CHAPTER I

INTRODUCTION

A. Background of Study

The Indonesian population needs to work on improving the standard of their English language. It is imperative to acquire a second language in the era of globalization. According to Crystal in Rohmah, (2005), a language has gained the status of a global language when it has a unique role recognised in every country. One of the reasons it's crucial to learn English is that it's in demand for job candidates to be able to communicate and write in English. Their skills of writing, reading, listening, and speaking are among the crucial ones that must be learned when studying English. The use of the English language has expanded due to globalization. Speaking and writing English fluently have long been considered standard abilities for success in the workplace.

When applying for jobs in big companies, students need to be able to speak English fluently. Not only when trying to find a job but also when seeking a scholarship Referring to Sembiring (2003), Indonesian students struggled to speak and communicate effectively in English. Harmer (2001) asserted that speaking required not only an understanding of linguistic structured but also the ability to process information and language "in the moment". The ability to carry on a conversation in a language is considered a success, so for most people, mastering speaking skills is the most important component of learning a second or foreign language.

Cahyani (2018) stated speaking in the target language is frequently seen as one of the most challenging components of language learning for teachers to assist students. As a result, it is difficult to developed communication skills in many English courses in Indonesia (Yuwono, 2005). Preparing students for the ability to utilise the language is one of the essential aspects of teaching foreign languages (Bygate, 2012). The Indonesian people must go with the flow to avoid falling behind the majority of the world as it develops in the areas of technology and communication. Speaking skill is the most important skill for university students because it is very useful for them to demonstrate communication ability for various purposes. Thus, teachers should think hard to improve the students' speaking skills (Rao, 2019).

Teaching is guiding and facilitating learning. In teaching English speaking skills to students, teachers must know the learning methods, teaching techniques used and also how to make the classroom atmosphere comfortable (Ubaedillah). Therefore, students can be interested in learning to speak English well. Floriasti (2012) in Novan found that there are two main factors why students have difficulty in learning English speaking skills. These factors came from the students' external and internal factors. The internal factors came from each student, namely lack of confidence, fear of trying, and fear of being wrong in pronunciation. An understanding of grammar is necessary for speaking English. Suadiyatno et al., (2020), most EFL students are scared even to have tried speaking in the second language they are learning. Then external factors can be derived from the curriculum or the program given to the students. In addition, external factors can also come from teachers' teaching factors, such as learning methods, learning techniques, strategies, evaluation, and learning media (Amru, 2016).

Richards and Rodgers (1987:146) in Fauziati (2009) have proposed a modification to the conceptualization by using the method as an umbrella term for the specification as an interrelation of theory and practice. Their three terms are used to label three interrelated elements of the organization upon which language teaching practices and founded. They define approach as

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"assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate axiomatic contrast or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in the classroom" (Richards and Rodgers, 1978:146 in Fauziati, 2009). The second level in the system is design. It "specifies the relationship between theories of language and theories of learning to both the form and function of instructional materials and activities in instructional setting" (Richards and Rodgers, 1978:146 in Fauziati, 2009). The third level in the system is procedure. It "comprises the classroom techniques and practices which are consequences of particular approach and designs" (Anthony, 1987:146 in Fauziati, 2009).

Sujana (2010:24) stated that teachers can use several kinds of strategies to improve students' speaking skills. The following are some strategies for teaching English speaking: conversation, role play, discussion groups, games, and songs. Providing the appropriate language learning strategies to students is not as easy as turning the palm of the hand. A teacher needs to pay attention to the abilities of each student in the class so that the teacher knows what strategies to use when teaching language to students. According to Gulo (2002:39) a professional teacher not only thinks about what to teach and how to teach it but also about who received the lesson, what learning means for students, and what abilities students should have in following learning activities. Oxford (1990:5) defined learning strategies as behaviours or actions used by learners to make language learning more successful, purposeful, and enjoyable.

Pesma English Conversation is one of Pesma KH Mas Mansur programs for students who live in Pesma. *Pesantren Mahasiswa Internasional* KH Mas Mansur (Pesma) Universitas Muhammadiyah Surakarta (UMS) is an institution owned by UMS. Pesma has been established on September 13, 2008, and is intended for all students studying at UMS, both male and female from all faculties and study programs at UMS. Pesma has 4 buildings for students to live in, there are 5, 4, and 3 floors where each room is occupied by 3-4 people,

and each room is filled with mattress facilities and lockers for books. Pesma is also equipped with facilities such as a Guest Room for guardians of students/guests, a mosque, and a sports field. For students who live in Pesma, in addition to continuing to study at UMS following their study program, they also get additional Islamic learning, such as habituation to pray in congregation, Al-Qur'an tadarus, Tahfidz, English language learning, and also life skills training such as Friday sermon training, sacrificial animal slaughter training, public speaking training, and so on.

All Islamic learning and soft skills are given outside of lecture hours (after maghrib and after dawn). Pesma students are provided with dining facilities (2x a day, Monday – Friday) as well as laundry facilities. Pesma has a vision and mission. Pesma's vision is for the KH Mas Mansyur International Student Islamic Boarding School as a support unit that excels in fostering Mahasantri to produce graduates who are religious, intelligent, independent, and have global insight. While the mission is to provide students with a straight understanding (manhaj) of the Qur'an and Al-Hadith; Foster students to have aqidah and practice of worship and istiqomah; Equipping students with knowledge of foreign languages (Arabic and English) to be competitive in the world of work; Equipping students with IT Literacy.

Pesma has two organizations which are internal and external. Pesma's internal organization is the International Student Organization (ISO). while the external organization is the Ikatan Mahasiswa Muhammadiya (IMM). These two organizations function in assisting pesma to carry out various existing activities. In addition, these two organizations play an important role in helping students. Both are organizations that can help Pesma in mobilizing students. The Director of PESMA, Mrs. Muamarah, said that the organization at Pesma played a role in improving leadership for students who live in Pesma. With this organization, students are expected to form good and commendable leadership characteristics. Pesma students are directly trained to become ideal students. It begins with an exercise in managing time between campus activities and Pesma activities.

International Student Organization Blok (Language tutors) is a set of administrators to oversee, assist, and monitor students in participating in teaching and learning activities at Pesma KH Mas Mansur. Language tutors are under the coordination of the central ISO and are directly responsible to the central ISO. Furthermore, Language tutors are chosen based on the consideration of Language tutors in the previous period, the central ISO, and the caregiver council. Language tutors serve for one period according to the new school year and can be re-elected. Language tutors are assigned to each block on each floor of the men's dormitory and the women's dormitory building. Students who can become Language tutors following the articles of association or bylaws are at least from the fifth semester. In the English conversation program, the Language tutors' job is as a facilitator. Wherein Language tutors provide material to students, then guide and supervise students to practice related to the material provided.

Referring to this research which discusses improving student speaking skills is very closely related to one of the departments in ISO, namely the language department. The language department has a program where every Monday and Thursday, that is Pesma English Conversation class. In one meeting it takes 30 minutes for learning. This class starts after the morning prayer, then continued with students sitting in their respective groups with Language tutors. Even though students are on Monday and we have lectures on campus, students must still attend morning classes with Language tutors as a facilitator to provide conversation material.

The handouts have been prepared by the Language Department, then given to Language tutors, then Language tutors distribute them to students. The material provided is related to conversational daily activities while in the dormitory. This program aims to improve the foreign language skills of Pesma students as stated in the vision and mission of Pesma. Therefore, students need to apply or practice the results of their learning in their daily lives.

It is essential to hold this program to improve students' speaking skills because currently, students are staying in an international boarding school.

Students consist of various majors so that the students can help each other when practising speaking English. In the future, when students are able or proficient in speaking English, Pesma students can be accepted by big companies or get education scholarships abroad. In this study, researchers will discuss the program implementation carried out by the Language Department, which includes teaching techniques, learning media, and handouts used. Then the researcher also discusses the problems during the implementation of this English conversation program and how to solve these problems.

B. Research Question

How is the implementation of the Pesma English Conversation (PEC) program in Pesma KH Mas Mansur?

1. What are the problems faced by students Pesma KH Mas Mansur in joining Pesma English Conversation (PEC) program?
2. What are the solutions to solve the problems of students in joining Pesma English Conversation (PEC) program?

C. Objectives

1. To find out the implementation of Pesma English Conversation (PEC) at Pesma KH Mas Mansur.
2. To discover the problems faced by students in joining Pesma English Conversation (PEC) program.
3. To find out the solutions to solve the problems faced by students in joining Pesma English Conversation (PEC) program.

D. Benefits of the Study

The result of the research conducted is expected to provide benefits including the following:

1. Theoretically, the results of this study are expected to provide a better comprehension and understanding of speaking skills, especially in using English conversation.

2. Practical Benefit

    a) For the Language Department of ISO Mas Mansur, this study will provide useful activities to improve students' speaking skills.

    b) For the students, this research is useful to improve interesting speaking skills

    c) For future researchers, this research can be a source to conduct further research relevant to the problem.