

CHAPTER 1

INTRODUCTION

This chapter focuses on presenting the research background, the research questions, research purposes, research significances, research scope, conceptual framework, and previous study.

A. Research Background

This study explores speaking skills' problems and reasons by learning speaking from santri and non-santri's perspectives. Exposing speaking problems has become a crucial aspect of non-native speakers learning to talk. This study specifies the context of speaking problems experienced by santri and non-santri and the reason that caused the problem in learning English as a foreign language. Then, this research consists of the perspectives of santri and non-santri, speaking problems of santri and non-santri, and the reason of problems happen. In addition, several previous studies lead to a gap in this study.

This study is conducted to determine the perspectives of santri and non-santri in speaking skills through learning speaking. The use of perspective is important to know the impact of something. Gentilucci (2004, p.33) stated, "Students have a significant impact on the learning that takes on in their classes." It means santri and non-santri's perspectives should be involved in learning because they are the ones who feel the impact of something they learn. Including learning speaking, they must say their opinions on this to be better at all times in their learning. Thus, with the perspective of santri and non-santri, they will argue about their learning process, especially in learning speaking.

This study considers that santri and non-santri have shown different speaking problems. According to Hadijah (2014), santri have issues with pronunciation, grammar, vocabulary, fluency in speaking skills. There is no explanation for the speaking problems in non-santri from the same school as santri have not been found. So, the existence of this study is to complement and balance the findings that have been there before. Based on a limited personal view, there is a difference

in maximizing learning to speak, one of which is that non-santri does not get the practice of speaking on weekends and is obtained by santri only.

According to the proverb, "there is no smoke without a fire," as well as the problems with speaking skills, it will not matter if there is no reason. According to Hadijah (2014), students who live in university dormitories have several reasons why they have faced problems in speaking skills, including those who do not master basic speaking, lack of confidence, and an unscannable environment. Therefore, this research will be conducted to students and non-students in the high school to find out the reason they have faced their problems when honing speaking skills.

Several previous studies regarding the perspective for speaking skills problems and reason have been completed. First, Nakhlah (2016) shows there are some problems in learning the speaking skill: fear of making a mistake, shyness, nervousness, and a lack of confidence are all factors that affect students. Second, Arifin (2017) states that English speaking problems that have faced students in the classroom are that students feel apprehensive about speaking out or being singled out to answer a question. Some students are ashamed and self-conscious to the point where they avoid engaging in classroom conversation practice and engagement, which is critical for language development. Third, Hadijah (2014) claims that the santri problem is a lack of pronunciation, grammar, vocabulary, fluency, and understanding of speaking skills. The reason is that santri lacks knowledge of the basics of speaking and a lack of support from the surrounding environment.

The previous research investigated santri. However, this study does not only examine the santri, but it explores the perspective, problems, and reasons of santri and non-santri. Thus, it leads to the gap of this study. It confirms that this study focuses on both santri and non-santri, and the investigation will be conducted in a Modern Boarding School in Tasikmalaya.

B. Research Questions

This study is conducted to find out speaking skills problems and reasons of learning speaking from santri and non-santri's perspectives. Therefore, the researcher attaches three research questions about perspectives on speaking skills obtained through learning speaking, the problems santri and non-santri have faced in speaking skills, and the reason for the problems that santri and non-santri have faced. These three questions are as follows:

1. What are the perspectives of santri and non-santri on speaking skills?
2. What are the problems faced by santri and non-santri toward learning speaking?
3. What causes of speaking problems happened while learning at Modern Islamic Boarding School based on their reasons?

C. Research Purposes

This study explores santri and non-santri's perspectives on speaking skills through learning in school and boarding. The researcher investigates the problems that santri and non-santri have faced and the reasons for the speaking skills problem's occurrence. Therefore, there are three purposes for doing this research. First, this study examines the perspective of santri and non-santri about their speaking skills. Second, this study is conducted to ascertain the problems that santri and non-santri faced during their learning speaking. Third, this research defines the causes of speaking problem when they learned speaking skills based on their reasons at a Modern Islamic Boarding School.

D. Research Significances

This study aims to find out the perspectives of santri and non-santri on speaking skills acquired by learning speaking. This study also examines the problems that santri and non-santri have faced in speaking skills and the reasons why the problem occurs. This research will be beneficial both theoretically and practically. First, theoretically, this study supports the enhancement of speaking learning, both in terms of activities and learning strategies. Second, practically, this research will be helpful to overcome existing problems so that there will be an improvement in the quality of learning to avoid the same problems.

E. Research Scope

This study includes the subject, object, and research site to the scope of the study. To begin, this research recruits santri and non-santri as the participants of the study. Santri and non-santri are students who studied at Islamic boarding school. However, santri are students who stay in boarding school, while non-santri are students who do not stay at the boarding school. Therefore, the researcher studied their perspectives regarding learning and problem in speaking skills because they have different perspectives since they live in different places. Second, this research aims to find out the perspective of santri and non-santri problems on speaking skills and the problem faced by santri and non-santri. Third, this study is conducted at Daar El Fikri Modern Islamic Boarding School located in Tasikmalaya.

F. Conceptual Framework

This study examines the problems and reasons for speaking skills through the perspective of santri and non-santri. It also establishes the conceptual framework for this research. This conceptual framework connects the perspectives of santri and non-santri, the problems they confront with speaking skills, and the reason that contributes to these problems. Figure 1.1 illustrates the variable's correlation.

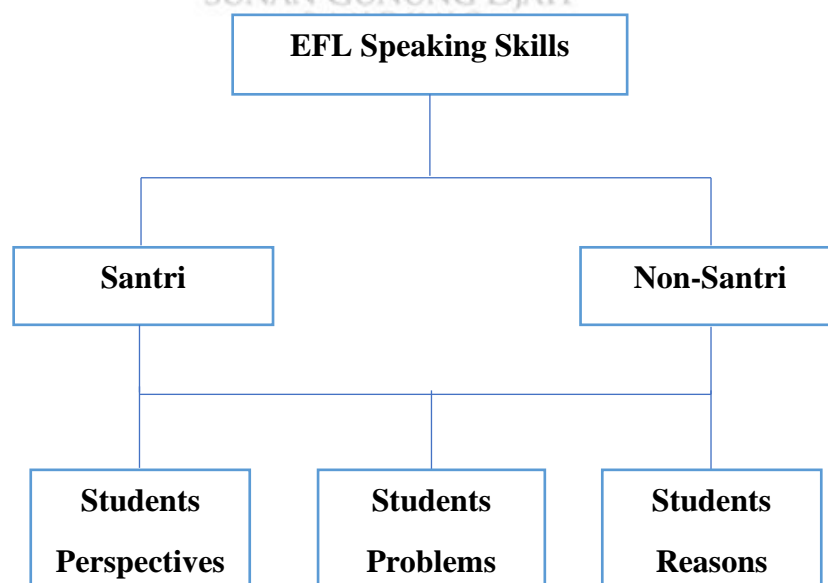


Figure 1 1 Conceptual Framework

This study discusses speaking skills. Bygates (2010) stated that speaking skills are a type of communication that relies on knowledge and basic motor-perception abilities. Speaking does not only refer to what should be displayed but also to what individuals should listen to learn and understand each other. It indicates how long someone listens to something, how well they know it, and how well they apply it between two individuals. It relates to the Modern Islamic Boarding School activities that emphasize the development of speaking abilities through the use of English as a colloquial language. The purpose of this research is to ascertain students' ability in English from their perspectives, examine the problems they have faced with their speaking skills, and determine the reason for those difficulties.

This study is conducted to find out perspective of santri and non-santri on speaking skills. Perspective is crucial. The student perspective can evaluate existing materials, and the resulting stimulus for future learning will be more effective. Because by expressing their feelings, they will generate innovative thinking and demonstrate to students that the educators prioritize them. Gentilucci (2004, p.133) stated, "Students have a significant impact on the learning that takes on in their classes." The statement above demonstrates that students' perspectives have a significant impact on classroom activities because they are the ones who get the instruction provided by teachers. Thus, they will argue over their learning process, particularly in learning to speak, from the perspectives of santri and non-santri.

This study identifies problems of speaking skills in santri and non-santri. Lazarson (2001) stated that speaking English is difficult since it is almost exclusively accomplished through interaction with a single interlocutor. Speaking is a challenging skill for EFL students since it needs not only mastery of grammar and vocabulary but also the awareness of socially appropriate language (Shumin, 1997). As a result of the previous beliefs that speaking is difficult, this study seeks to ascertain the problems encountered by santri and non-santri in their speaking

skills. Additionally, it is expected that students will uncover additional concerns that have not been disclosed.

This study tends to find out the reason of problems in speaking skills occur because those reasons are limiting both santri and non-santri in developing the speaking skills. Tram (2020, p.39) stated that university students have face several difficulties with their speaking skills, including (1) thinking too much before speaking, (2) a limited vocabulary, (3) poor pronunciation, (4) inability to use appropriate language in a variety of contexts, (5) a lack of grammar, (6) difficulty expressing opinions in whole phrases, and (7) difficulty remembering vocabulary. These are the most often cited explanations in the prior study. Therefore, this research finds out the reason for the problem of speaking skills in santri and non-santri in the Indonesian context.

G. Previous Study

This research is conducted to find out the perspectives of santri and non-santri to speaking skills, and also to find out the problems they have faced and the reason that problems speaking skills occur. The previous research has been conducted in both non-Indonesian and Indonesian contexts. In addition, several previous studies lead to a gap in this study.

In a non-Indonesian context, a study is conducted regarding students speaking difficulties. Nakhalah (2016) employed experimental methodologies to ascertain speech difficulties among Palestine's Al-Quds University students. This study produced several challenges, including fear of making mistakes, shyness, anxiety, and insecurity. This study relates to current studies on students speaking skills problems. However, this study differs from the recent research in that it utilizes a case study, whereas the research will focus on santri and non-santri of high school in an Indonesian context.

The current study involves two previous studies undertaken in the Indonesian context. First, Arifin (2017) used a library research approach to ascertain the speaking difficulties encountered by IAIN Salatiga fourth-semester students. As a result, they suffer several difficulties, including low confidence, speech anxiety,

and low self-esteem. This research is pertinent to the current study, which identifies student speaking problems. The distinction is that this study considers both santri and non-santri perspectives, and it is conducted at a Modern Islamic Boarding School.

Second, Hadijah (2014) adopted the mixed of methodologies to examine students speaking problems in an Islamic boarding school in Samarinda. As a result of their speaking problems, which include fear of public speaking, a lack of confidence, a lack of speaking practice, and a lack of time allocated for English language testing, difficulties in using and comprehending oral content become a challenge in boarding schools. This study is pertinent to the current research because both studies are conducted in a boarding school. The distinction is that the current study is conducted at Tasikmalaya's Modern Islamic Boarding School, focuses on santri and non-santri as objects, and investigates the reasons of speaking skill problems.

The previous study has employed a variety of methodologies in light of the initial investigations. The study focuses exclusively on santri through the utilization of various research locations. Meanwhile, this research examines the perspective of students. It concentrates on the problems and reasons for santri and non-santri speaking skills at the same Modern Islamic Boarding School in Tasikmalaya. As a consequence, it becomes a research gap for the current study.