hybel (2001, p. 45) mentions that "speaking is

any process in which people share information, ideas, and feeling. It involves all body language gesticulation and style-anything that adds meaning to a message". It means speaking as the way to relate massage to the others.

3. Definition of Islamic Boarding School

According to Header (2004), Islamic Boarding School interpreted as a small house or dormitory where students come from different or same regions who stay inside and learn holy book Al-Qur'an and other Islamic teachings together. Islamic Boarding School or *Pondok Pesantren* are interpreted as educational institutions, where the students usually stay in the lodge (dormitory) with Islamic teaching materials of classical books and general books of scientific knowledge, aiming to master the science of the Islamic religion in detail and along with general sciences such as mastery of foreign language and apply it as well as guidance in daily lives by emphasizing the importance of morality in social life (Depag, 2005:4).