

## CHAPTER I

### INTRODUCTION

This chapter is an introduction to the research. It describes how and why the writer chooses this topic. The research's basic details are described as the following topics: Background of The Study, Formulation of Research Question, Purpose of The Study, Significance of The Study, Limitation of The Study, and Definition of Key Terms.

#### 1.1 Background of The Study

Historically, due to British colonialism and imperialism, economic and political power embedded in English, it has gained the status of an international language (Ur, 1996). In 21<sup>st</sup> century, people have been encouraged to have a good command of English to be part of the global community (Council, 2013), so the success is measured based on the ability to perform a conversation in the language (Nunan, 1995). According to Nunan (1991), language mastery is measured by carrying on a conversation in the target language. Thus, speaking skills are a crucial and essential part of the second language learning process. He said that "The ability to function in another language is generally characterized in terms of being able to speak that language"(Nunan, 1999:225). So, learning English aims to empower the learners to utilize English for communicating effectively and correctly (Davies & Pearse, 2000).

In Indonesia, English has become a foreign language and one of the main subjects for students, especially at the senior high school level. Based on the curriculum 2013, especially in speaking terms, 'the goal of teaching English at senior high school level is to develop the potential for students to have communicative competence in three: interpersonal, transactional, and functional discourse by using oral and written text in English (Kemendikbud, 2017). It means that speaking ability becomes the competence that must be reached in learning English. It is not easy for beginners to speak English, notably EFL learners and Indonesian students at senior high school. According to Gan (2012), the students may encounter inadequate vocabularies, complicated structure, inappropriate intonation and pronunciation, lack of exposure to speaking English, and language curriculum development.

Cahyono (2014) explained that English teaching and learning process in Indonesia generally emphasizes transferring English knowledge, not about how to use the language. He argued that if students have perceived the theory about the language, the goal of teaching and learning English is achieved. In contrast, according to the curriculum 2013, the students are required to speak English well (Kemendikbud, 2017). However, the practice of English speaking during the class rarely occurs. Therefore, the students rarely practice talking to each other and have more received theory than practice the language.

Ideally, the teacher's responsibility is to arrange the classroom for communication and communicative activities (Archana & Rani, 2017). Teachers ought to use effective teaching techniques to urge the effectiveness of the acquisition and teaching process. Referring to it, teachers have played a vital role in developing the students' speaking skills. It can be done by exploring speaking practices in line with simultaneous communications. The article entitled *Principles of Language Learning and The Role of The Teacher*, TESOL International Association (2017) stated that teaching English theoretically and practically is also important. Accordingly, by doing more speaking, the students can improve some important aspects of English -speaking. The students need to be involved in speaking practice more than they need to be evaluated about their progress in learning speaking.

The main part that has got to be created by the teacher is to formulate the objectives in teaching and learning activities. Recommended activities involve oral communication, carrying out tasks, and using language, which is significant to the learners, so they incorporate practical skills (Mercer, 2018). Archana and Rani (2017) said that if the teacher has started the activity correctly, provides sympathetic and helpful feedback. As a result, the students will get tremendous satisfaction. So, according to them, the teacher's role is to facilitate the communication process for the students.

Since English is a compulsory subject at the senior high school level English in Indonesia, it is also taught in private boarding Islamic schools. In this school usually, Arabic and English are encouraged to be used for daily communication. In this particular context of the study, one boarding Islamic senior high school in Jambi provides various extracurricular activities to develop learners' language skills.

The life of one boarding Islamic senior high school in Jambi is extremely dynamic, with a range of activities carried out inside it. However, the foreign language habituation program at the school could be a very concerning thing. A regulation associated with communication between students in the Boarding Islamic school environment is tight. Therefore, the students no longer use local languages in communicating. They are always directed to use a foreign language, either Arabic or English.

Consequently, this school is disciplined and comprehensive to optimize students' communication activities, although it is not simple and could be trivial. According to Dulay, Burt, and Krashen (1982:13), two language environments allow language learners use the language they learn, namely the formal and informal. At this particular context study, English activities are provided through the classroom and outside the classroom formulated as an English program.

Based on the background above, the researcher proposed conducting a study of English lesson activities to improve students' speaking skills at Boarding Islamic senior high school. Accordingly, the title of this study is "The Analysis of English Lesson Activities in Improving Students' Speaking Skill at One Boarding Islamic Senior High School in Jambi".

## **1.2 Research Questions**

The researcher formulates questions of this study as follows:

1. What are the learning activities offered by the English program at one boarding Islamic senior high school in Jambi?
2. How are English lesson activities applied at one boarding Islamic senior high school in Jambi?
3. To what extent do the English lesson activities help the students in improving their speaking skills?

## **1.3 Objectives of The Study**

Based on the research questions, the study is intended to analyze the English lesson

activities at one boarding Islamic senior high school in Jambi. This research also investigated the English lesson activities and know the extent of the English lesson activities on helping the students in improving speaking skills.

#### **1.4 Limitation of The Study**

This research limits in the investigation as follows: the discussion focused on English lesson activities of students that are applied at one boarding Islamic senior high school in Jambi; the investigation only involves the eleventh female students and one of the English teachers at one boarding Islamic senior high school in Jambi was taken as the respondents in this study. Finally, by determining those limitations, the study was more systematic to investigate and analyze the English lesson activities that improve students' speaking skills at one boarding Islamic senior high school in Jambi.

#### **1.5 Significances of The Study**

The result of the research is expected to give contribution theoretically and practically. The study results are expected to give some theoretical contributions to develop the quality of education at the school. This study provided real examples of English lesson activities to improve students' speaking skills. Moreover, this research gave more ideas to improve speaking carried out inside the school. For other researchers, the results of this research are expected to be useful references. This example could be beneficial for students and teachers. In short, the students know how to improve their speaking ability appropriately.

Furthermore, the teacher knows how the English lesson activities improve the students' speaking skills. Therefore, they can apply the activities based on the result of the research. Finally, when teaching speaking, the teachers emphasize teaching theory and practicing speaking. Thus, it is a good way to improve students' speaking skills based on the result of this research.

#### **1.6 Definition of Key Terms**

Knowing the definition of key terms can make this research easier to be understood by other researchers and readers. The key terms related to this research are

analysis, English lesson activities, improving, and speaking skills.

The definition of key terms is as follows:

1. Analysis

An analysis is the study of something by examining its part and its relationship (Merriam-Webster Dictionary, 2021).

2. English Lesson Activities

Activities here mean the students' efforts to improve their speaking skills under the instruction of the teacher. Moreover, it refers to English lesson activities by the teacher either in the classroom or out of the classroom. Nevertheless, it is still related to improving students' speaking skills.

3. Improving

In Oxford dictionary (2021) mentioned that "Improving" means making something or somebody better than before. In other words, we can say that improving is the effort to increase the quality of something, which means speaking skills.

4. Speaking Skill

In Collins Dictionary (2021), Speaking is giving speeches and talks from someone to someone. Speaking skill is a specific way to turn out specific language points like pronunciation, vocabulary, or grammar.