

CHAPTER I

INTRODUCTION

This chapter discusses introduction of the research, which consist of background of study, statement of research problem, objective of study, significance of study, scope and limitation and definition of key terms.

A. Context of The Study

English as the main language in the world or as international language (EIL) Alsagoff et al., 2012; Matsuda, 2012; McKay and Brown, 2016; Sharifian, 2009. Their study about EIL ranging from a view of EIL as varieties of English are spoken today to the use of English by second language speakers of English, therefore English is very important to master. In Indonesia, it has been noted that English learning has existed since the Dutch era and then developed rapidly since Indonesia's independence from the colonizers, this is marked by the development of learning English and English as the first foreign language that must be taught in every schools. According to Wachendorf (The first head of Inspectorate of the English Language Teaching Center at the Ministry of Education), English language lessons must be held at every middle school level, it is aiming to equip students with "working knowledge of English". The teaching of English was strengthened by the Decree of the Minister of Education and Culture, No. 096/1967, which is still valid today.

Currently English is an international language that has the same position and function as it was half a century ago, Mohammad Aliakbari (2001) refuses the statement of W.D. Shaw, who stated that English, which still dominates the

world as an international language, is evidence of the success of British colonialism in the past and modern United States imperialism in the present. According to Aliakbari, Shaw only reflects on the past and has non contextual view, because what is happening now is that English is the most important language in the world (Aliakbari, 2001). English has increasingly become the medium in every domain of communication, both in local and global contexts. (Gani, et. al., 2015). The development of English itself cannot be separated from an evolution from the context experienced by the country, as well as the methods of teaching and learning the English language. English is very important for all people in all parts of the world, especially for developing countries, especially Indonesia. As one of the goals of adjusting the international language with a contest on state conditions, and its contextuality (Durmuller: 1, 2003), in order to maintain Indonesia's existence and participation in global competition.

The development of international language, curriculum absorption has also developed, and now Indonesia uses the 2013 curriculum. The 2013 curriculum uses scientific learning approach, which basically consists of five learning steps, namely: observing, asking, reasoning or associating, trying or gathering information, and communicating. Which in all learning and teaching focuses on students or it can say as student centered. In relation to learning English for Islamic Boarding School as an educational institution that also implements the 2013 curriculum in learning and teaching process.

One of the typical educations in Indonesia is Islamic boarding schools. As mentioned by Nawawi (2006) in Carolina (2017), he was mentioned that Islamic boarding school refers to a place where students spend most their time

living and acquiring knowledge (Nawawi, 2006). Islamic boarding schools were originally founded by religious scholars to study religion. It has even become a milestone in the struggle for independence of the Republic of Indonesia (Al-Baekani et. al.: 2017, Solichin: 2013). As Islamic education institutions, the educational models in Islamic boarding schools are plenary models, it is because all the student activities since they wake up until they sleep were controlled by their teachers (Carolina, 2017). Furthermore, Islamic boarding school is like a community with a complex, in which *santri* (students) and *ustazd* (teachers) eat, sleep, learn, and generally interact throughout the day (Blanchard, 2006; Buang, 2007; Srimulyani, 2007).

Islamic boarding schools which most of the learning is religious, but on the other hand Islamic boarding schools also emphasize their students to be able to master English. English subject may be learned at modern Islamic boarding schools, but it may not be learned at traditional Islamic boarding schools (Carolina, 2017; Efrizal, 2012) especially in Islamic boarding school that use bilingual as their daily communication. It is because, due to the need to master English among the students, apart from Arabic. As the main goal is to broadcast the religion of Islam (*da'wah*), besides that English is also useful so that students can understand various English literature which can enrich their horizons globally.

Study about English at Islamic boarding school has been conducted in many cases such as Sumitro, 2012; Risdianto, 2016; Al- Baekani, et. al., 2017; Solichin, 2013; Carolina, 2017; Sani, 2009; Efrizal, 2012 and many others. In these studies most researchers focus research in teaching methods, the strategies

used by teachers in teaching English at Islamic boarding school and programs that support learning in Islamic boarding schools, whereas in this case students as objects in learning are rarely mentioned in previous studies.

From the student's point of view, there are learning strategies, which in this case have very rarely been touched on by previous research. Whereas in this aspect of student learning strategy is very determining student's achievement in learning English such as mentioned by Gani, et. al., (2015) language learning strategies are fundamental to success in learning a new language and language learning strategies play an important role in the process of learning language. So, student's learning strategies in Islamic boarding school is very important to be investigated. In terms of learning strategies, each student in Islamic boarding school have a variety of differences and its makes possibility to the students to be autonomous, however learning strategy has a great role to promote students' autonomy (Mattarima & Hamdan, 2011). Such as mentioned by Bree (2014) cited from Stella, et. al., (2017) learning strategies for second language learners assist to develop learner autonomy, which requires the learner to take conscious control of his or her own learning processes (Bree, 2014). So, being autonomous in learning is included in students' strategies in language learning process.

According to Rais (1987; 24) in Risdianto (2016) that was stated in learning and teaching at the Islamic boarding school still uses traditional and conventional learning methods, he mentioned that: 1) Islamic boarding school alumna generally have narrow thinking and are not confident when in contact with real life in a society that always develops in line with advances in science and technology; 2) Islamic boarding schools generally do not equip their students

with various skills that should be relied on to face the challenges of life and in this modern era; 3) Islamic boarding schools are generally closed to accepting changes so that it is very difficult to keep up with the ever-moving developments. In this statement, it is known that Islamic boarding school today are still far from being knowledgeable, especially in technology and modernization, because in the learning process students are deliberately kept away from technology and information from outside the Islamic boarding school so that students remain focused on learning inside the Islamic boarding school. Related to the readiness of the Islamic boarding school to apply technology, Carolina (2017) stated that the use of the computer-based test in the national exam policy for English subject either for modern Islamic boarding schools or for traditional Islamic boarding schools is challenging. In the use of the computer-based test was indicated that the use of technology in Islamic boarding school still need an effort.

The impact of technology in education have been studied in many cases, such as Vít Dočekal & Hana Tulinská, 2015; Jennifer et. al., 2016; Viorica & Carmen, 2013; Gihan, 2005; Raja & Ngasubramani, 2018; Ginette & Lisa, 2014; Steven et. al., 2010; Adel & Mounir, 2008; Sahin & Turan, 2009; Rafal, 2014; Bhakta & Dutta, 2016 and many others. Most of them stated that technology have good impact in education. Islamic boarding school who have implemented English learning as the beginning of the entry of modernity in Islamic boarding school, but in Islamic boarding school still uses traditional methods in the learning process and do not involve technology in learning English language, even students are strictly prohibited from using technology in the Islamic boarding school. It is very possible that students have a specific strategy that they

use to achieve the ideal English learning target, such as in Darul Hikmah modern Islamic boarding school.

Darul Hikmah modern Islamic boarding school which has purposes for better Islamic education. Pondok Modern Darul which is located in Tawang Sari Village, Tulungagung is a bona fide educational institution with a modern system, but it does not leave the characteristics of Islamic Boarding Schools as like sincerity, simplicity, independent, *ukhuwah Islamiyah*, and freedom, thus all are combination of old methods with new methods with the foundation of “*Al Muhafadzotu 'ala qodimish sholih wal akhdzu bi Jadidil Aslah*”. So that the students are able to become devout Muslims, read the Qur'an fluently and are able to speak Arabic and English both written and oral. Have the basic concepts of religion and general science, have the ability to teach and preach so that they can compete with other educational institutions. This Modern Islamic boarding school is very interesting to be investigate, more specifically the English learning strategies used by students in Islamic boarding schools. In addition to the combination of modernity and tradition of Islamic boarding schools in terms of English achievements, besides it students from Darul Hikmah modern Islamic Boarding School have won competitions of speaking skill such as speech and debate, at the district and even provincial levels.

Based on the background of the research above, the researcher conducts a study which entitled “*Students’ Learning Strategies in Improving Their Speaking Skill at Darul Hikmah Modern Islamic Boarding School.*”

B. Statement of Research Problem

1. What are the students' strategies to improve their speaking skills in Darul Hikmah Modern Islamic Boarding School?
2. What is the impact in use strategy to the students speaking skill mastery?

C. Objective of Study

According to the statement of the research problems above, so the objective of the study is:

1. To know the student's strategies to improve their speaking skills in Darul Hikmah Modern Islamic Boarding School.
2. To know the impact in use strategy to the students speaking skill mastery.

D. Significance of Study

This study is significant to enrich the understanding about students' strategies in enrich their speaking skill mastery at Darul Hikmah Modern Islamic Boarding School. Knowing students' strategies in learning it may give the significance to teaching and learning process, through autonomously or it directed by the teacher.

Moreover, the writer hopes this study will give contribution for English learners, English teachers, Islamic educational institution, and future researchers.

E. Scope and Limitation

1. The scope of this study is student's learning strategies at Darul Hikmah Modern Islamic boarding school at Tulungagung.

2. The limitation of this study is student's learning strategies that used by students who have been won English competition, especially in speaking skill at Darul Hikmah modern Islamic boarding school.

F. Definition of Key Terms

1. Learning Strategies defined as an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings (Schumaker & Deshler, 1992).
2. English for Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language—also called English as an Additional Language—which is the practice of learning English in a predominantly English-speaking country (Richard Nordquist, 2020).
3. Islamic Boarding School or usually defined as '*pesantren*' (in Indonesian language) is a school that implemented full day school or it required a regulation that students should stay in a dormitory, so they can learn every time in a dormitory. Islamic boarding schools 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). 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 (Haedar, 2004: 7).

4. Speaking is a productive language skill (Siahaan, 2008). Speaking is one of four soft skill in learning English, it is to produce sounds that exists at the meaning and be understood by other people, so that able to create of a good communication.