

CHAPTER I

INTRODUCTIONS

This chapter explains about background of study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of Study

English is one of important languages because English as international language. According to Harmer (2003: 1) English seems to be one of the main languages of international communication, and even people not speakers of English often know word such us *bank, chocolate, computer, hamburger, hospital, hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, university, and walkman*. It means that English used for communication among countries in this world. Beside for communication English as media for education, science, culture, fashion, society, healthy, economy, technology, and etc because know in global era. People become easy to update all of information by using internet and internet most of them using English. So English as global language too. Like Crystal (2003: 1) states English is the global language.

English is one of language that taught in every school among countries and one of countries is Indonesia. English as foreign language in Indonesia because the mother language is Indonesian language. English taught from

elementary school to university from children to oldest. For mastering English people should master four skills in English they are speaking, listening, reading, and writing. All of skills is important and have relationship each other but the key for communication is speaking because using speaking every people can communicate each other and can understand by oral expression in speaking.

Irawati (2014: 26) states that speaking is a skill which becomes important part of daily life; it is the line for people to create social relationship as human being, so it needs to be developed and practiced independently in the grammar curriculum. It means that speaking should be practiced every day especially in English as foreign language as we know now we are in global era. According to Al-Hosni (2014: 22) speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt.

Speaking is one of the most difficult skills and need habit to master it. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with (Pollard, 2008: 33). Most of foreign learners often found many problems like low in mastering vocabulary and less confident to speak because they are afraid to make mistakes. But every problem always has solution.

As we know that the way in teaching and learning English in the classroom, teacher often uses memorization or lecture method such as in vocabulary and grammar, so the students become passive. In learning English especially for speaking is not just explaining about theory but more practicing in daily.

Habit is needed for learning languages. For example most of people can speak Javanese fluently and clearly because every day their life in area of Javanese language and they always speak Javanese. In the same way most of people live in environment of English and they speak English every day, so the people can speak English fluently.

Every school should create this habit, in order their students can do the practice in their everyday life to make their English grows better. There are many ways to make English become habit. One of them is creating school program that is English Day program. English Day is a program that is created by school in which the whole activities in school using English. By having English Day, the students are more active to speak English. English Day expects the students to have more time to practice speaking English. One of the schools that have applied English Day Program is female student Wali Songo Islamic Boarding School Ngabar Siman Ponorogo. This boarding school has programs such as conversation, public speaking, language area, idof (mastering vocabulary), and taji' ulughoh (mastering lesson). In addition, the researcher chooses Female student Wali Songo Islamic Boarding School Ngabar Siman Ponorogo as a research object since English Day has

applied intensively and she wants to get real picture about the implementation of English day program in English speaking improvement.

B. Statement of the Problem

Based on the background of study above, statements of the problem are formulated as follows:

How does the implementation of English Day Program in English speaking improvement of female student Wali Songo Islamic Boarding School Ngabar Siman Ponorogo?

C. Purpose of the study

Based on the problems above, the researcher states the purpose of the study as follows:

To know how does the implementation of English Day Program in English speaking improvement of female student Wali Songo Islamic Boarding School Ngabar Siman Ponorogo.

D. Significance of the study

Through this research, the researcher hopes that the result can give the advantages for these following people:

1. For the Teacher

From this research the teacher can know the ability of students in English speaking and know that English Day Program is important for students to practice speaking.

2. For the Student

It will motivate students to be confident in speaking English because students have English speaking habit.

3. For the Researcher

The result of the study is used to answer the available question in this final project based on the data research and the researcher will get some experience and knowledge to improve her speaking ability.

E. Scope and Limitation

The study is limited to describe the Implementation of English Day Programs in English speaking improvement. The research will be conducted at Female Student Wali Songo Islamic Boarding School in Jl. Sunan Kalijaga No.9 Ngabar Siman Ponorogo. The object of this research will be limited to fourth grade because they had more experience since first grade and always follow the implementation of English day program.

F. Definition of Key Term

English Day Program: the English Program recognizes the need for immersion-like activities to complement classroom work. Learning activities in the English language classroom need to be supplemented by an enriching

program of a variety of extra-curricular activities conducted in English on some afternoons, during weekends and/or during vacation time (Arroyo, 2003: 15). The program is handled by student's organization for improving English especially in speaking ability. This activity run every day and every week such as idof (mastering vocabulary), public speaking, conversation, taji' ulughoh (mastering lesson), and language area.

Speaking: the spoken productive language skill. It is the skill of a speaker to communicate information to a listener or a group of listener. (Siahaan, 2008: 2)

