CHAPTER I

INTRODUCTION

This section presents an introduction to the research. The parts of this proposal are the background of the research, research questions, research objective, hypothesis of the research, significant of the research, scope and limitation of the research and definition of key terms.

1.1 Background of The Research

Speaking is considered an important skill to be accomplished by students. Harmer said that the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language.[1] From the statement, it can be concluded that the ability to speak is knowledge of the language and the process of information and language. Learning speaking means learning interactive processing of constructing meaning that involves producing, receiving, and processing information.

Speaking is one of the most challenging skills and needs a habit to master. This case is hardly surprising for students when one considers everything that is involved in speaking: ideas or content, what to say, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the person you are communicating with, fluency and confidence is a most important thing to speak the language.[2] From the statement above, it can be concluded that the speaking ability

---

[1] Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2007), 269.
[2] Lucy Pollard, *Guide to Teaching English*, (USA: Longman Group, 2008), 33.

must be practised on an ongoing basis because, in this skill, there are many elements in its application. Therefore many exercises are needed to master it. According to Nunan in Prasetio, he stated that the success of a foreign language learner is to bring the target language into conversations.[3] It implies that everyone who learns a foreign language must be able to use the target language in a spoken form since it becomes the measurement of speaking skill mastery.

Confidence contributes significantly to students' willingness to communicate in foreign languages.[4]Bandura stated that in communicating, confidence also important because confidence is one of the factors that can positively or negatively influence a person's life.[5] In the sense that when someone has confidence it will make it easier for them to communicate with other people as well, and vice versa. Correspondingly, by confidence, someone will easily share ideas and convey what they are aiming for.[6] In the other words, communicating requires a high level of trust which means that you feel confident to do something and not be ashamed or hesitant. So, to be able to speak foreign languages especially English, confidence is one of the keys.

The students could not speak English well because they did not know how to speak English well and grammar is one of important element in English for students. According to Scacella and Oxford Grammatical competence is an umbrella concept

---

[3] Rachman Prasetio, "Speaking Activities Used in English Community of English Study Program in Enhancing Students' Speaking Skill", *ELT-Lectura*, *7*(2), (2020), 103.

[4] GÜRLER, İngilizce Öğretmenliği ve İngiliz Dili ve Edebiyatı Hazırlık Öğrencilerinin Özgüven ve Konuşma Becerileri Arasındaki İlişki. *Current Research in Social Sciences, 1*(2), (2015), 14-19.

[5] Bandura, Much ado over a faulty conception of perceived self–efficacy grounded in faulty experimentation. *Journal of Social and clinical Psychology*, *26*(6) (2007), 641.

[6] Jack Richards & Richards W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics.* Abingdon: Routledge, (2013).

that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics with regard to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.[7] We know that if the students want to be a good speaker, they should be a master of grammar. That means grammar and speaking are two significant poles in foreign language acquisition that it seems, there are nearly related activities.

Many ways or processes in speaking can be active or passive. Students can be involved if they meet categories such as pronunciation or use of foreign languages more often, and vice versa passive if students do not practice speaking categories such as pronunciation or use of foreign languages infrequently. However, English will be maximally obtained by students when they apply to speak actively. According to Liu in Dariyanto et al., he said that As a universal capital of communication, English must be learned actively or passively.[8] That statement means that speaking in Islamic boarding schools is automatically carried out actively because students will practice English as the primary language of communication.

In public schools, students learn English is very limited only in the morning until noon and even one week only two meetings. This case is different from Islamic boarding schools; Islamic boarding schools are institutions that require students to live together with their peers and carry out various activities, both outside activities like in traditional schools and inside boarding schools, such as reciting the Qur'an,

---

[7] Robin Scarcella, & Rebecca Oxford, *The tapestry of language learning: The individual in the communicative classroom*, (Boston, MA: Heinle & Heinle,1992), 141.
[8] Dariyanto, Dariyanto, et al, "Analysis of The English Learning Process in Islamic Elementary Boarding Schools", *Jurnal Basicedu*, 6(1), (2022), 926.

and other activities related to Islamic boarding schools as well as school. They will interact with more than one person wherever and whenever they meet and greet each other. Sartain (an American psychologist) in Pratiwi stated that environment is an all-encompassing condition in this world that in specific ways affects our behaviour, growth, development or life processes except for genes.[9] It means that the condition of the environment can be given effect for students to learn English, especially in Islamic Boarding School.

Currently, the number of Islamic boarding schools in Indonesia based on January 2022 data is 26,975[10],while 2021 data shows the number of senior high schools is only half which is 13,865[11]. This number continues to a significant increase. This fact clarifies the importance of Islamic boarding school education in Indonesia. The data also illustrates that more graduates will be from Islamic boarding schools than senior high schools in general. Therefore, Islamic Boarding School should not be underestimated because the role of Islamic Boarding School is very dominating in education.

Many people believe that modern education is more able to guarantee prosperity for the needs of this globalization era. This case makes Islamic Boarding

---

[9] Rara Pratiwi, Kamaruddin Kamaruddin & Adawiyah Adawiyah, "The Role of Environment in Improving Learning Quality: A Case Study of Al-Istiqamah Modern Islamic Boarding School, *International Journal of Contemporary Islamic Education*, *2*(1) (2020), 60.

[10] Databoks, 2022. https://databoks.katadata.co.id/datapublish/2022/01/31/ada-26975-pesantren-di-indonesia-di-provinsi-mana-yang-terbanyak#:~:text=Jumlah%20Pondok%20Pesantren%20berdasarkan%20Provinsi%20di%20Indonesia%20(Januari%202022)&text=Laporan%20Kementerian%20Kementerian%20Agama%20menunjukkan,92%25%20dari%20total%20pesantren%20nasional.

[11] Databoks. 2021. https://databoks.katadata.co.id/datapublish/2021/11/26/berapa-jumlah sekolah-di-indonesia-pada-tahun-ajaran-20202021#:~:text=Kemudian%2C%20jumlah%20sekolah%20menengah%20atas,dari%20total%20SMA%20di%20Indonesia.

School increasingly excluded from education because it is considered ancient and does not keep up with the times. Streenbring stated in Hidayati and Human, when educational institutions are introduced to a more regular and modern system, traditional institutions are not very well-known, and many students are abandoned.[12]

Although many people prefer modern institutions than traditional because the system is better and guaranteed, Hidayati said the fact many salaf Islamic Boarding schools still maintain the salaf tradition without changing the education system that survives and is trusted by the community as an educational institution that creates quality human beings, especially in the religious.[13] The statement said that the quality of human resources from Islamic boarding schools, including traditional Islamic Boarding schools, could not be doubted by students; they are very superior in of religion as well as in the general.

So far, Islamic boarding schools are suitable places for implementing English, especially speaking, because Islamic boarding schools require students to stay or settle for an extended period; the Islamic Boarding School has arranged even their activities from wake up until sleep. According to Mukhlas and Fadhilah in Fitriyani Taib et al., they said that, Unlike the common educational institutions, particularly in Indonesia, the Islamic boarding school has twenty-four hours educational

---

[12] Zuhriyyah Hidayati & Muhammad Fuat Humam, "Eksistensi Pesantren Salaf Di Tengah Arus Modernisasi (Peran Pondok Pesantren Islam Putra Ar-Raudloh Kebonsari Kecamatan Sukodadi Kabupaten Lamongan)", *Penangkaran: Jurnal Penelitian Agama dan Masyarakat*, 5(2), (2021), 210.

[13] Zuhriyyah Hidayati & Muhammad Fuat Humam, "Eksistensi Pesantren Salaf Di Tengah Arus Modernisasi (Peran Pondok Pesantren Islam Putra Ar-Raudloh Kebonsari Kecamatan Sukodadi Kabupaten Lamongan)" *Penangkaran: Jurnal Penelitian Agama dan Masyarakat* 5, No. 2 (2021*),* 211.

system.[14] From this statement, it means that speaking skills will be carried out by students non-stop because it requires students to interact with other students for twenty-four hours in a boarding school environment with English as the primary language.

Learning various foreign languages is deemed necessary to support education. Islam also teaches the importance of seeking knowledge as much as possible. According to Yaqin, it is essential to learn any ability, especially beneficial for himself and others, like learning a foreign language.[15] Even with the significant benefits of learning the languages of other nations, we can build communication and relationships between human beings. As Allah Ta'ala said:

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

" We did not send an apostle but in the language of his people so that he might explain them clearly. So Allah misleads whom He wills and guides whom He wills. And He is God Almighty, Most Wise." [QS. Ibrahim: 4).[16]

Based on the statement in QS. Ibrahim, The importance of learning a foreign language is not anobligation. Humans are created differently and of various nations, tribes, and languages. We can practice foreign languages, especially English informal schools like public schools and nor traditional schools like Islamic Boarding School.

---

[14] Fitriyani Taib, et al, "Students' Voices on English Language Uses in an Islamic Boarding School in Gorontalo", *Jambura Journal of English Teaching and Literature*, 2(2), (2021), 88.
[15] https://umma.id/article/share/id/9999/644116 (accessed on 4th April 2022).
[16] Departemen Agama RI, *Al-Qur'an Terjemah* (Bandung: CV. Darus Sunnah, 2015), 143.

In this study, the researcher will describe several previous studies carried out on the application of student speaking. Based on previous research by Septian, the result analysis found that the students with high levels of anxiety often get a low achievement and low achievement makes them more anxious about learning.[17]

Other previous research by Mega found a positive correlation between vocabulary mastery and self-confidence toward speaking skills, both partially and simultaneously. Improvement of vocabulary mastery and self-confidence will be followed by the progress of students' speaking skills. It also means that student's vocabulary contribute to their speaking skill; with a practical contribution of 52.88%, which 29.03% from vocabulary mastery and 23.85% from self-confidence.[18]

The previous research by Awaliyah found a positive implementation of English Day Program in improving speaking skill. The result of this research is showed that the administrator is recommended to be able to spread to all members' rooms so that they can be controlled by all activities, especially daily speaking English activities.[19]

The previous research by Pramita showed that there was a positive and significant contribution of language learning strategies to the students‟ English proficiency for second- year students of SMA Negeri 7 Denpasar

---

[17] Bayu Septiyan Hadinata, *The Effect of Students' Anxiety on Their English Achievement: An Ex Post Facto Study in SMPN 1 Siman Ponorogo*, Diss. IAIN Ponorogo, (2020).

[18] Iful Rahmawati Mega, "The Contribution Of Vocabulary Mastery and Students'self Confidence Toward Speaking Skill", *Edutainment*, *6*(2) (2018).

[19] Muzayyanah Awaliyah, "The Implementation of English Day Program in Improving Speaking Skill (A Case Study at Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang*) (Thesis*, IAIN Jember, 2020)

with the assistance of 62.9%, and (3) there was a positive and significant contribution of self-esteem and language learning strategies to the students" English proficiency for second-year students of SMA 7 Denpasar with assistance 91.01%.[20]

Our most formidable challenge is how to make the students' speaking application not seem pushy, but they will enjoy it like they speak their mother tongue every day. Alm. K.H. Nur Hamid Askandar as, the founder of the Al-Kautsar Islamic Boarding School, tries to answer this challenge by establishing a Islamic boarding school that is different from pesantren in general, where this Islamic boarding school is based on a modern Islamic boarding school that will balance the two sciences, both religious knowledge namely Islam and general science.

With this system, Alm. K.H. Nur Hamid Askandar applied speaking English and Arabic as mandatory languages for all students in Islamic boarding schools, both during formal school and cottage activities. The application of this language is rotated for English is Monday to Wednesday and Arabic is Thursday to Saturday; on Sundays, a language role will be carried out. This program forces students to speak English wherever and whenever; they will talk as much as possible, which is the vital thing they talk about in English. As a result, many students practice English with various kinds of grammar or grammatical errors. However, the programs at the Islamic boarding school Al-kaustar Banyuwangi was able to increase their confidence very well.

---

[20] Gusti Ayu Putri Pramita, "The Contribution of Self-Esteem and Language Learning Strategies to The Students'english Proficiency for Second Year Students of SMA Negeri 7 Denpasar." *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia* 1. No. 1 (2012).

From some of the explanation above, researchers are interested in researching this program. The researcher takes this research entitled "The impact of confidence level and grammar mastery on speaking skill of the students at Islamic Boarding School Al-kautsar Banyuwangi"

1.2 Research Questions

Based on the background above, the researcher present problems which are formulated in the following questions bellow:

1.2.1   Is there any significantly different impact of students' having high confidence and high grammar with students' having low confidence and high grammar on speaking skill?

1.2.2   Is there any significantly different impact of students' having high confidence and low grammar with students' having low confidence and low grammar on speaking skill?

1.2.3   Is there any significantly different impact of students' having high confidence and high grammar with students'having high confidence and low grammar on speaking skill?

1.2.4   Is there any significantly different impact of students' having low confidence and high grammar with students' having low confidence and low grammar on speaking skill?

1.3 Research Objectives

Based on the above research questions, the research objectives can be formulated as follows:

1.3.1 To find out the significantly different impact of students' having high confidence and high grammar with students' having low confidence and high grammar on speaking skill.

1.3.2 To find out the significantly different impact of students' having high confidence and low grammar with students' having low confidence and low grammar on speaking skill.

1.3.3 To find out the significantly different impact of students' having high confidence and high grammar with students'having high confidence and low grammar on speaking skill.

1.3.4 To find out the significantly different impact of students' having low confidence and high grammar with students' having low confidence and low grammar on speaking skill.

1.4 Hypothesis of The Research

A hypothesis is a mere assumption or some supposition to be proved or disproved, and for the researcher, a hypothesis is a formal question that he intends to resolve.[21] Based on the statement of the problem and theoretical framework of this research, the hypothesis is as follows:

---

[21] Kothari, *Research Methodology Methods and Techniques* (New Delhi: New Age International (P) Limited, 2004), 184.

1.4.1 H_{o1} There is no significantly different impact of students' having high confidence and high grammar with students' having low confidence and high grammar on speaking skill

H_{a1} There is significantly different impact of students' having high confidence and high grammar with students' having low confidence and high grammar on speaking skill

1.4.2 H_{o2} There is no significantly different impact of students' having high confidence and low grammar with students' having low confidence and low grammar on speaking skill

H_{a2}There is significantly different impact of students' having high confidence and low grammar with students' having low confidence and low grammar on speaking skill

1.4.3 H_{o3} There is no significantly different impact of students' having high confidence and high grammar with students'having high confidence and low grammar on speaking skill

H_{a3}There is significantly different impact of students' having high confidence and high grammar with students'having high confidence and low grammar on speaking skill

1.4.4 H_{o4} There is no significantly different impact of students' having low confidence and high grammar with students' having low confidence and low grammar on speaking skill

H_{a4} There is significantly different impact of students' having low confidence and high grammar with students' having low confidence and low grammar on speaking skill

1.5 Significance of The Research

After completing all research activities, this study is expected to give significances presented as follows:

1.5.1   Practically

The result of this research is expected to be an alternative to facilitate the teachers in teaching speaking so they can help motivate students to speak English every time and then be helpful to the students and English teacher as evaluation and input in increasing the students speaking skill at Islamic Boarding School which can influence grammar mastery and confidence level.

1.5.2   Teoritically

The description of this research is expected to give a conceptual contribution to the development of speaking skills by providing teaching practice with the speaking talent at Islamic Boarding School which grammar mastery and confidence level give impact on speaking skill.

1.6 Scope and The Limitation of the Research

This research focused on the problem, which concerns to know the impact of confidence level and grammar mastery on speaking skill at Islamic Boarding School Al-Kautsar Banyuwangi. The students at Islamic Boarding School Al-Kautsar Banyuwangi include Junior High School And Senior High School. The researcher will conduct the research students female at junior high school.

1.7 Definition of Keyterms

1.7.1   Speaking Skill

Speaking skill is the ability to verbally communicate not only about mastering the concept of language properly and correctly but must be able to communicate verbally to convey ideas, intentions and desires to others properly and correctly.

1.7.2   Confidence Level

The confidence level is how the students having self emotional control and good psychological and physical aspects of supporting their performance.

1.7.3   Grammar Mastery

Grammar mastery is the ability of the students or knowledge in structure and component of grammar.

1.7.4   Islamic Boarding School

Islamic Boarding School is a place to develop religion and language skills, especially speaking skills, that is carried out routinely every day with a variety of activities. The members of the Islamic Modern Boarding School area; they are required to follow the regulations that the regional administration has prepared.