

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher presents background of the study, formulation of research problems, objective of the research, significance of the study, scope and limitation of the study, definition of key terms, and organization of the study.

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

An essential aspect that cannot be separated in human life is language. Language is a main key for people in having interaction each other. People are able to express utterance in the form of words, sentence, and even expression by using language. More specifically, people can exchange their knowledge, belief, opinion, declaration, feeling, etc to other people. It implies that language plays crucial role for people since it is the instrument to build up a communication with others.

Nowadays, many international languages are used in all over the world. Up to now, a language which is commonly used by most of people in many countries in this world is English. Seemingly, as an international language, English has big influence in the current situation. This globalization era encourages the people to step forward and survive in largely modern society; one of the ways is by using English. It has been used in many fields such as education, technology, economics, tourism, etc. Among those fields,

education is the most dominant related to English. In educational field, English is learnt in many ways practically. Many people learn English through education sector starting from the basic until master. This view indicates that as an international language, English is very important and it needs to be learnt more seriously and deeply.

In learning English, the students are demanded to master its four skills: Listening, Speaking, Reading and Writing. Mastering the four skills has purpose to make the students have many abilities or proficiencies. One of the proficiency that should be mastered by language learners is ability to speak or to communicate orally. Of all the four skills (Listening, Speaking, Reading and Writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing: and many if not most foreign language learners are primarily interested in learning to speak (Ur, 1991:120).

Speaking is the main priority to learn a language. Charles & Jill (2008:17) point out that learning in language is intended to be able to communicate. In other word, the purpose of learning a language is to communicate in that language. Chaney (1998:13) cited in Kayi (2006) gives definition related to speaking, that it is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Meanwhile, according to Allen (1985:97), speaking is a sound practice, particularly in the early stages of learning a language, to give

priority to the development of automatic speech habit. Speaking is including to the productive skill which is prominent and early in language learning. In other word, speaking in such like a bridge to learn language more deeply, even if getting speaking as a habit.

Considering to the importance of learning speaking, students must have competence to speak English. The competencies in speaking are reflected in terms of pronunciation, fluency, grammar and vocabulary. These four components of speaking potentially influence the students' speaking ability. That is why to have great ability in speaking, the components regarding this skill must be known and mastered overall by the students.

In Indonesia, English is treated as a foreign language. This foreign language as a compulsory subject learnt in many schools in this country starting from elementary level up to higher level, in the primary school until university.

As early as 1950 when a choice had to made concerning a foreign language to be included in the school curriculum nationwide, policy makers were aware of the important role of English as a tool in the development of Indonesia.... The 1990 Presidential Regulation number 28 concerning basic education states that a school may include lessons which present local contents such English in the curriculum. As well as a local content is intended to teach students to understand and develop their skills on Listening, Speaking, Reading and Writing. (Huda,1999:155)

In line with the teaching and learning English in Indonesia, speaking is a crucial skill that is often avoided by many learners. Most of them also have problems and barriers when they are learning speaking. It happens

because many schools and the educators do not facilitate the students to improve their ability in speaking skill. Basically, the teaching and learning English in Indonesia commonly tends to learn about theory only. By the means, English is treated only as a course to be learnt, not accompanied by the real practice. Whereas in learning speaking, the ability can be mastered when the learners are much in practicing it. Because of practicing the skill, they can apply it in the real communication as the function of language. Meanwhile, a school is demanded to produce good learners who are capable in all skills. Hence, an institution and the educators should give big contributions by making real practices to the students' improvement in achieving learning English mastery, particularly in oral skill.

The view explained above strengthened by some studies which nearly relevant to that. One of the study entitled *“Teaching and Learning Speaking at the Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek”* by Ma'arif (2015). The study described the material, activities, media and the evaluation in the teaching and learning speaking process which were applied in the Islamic institution. Moreover, the study also revealed that students got problem to grammar and knowledge vocabulary and understanding other speech in learning speaking. Another study is Mawartis' thesis by the title *“Teacher Practices in Facilitating Students' to be Active in Studying English at SMPN 1 Karangrejo”*(2015). The study was described the real practices of teacher in facilitating the students to be active in learning English, such as giving task, applying appropriate learning method and giving

motivation. Furthermore, it was also revealed many advantages of the teacher's practices toward the students' learning. According to the writer, those were must be set by teachers since it was their responsibility to facilitate the students' participation. Another study was derived from a thesis entitled "*A Study on Teaching Speaking at MA Terpadu Al-Anwar Durenan Trenggalek*" by Zakiya' (2014). The study explained the strategies, the activities, and assessing technique suggested by teacher in teaching speaking. Those aspects should be concerned by teacher considering that good teaching speaking reveals good English teaching and learning.

Rely on the statement that the school plays crucial roles for students in English learning principally on speaking skill, it leads to this research about the efforts taken by Language Center to support students' speaking. Modern Islamic Boarding School of Darul Hikmah Tawang Sari is interested to be investigated in term of facilitating students' speaking learning. Basically, this Islamic boarding school is not merely intended to learn about Islamic knowledge, but it is more for purpose of improving the students' quality in general knowledge, especially for foreign language. Deal with English learning as a foreign language, Modern Islamic Boarding School of Darul Hikmah has successful enough in facilitating students' speaking learning. The learning model in this Islamic boarding school follows the learning model of Modern Islamic Boarding School Gontor Ponorogo in which this Islamic boarding school is well-known for its good bilingual practices.

Unlike other schools, in the teaching and learning process, Darul Hikmah inculcates bilingual system of language; they are Arabic and English language. These foreign languages are used every week, full Arabic is used during two weeks and English is used in another week it is done continually. The use of bilingual is supported by a rule that obligates the students to use the two foreign languages to communicate in the daily activities, both in the area of Islamic boarding school and in the school. Even if the students break it, they will get a kind of punishment which makes them to be more discipline in using language. Furthermore, a lot of activities also launched to support the students' quality on speaking skill. All of those efforts including launching speaking activities, making language rule, and others are not far from Language Center role. In Darul Hikmah, Language Center is a unit consists of Language Advisory Council (LAC) and Center Language Improvement (CLI) which has big role in improving the students' language. It means, Language Center has responsibility to carry on the students concerned with their language improvement.

Based on the description above, the researcher is interested in conducting a research dealing with the policies of the institution to improve the students' speaking proficiency. Therefore, the researcher conducts a research entitles ***“A Study on the Language Center's Efforts to Facilitate Students in Improving their Speaking Proficiency at Modern Islamic Boarding School of Darul Hikmah Tawang Sari Tulungagung”***.

## **B. Formulation of Research Problems**

Based on the background of the study above, the writer formulates the problem as follows:

1. What are the efforts taken by Language Advisory Council (LAC) to facilitate the students in improving their speaking proficiency at Modern Islamic Boarding School of Darul Hikmah Tawangsari?
2. What are the efforts taken by Center Language Improvement (CLI) to facilitate the students in improving their speaking proficiency at Modern Islamic Boarding School of Darul Hikmah Tawangsari?

## **C. Objectives of the Study**

Related to the problems of the study above, the objectives of the study are as follows:

1. To find out the efforts taken by Language Advisory Council (LAC) to facilitate the students in improving their speaking proficiency at Modern Islamic Boarding School of Darul Hikmah Tawangsari.
2. To find out the efforts taken by Center Language Improvement (CLI) to facilitate the students in improving their speaking proficiency at Modern Islamic Boarding School of Darul Hikmah Tawangsari.

## **D. Significance of the Study**

The writer hopes that the result of the study will give contribution for:

1. Institution

For the institution, the result of this study is expected to be able to give contribution for improving the school's program and facilities

supporting to students' speaking skill. In addition, this study can be used as a reference for other institution to enhance the speaking proficiency by selecting and applying the appropriate ones.

## 2. English teacher

This study can make the English teacher to know the strategies to foster students' ability in speaking skill that is not only emphasizing to the teaching theory, but also to the real speaking practice. Furthermore, it can help the teachers to create meaningful and enjoyable speaking activities suited with the students' need, so that it can make the teaching and learning of speaking better.

## 3. English students

The result of this study can increase the students' knowledge related to speaking skill. Furthermore, they will know how to practice their speaking in appropriate way so it will make them are easy to upgrade their speaking proficiency.

## 4. Next Researcher

The research can be used as a reference for other researcher who wants to conduct the similar research. At least, this research is expected to help researcher in understanding English especially on speaking skill.

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

This study is conducted at Modern Islamic Boarding School of Darul Hikmah Tawangsari Tulungagung. The subjects of this study are the organizer of Language Center who involves the head of LAC, the teachers



and the CLI member. Students also are the subjects of this study, but they are not the primary sources. The study primarily is focused on what efforts taken by LAC and CLI to facilitate the students in improving their speaking proficiency. In addition, it is also focused on the contribution of the both efforts to the students' speaking improvement.

#### **F. Limitation of the Study**

In this study, the researcher limit the study as presented below:

- a. The researcher only does observation at stated periods since the researcher cannot stay on the Islamic boarding school all day and night.
- b. The researcher only conducts observation in the female dormitory because there is a rule that forbid coming into male dormitory.
- c. The researcher cannot do observation to the whole speaking activities considering that the some activities are held on monthly, each semester and annual. In other words, the observation is conducted to observe the daily and weekly speaking activities.

#### **G. Definition of Key Terms**

In order to give clear definition and avoid misunderstanding of the readers in this study, the definitions of the key terms are given here:

- a. Speaking proficiency

Speaking proficiency is ability to use oral language in proper way by concerning and involving to vocabulary, grammar, pronunciation and fluency aspects.

b. Speaking activities

Speaking activities can be defined as the activities which support and invoke speaking proficiency. These activities in such like: speech, drama, debate, etc.

c. Facilitate

Facilitate is providing service to students by making strategy or appropriate way to achieve certain goal.

d. Language Center's Effort

Language Center's effort means the effort of language unit in central academic to provide services and contribute to the learners' language development. It is divided into two sub units; they are LAC and CLI which held responsible to the students' language improvement.

e. Modern Islamic Boarding School

Modern Islamic Boarding School is Islamic educational institution which gives priority to use bilingual (Arabic and English) to be applied in the teaching and learning process.

## **H. Organization of the Study**

The organizations of thesis in this research are as follow:

Chapter I is the introduction of the research presents the background of the study, statement of research problem, objective of the study, significance of the study, scope and delimitation of the study, limitation of the study, definition of key terms and organization of study.

Chapter II is the review of related literature. It discusses some overview including the teaching speaking, learning speaking activities and learning strategies,

Chapter III deals with the research method which covers research design, setting of the study, subject of the study, data and data source, data collection method and research instruments, technique of data verification, and data analysis.

Chapter IV is the research findings including data presentation, and findings of the research, which are derived from the method and procedure describes in chapter III.

Chapter V is the discussions about interpreting the research finding.

Chapter VI refers to the conclusion of the study organized based on the research problem and also the suggestion consists of the researcher's recommendation based on the result of the study. This part is the last chapter of this research.