

CHAPTER I

INTRODUCTION

A. Background

As the most spoken language used in the world, the English language is commonly used for people to communicate with others in different countries. Moreover, English is not only used to interactions with others but also holds the dominant role in every aspect of life including culture, politics, economics, education and many others. Mastering English becomes an important aspect to be learned. There are four skills in mastering English; reading, writing, listening and speaking. Among these skills, speaking is believed as the most difficult skill to be learned. As stated in Brown & Yule (2007) spoken language is often considered being the most difficult aspect of language learning. Furthermore, the major goal of any English language teaching should be to make learners able to speak English accurately and effectively in communication (Davies and Pearse (1998) as cited in Tuan & Mai, 2015).

In reality, during the researcher experience, while studying English at university, students' speaking abilities are very diverse in the class. Some of them are active speakers while others are passive, moreover, not all students' are confident to express their speaking while learning English. It is supported by Tuan & Mai (2015), many language learners find it difficult to express themselves in spoken language in the target language. The problems may be attributed to several factors that affect students' competence. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder cited in Farooq et al., 2011). The students who come from various backgrounds may affect their speaking. Moreover, the teachers need to know the factors that affect students speaking performance so that they can deal with these factors to help the students improve their speaking.

The difficulty is not only because each student has a different ability and language level, but also different background knowledge. A student will be easy to understand the lesson if they have the background knowledge that is going to

learn. The students' background knowledge is closely related to their previous study which is taken place at school where they had studied. Each type of school, whether public, private- or home-school offers unique opportunities expanding beyond the education a student is currently receiving (Walker, 2014). A school has an important role to determine students' quality in academic performance, and it influences the learning process while they continue their studies at university. In Indonesia, the previous school before university in secondary level divided into a different school. That is a General school which is called SMA (*Sekolah Menengah Atas*) and MA (*Madrasah Aliyah*), Vocational School which is called SMK (*Sekolah Menengah Kejuruan*) and Islamic Boarding School (*Pondok Pesantren*). Even though they are from the same grade (secondary level), but they are characteristically different. Therefore, the researcher is interested to conduct the research related to how school factors or educational background affect their speaking performance.

Several researchers related to educational background that affects to speaking performance have been carried out. First, the research by Irfani, Meisuri, & Rohmatillah (2018) which tries to compare the speaking performance of the students of Islamic boarding school and public school based-graduates. The result shows that the speaking performance of the students of Islamic boarding school is slightly better than the public school based-graduates with a minor difference in the five aspects of speaking assessment. The former showed better achievement in fluency, vocabulary, and comprehension, whereas the latter got a better result in grammar and pronunciation. Next, the research by Newhouse & Beegle (2006) is about students' academic achievement comparative based on school types in Indonesia. It compares public, private, and secular schools both Islamic and non-Islamic based schools. Meanwhile, this research is different from both previous research, because the research investigates graduate students from public senior high school and boarding Islamic school at the first-semester students of English Education Department at State Islamic University of Sunan Gunung Djati Bandung and focusses on their speaking performance.

Based on the description above, the researcher is interested to conduct the study entitle “Students’ Speaking Performance Based on Their Educational Background”. Therefore, this study aims to compare the speaking performance of university students who graduated from public senior high school and Islamic boarding school and also to find out the potential factors affecting the difference of their speaking performance along with their problem and solution at the first-semester students of English Education Department at State Islamic University of Sunan Gunung Djati Bandung.

B. Research Question

Based on the background of the study, the research questions are explained as follows:

1. How does the students’ speaking performance based on their educational background?
2. What are the factors affecting their speaking performance?
3. What are the problems faced by students and how the solution to develop their speaking skills?

C. Research Objectives

Based on the background of the study, the objective of the study as follows:

1. To know how does the students’ speaking performance based on their educational background.
2. To know what are the factors affecting their speaking performance.
3. To know what are the problems faced by students and how the solution to develop their speaking skills.

D. Research Limitation

The researcher limits the problem to analyze the educational background of first-semester students of the English Education Department who have graduated from public senior high school and Islamic boarding school and it is related to their speaking performance.

E. Significant Research

The researcher expects that this research will give some contributions to English language teaching and learning. The results of this research are expected to give a contribution to:

1) Educational Institution

The findings of this study will give additional information to the education field and the general public about factors that can affect students speaking performance for better understanding and solutions.

2) Students of English Education Department

The students have to understand the importance of speaking skills. They should practice using English as language communication as well. Students' awareness of their studies can impact their motivation to learn more.

3) Further Research

The result of this study is expected to be used as a reference for the next researchers who are interested in developing this study.

F. Research Framework

The researcher provides the meaning of terms used in this research entitled "Students' Speaking Performance based on their Educational Background".

1) Speaking Performance

Speaking is the ability to use language in oral communication that express ideas, feelings and thought between speaker and listener. In addition, Carter & Nunan, (2001) stated that speaking is the main skill in communication in two ways of the process between a speaker and a listener and involved productive and receptive skills of understanding (or listening with understanding).

a. Factors Affecting Speaking Performance

It is necessary for the teachers to figure out factors that affect their speaking performance to help students overcome problems in learning speaking. Students' speaking performance might be affected by several factors as performance condition (time pressure, planning, a standard of performance and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability and feedback during speaking activities (Tuan & Mai, 2015).

b. Speaking Problems

Performing spoken language in front of an audience can be a very difficult task for some students as they may experience anxiety, which hinders them from giving a successful oral performance. According to Ur (1996) cited in (Tuan & Mai, 2015a), some problems face by the learners in speaking activities those are inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use

2) Students' Educational Background

A secondary school has an important part to determine student competency, and that enhances the learning process while they continue their studies at the university. As stated in the Act of the Republic of Indonesia, Number 20 of 2003 on National Education System: Secondary education is a continuation of basic education. Secondary education consists of general and secondary vocational education. Senior High Schools (SMA) and Madrasah Aliyah (MA), and vocational high schools, namely Vocational High Schools (SMK), and Vocational Madrasah (MAK), or other schools of the same level.

The differences students' characteristics certainly illustrate each class, in this case, the English Education Department, and there is no class specification based on educational background. In addition, they come from

different educational backgrounds where each school has different goals in teaching English.

G. Previous Research

In this part of the study, some previous studies relating to this study will be reviewed. These studies reviewed in order to identify students' speaking performance.

1) Speaking performance of Islamic Boarding School and Public School-Based Graduates: A Comparative Study

A research title "Speaking performance of Islamic Boarding School and Public School-Based Graduates: A Comparative Study" by Bambang Irfani et al., (2018). The study tries to compare the speaking performance of the Islamic boarding school-based and public-based senior high school graduates. This research, therefore, uses a descriptive comparative approach. Then, the description is in the form of a narrative to complete the overall picture of what is happening in activities or events that are reported. The respondents were all first-year students staying at the Students' Dormitory (Ma'had Al-Jami'ah) of a State Islamic University in Lampung - Indonesia. The result of the research shows that generally, the Islamic boarding school-based senior high school graduates' speaking performance is slightly better than the public-based one with a minor difference in the five aspects of speaking assessment. The former showed better achievement in fluency, vocabulary, and comprehension, whereas the latter got a better result in grammar and pronunciation. Difference activities at both types of school as well as the co-curricular and extra-curricular activities might be the potential factors affecting their speaking performance.

Meanwhile, this research is different from previous research. While previous research focuses on Islamic Boarding School and Public School-Based Graduates, this research is investigating public senior high school and Islamic boarding school.

2) The effect of School Type on Academic Achievement: Evidence from Indonesia

The next research is conducted by Newhouse & Beegle (2006) entitled “The Effect of School Type on Academic Achievement: Evidence from Indonesia”. This study generally compares students’ academic achievement based on school types in Indonesia. The students are from public schools, private schools, and secular schools both Islamic and non-Islamic based schools. This study focuses on how the type of schools attended by junior secondary school students influences their academic achievement. The sample of this study consists of the junior secondary sample and the elementary school sample. First, the junior secondary school sample consists of 2,733 respondents who were interviewed within a year of their junior secondary school graduation. Next, the elementary school sample consists of 1,948 students who are in the junior secondary school sample and were also interviewed in a previous round of the survey.

The study found that students who attended public junior secondary schools have higher test scores than those who attended private school. Then, students who attend Muslim private schools, include madrasah, were no worse on average than students who attend secular private schools. They also found that parents had reasons to put their children in certain schools. Parents may choose private schools because public school enrollment is limited, or it may because they prefer Islamic-based moral and religious instruction, or because private schools are perceived to have other non-academic advantages.

Meanwhile, this research focuses on how the effect of school type from public senior high school and Islamic boarding school to their speaking performance at university students.

3) Students’ Speaking Performance: Some Challenging Factors

The research by Husnawati (2017) entitled “Students’ speaking performance: Some challenging factors” was investigated factors affecting students’ speaking performance and the problem they encountered in speaking

English. This research was conducted in the Department of English Language and Education at UIN Ar-Raniry. The subject of the research was 52 English students of the fourth semester who were taking a public speaking course. The researcher used observation and questionnaire as a research instrument. Then, the result of the research revealed that there is a various factor affecting students' performance, and problem students encountered in speaking. These factors and problems refer to the internal and external factor include psychology (anxiety, shyness, and lack confidence), linguistic competence (lack of vocabulary, poor grammar knowledge), topical knowledge, performance conditions (time pressure, planning, amount of support, etc), and learning environment.

Furthermore, this research is different from previous research. This research focuses on investigating external factor that is students' educational background that affecting students speaking performance.

