

CHAPTER 1

INTRODUCTION

This chapter I presents the following subtopics: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

1.1 Background

English, a language and means of communication, is used by many different individuals and groups of the world. It is indeed not only used by the English native speakers, yet it is also used by many different people which English is not the first language. Harmer (2001) stated that English has become lingua franca- widely adopted language for communication whose native languages are different from each other. Also, Cook as cited in Astrid, Amrina, Desvitasari, Fitriani and Shahab (2019) mentioned that English is as an international language for communication in every country. Likewise, Amberg and Vause (2009) stated that language is the foremost means of communication. In this condition, language varies among countries and even districts. It is in line with what Fromkin, Rodman & Hyams (2017) said, people live in a world of language. Therefore, as human beings, it is necessary to know languages especially English.

As a language, English has four skills, namely reading, listening, writing and speaking. Harmer (1998) declared that these four skills are all important skills. These four skills are divided into two skills namely, receptive or passive and productive or active skills (Rao, 2019, p. 7). Reading and listening are called receptive skills as the learners receive the information. Alternatively,

Harmer (2007) mentioned that speaking as well as writing skills are called productive skills since the learners produce the information. However, Bueno, Madrid and McLaren (as cited in Rao, 2019) stated that one of the most difficult language skills is speaking. Similarly, researchers like Yusuf and Zunaini (2016) said that speaking is difficult task for some people especially Indonesians since English is not their first language, yet a foreign language.

Although speaking is considered to be difficult among any other language skills, it is however still necessary for learners to have well ability in communication skill. This is in line with what Khamkhien (2010) stated in his study that mastering the English speaking skill is totally vital for second language as well as foreign learners. Similarly, developing the abilities of speaking is strongly needed (Ali, Shamsan, Guduru & Yemmela. 2019, p. 355). There are many significance of speaking. One of them is stated by Hughes (2006), speaking is the main mode where children acquire the language. It composes the bulk of people's day-to-day engagement with linguistic activities and it is the best motor of language difference and hence it contributes our main data to understand language contact and bilingualism.

In education sector, there are many examples of speaking performances in a classroom. Brown (2000) mentioned that there are six (6) types of classroom speaking performance, namely imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue). Thus, speech or *Muhadhoroh* program is indeed an example of extensive (monologue). This is

where the learners perform some speeches in front of the class and audiences will listen to the speeches given.

The ability to communicate and deliver a well-spoken speech, especially in this globalization era is as a requirement and strongly recommended in many sectors of life especially education sector. Sadiku (2015) stated that as for students, it will make us more academically sound. Mastering speaking skill through speech allows learners to give impressive and outstanding speeches on various occasions, to give public speaking openly, to give presentations for all purposes, to motivate and give impacts to people and to boost up self-confidence (Rao, 2019, p. 12). All in all, there is a need to master speaking skill such as in *Muhadhoroh* program as majority of communication is fulfilled through speech.

Muhadhoroh program which is basically a speech program. A speech is called successful when it has characteristics of effective speakers. An expert, Slagell (2009) stated that there are five characteristics. They are invention- making the material of the speech, arrangement- organization of the speech), style- expression of the ideas in speech, delivery- method of delivery and memory- recalling the ideas of the speech during speech performance. In addition, confidence is always essential for a speaker in speech.

Although the above characteristics of effective speakers seem usual, but for students in Junior High School those are difficult. The students are not familiar in English, do not know how to perform using English and afraid of delivering speech, like the students at SMP IT Raudhatul Ulum, Sakatiga. This school is a private Islamic school (Dapo.dikdasmen.kemendikbud, 2020, p. 1).

There is a program called *Muhadhoroh* program which aim is to train and facilitate the students in speech. This program is not as a subject. However, this *Muhadhoroh* program is compulsory for every student, even though the students are still grade seven to nine who are not get used to speak English and delivering speech in front of many spectators. In consequence, challenges emerge in this *Muhadhoroh* program.

The challenges that probably faced by the students while delivering the speech in speaking or *Muhadhoroh* program are afraid of making errors and students do not know what to say. These are in line with Ur (1996), she pointed out that there are some difficulties in delivering speech during speaking performances. Those are inhibition- learners are afraid of making mistakes, afraid of being criticized by others, or feeling shy. Nothing to say- learners have no words to say, then low or uneven participation- Due to large classes and tendency for some learners to dominate, so only one participant can talk while the other speak little or not even. Mother- tongue use- learners tend to use mother tongue as it is easier. In addition, in Ratnasari's research entitled "EFL Students' Challenges in Learning Speaking Skills: A Case in Mechanical Engineering Department" found out that there were four challenges in learning speaking, such as nervousness, lack of vocabulary, lack of grammar knowledge and unsupportive environment (Ratnasari, 2020, p. 37).

Similarly, the challenges also occur in public speaking or *Muhadhoroh* program. The challenges are not only from the students in speaking or delivering the speech, but are also come from outside the students. Indeed, the

challenges may occur from the instructors, students who are afraid to come forward to deliver the speech, from school facilities, materials as well as learning environment. As demonstrated above, it is true that there are challenges in this activity.

Based on the preliminary study conducted through face to face interview and personal experience with the students of SMP IT Raudhatul Ulum, who have been the participants of *Muhadhoroh* program, I found that they had challenges in this *Muhadhoroh* program. The students mentioned that they were nervous in delivering the speech and got bored in this *Muhadhoroh* program at SMP IT Raudhatul Ulum. Thus, the information from this preliminary study are then noted down and considered to be reasons to conduct an exploration at this issue.

Regarding the problems described above, there were some previous related studies which had been conducted to find out about the English in *Pesantren*, *Muhadhoroh* and speaking problems. However, these previous related studies were in terms of students' perspectives only, not specifically to speech, but speaking difficulties. Moreover, there were researches entitled "English Learning in Islamic Boarding School Al-Junaidiyah Biru Bone" written by Suardi, Emzir and Rafli (2017), "The Challenges in Undertaking English Speech Training Program at an Islamic Boarding School: A study of Students' Perspectives" by Abubakar, Atmowardoyo and Korompot (2017) and speaking difficulties encountered by young EFL learners by Al-Hosni (2014).

The findings of the previous related studies took very important roles in designing, conducting and writing this study. However, this current study is not exactly similar from those related studies. Hence, it is necessary to find out and explore the challenges in one of the schools in South Sumatera province. It is due to no research truly investigate, explore and describe more about the challenges in *Muhadhoroh* program at SMP IT Raudhatul Ulum, Sakatiga. Therefore, a research is conducted with the title **“Students’ and Instructors’ Challenges in *Muhadhoroh* Program: A Case at SMP IT Raudhatul Ulum.”**

1.2 Problems of the Study

Based on the background above, the research problems of the study are formulated as follows:

1. What were the challenges faced by the students in *Muhadhoroh* program at SMP IT Raudhatul Ulum?
2. What were the challenges faced by the instructors in *Muhadhoroh* program at SMP IT Raudhatul Ulum?

1.3 Objectives of the Study

In reference to the problems of the study above, the objectives of this study are written as follows:

1. To find out and explore the challenges faced by the students in *Muhadhoroh* program at SMP IT Raudhatul Ulum.

2. To find out and explore the challenges faced by the instructors in *Muhadhoroh* program at SMP IT Raudhatul Ulum.

1.4 Significance of the Study

The result of the study is believed, hoped to be worth, helpful, provide beneficial contributions as well as applicable information for:

1. The Teachers

The result of this study is believed to be helpful for the English teachers, instructors and facilitators at SMP IT Raudhatul Ulum, Sakatiga and any other schools about the challenges in *Muhadhoroh* program. Moreover, this study can provide beneficial information and enhance the teachers' understanding of the *Muhadhoroh* program which not every school in Indonesia have and implement this program.

2. The Students

This study is hoped to give valuable information for the students out there especially the students at SMP IT Raudhatul Ulum, Sakatiga. It is because, by knowing the challenges in *Muhadhoroh* program, the students are expected to understand those challenges and try to minimize them and not to feel afraid of the program. Indeed, challenges are meant to be faced and not to be frightened.

3. Other Researchers

To the other researches, this study will surely be a meaningful contribution in the field of educational researches especially on the challenges in

Muhadhoroh program. In other words, this study will give some relevant studies, references as well as to develop the researches of the next researchers.

4. The Researcher

The researcher's understanding of the challenges of *Muhadhoroh* program develops and increases. At the end, this research gives extraordinary experiences which will be fossilized and hence remained forever. Thus, the researcher gets more confidence and willingness to conduct another research in the future.