

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In Indonesia, English has been taught and learned as a foreign language. Based on Kachru's model (1992), Indonesia belongs to expanding or extending circles. They recognize English as an International language and have not given English any special official status. Law 2 of 1989 on National Education System (*UU No. 2, 1989 Sistem Pendidikan Nasional*) gives English a place as a first foreign language and makes it one of the compulsory subjects to be taught at the primary (Junior High school) and secondary level (Komaria, 1998). Due to that language policy, Indonesia put English as one of the essential subjects in its education curriculum.

Given the position of English as a foreign language in Indonesia, not many students use it in daily communication. Farhani et al. (2020) found that Indonesian students improperly pronounce English words, feel inferior to those considered to have better English proficiency, and hesitate to speak English with the teacher. Language anxiety is one of the problems in foreign language learning. According to Krashen's (1982) hypothesis about affective filters, studying language in an improper affective state will have a mental filter, or barrier, preventing them from fully exploiting the input further linguistic mastery. Consequently, high affective filters such as

language anxiety will prevent students from receiving information about the target language, and then their language learning will fail to make progress.

However, English Foreign Language students can still acquire English speaking skills by learning it in formal education. According to Umam (2014), *Pesantren* can create a good learning environment, especially dealing with language mastery. Islamic Boarding School or *Pesantren* Hidayah (*pseudonym*) has become a suitable environment for student to learn English foreign language. Besides teaching the students in formal education, they also use the English language in their daily communication. Despite traditional *Pesantren* that use Arabic as the main focus of their language, Hidayah Islamic Boarding School applies the English as their preface language.

Mawar (*pseudonym*) is a student of Hidayah Islamic Boarding School. She has fulfilled the first criteria of becoming the potential subject of this research. The student learns English intensively since she stays in dormitories and can use English as their compulsory language in *Pesantren*. Even though she only uses textbooks as material for learning, the student can successfully achieve English-speaking proficiency in Islamic Boarding School.

Several studies have discussed learning English as foreign language (see: Fitriani, 2019; Djonhar, 2016; Nuhayati, Hendrawaty & Angkarini, 2013; Clarke, 1999). The latest research has been paid to Irawan (2019), who investigated the learning of English as foreign language in fifth-grade

students of elementary school Ujungaris 1 Indramayu. His research results show that the students were through stages such as Receptive strategies. In that process, the students receive the English teaching and learning process. They are also mastering several vocabulary that their teacher has taught.

Meanwhile, a study has not been found on how English foreign students can successfully achieve their speaking proficiency in the Islamic Boarding School. This gap leads to the purpose of this study which investigates the foreign language student's key to success in performing English language production. The study will be focused on how student learns to speak English at Hidayah Islamic Boarding School. The finding of this study attempted to provide a picture of how an Islamic Boarding School student views the use of English as part of their everyday communication in the context of Indonesia's religious-based boarding school.

1.2 Formulation of Problem

How does a student master spoken English proficiency in Islamic Boarding School?

1.3 Operational Definition

To avoid misunderstanding the terms set out in this study, the researcher provides some definitions related to this study, as follows:

1. Students' spoken English : The way students get the ability to speak proficiency English.
2. Evidence : Data that exposed the process of students learning their English language

especially speaking skills. It is shown by the interviews.

3. Islamic Boarding School : It is an institution where Muslim students are obligated to live and learn particularly at the dormitories and school located in Indonesia while being given formal instruction.

1.4 Aims of the Study

This study aimed to get evidence about how students get their English language as a foreign language, especially their speaking skill that is needed for their daily communication in Islamic Boarding School.

1.5 Significances of the Study

1. Theoretical : This study aims to develop a foreign language learning theory applied in learning environments for students in Islamic Boarding School.
2. Practical : This study will serve the importance of the English language community to support students' speaking ability where the environment provides linguistic input.
3. Empirical : This study provides evidence of speaking activities that assist and support students in learning to speak English.