

CHAPTER I

INTRODUCTION

This chapter presented: (1) background of the study; (2) problems of the study; (3) objectives of the study; and (4) significance of the study

1.1 Background

English as foreign language (EFL) is the term used to describe the study of English by non native speakers in countries where English is not the dominant language. This is not to be confused with English as second language also called English English as an additional language which is the practice of learning English in a predominantly English-speaking country. The case of English in indonesia is a unique one because experts can not quite agree on whether English should be considered a foreign language or second language in this asian country. The reason why has to do with how English came to be spoken and how it is primarily used.

Second Language Acquisition (SLA) is a dynamic process involving several interrelated factors. Ellis (1986) said that SLA is not a predictable and uniform phenomenon. There is no single way for learners to gain second-language (L2) information. On the one hand, SLA is the product of several variables relating to the learner on the other side of the learning situation. It is important therefore to start by recognizing the complexity and diversity that result from the interaction of these two sets of factors. Different learners and different situations learn a second language in different ways. Nevertheless although the variability and individuality of language learning need to be emphasized, the study of SLA assumes interest only if it is possible to identify aspect that are relatively stable and hence

generalizable, if not to all learners then at least , to large group of learners.th term second language language is used to refer to this general aspects.

Based on the informal interview done with some techers and students of Daarul Abroor Islamic Boarding School Banyuasin using an interview session. Based on the preliminary study, some students were required to use full-speaking English in everyday activities. In this program students were required to speak full English in a week then the following week alternated with Arabic. Teachers and students help each other to achieve the success of the program. In the meantime, students discovered some issues when speaking in English when conducting the operation. As a reflection, teachers had some problem such as lacked of funds and lacked of students number and the students had little grammar skill , students lacked the ability to pronounce, students lacked vocabulary, and when talking to others in English , students often felt unconfident. It revealed that not all students had the ability to communicate. Some students have shown that they have different backgrounds of experience and also different mother tongues, one of the factors that causes them to face the English problem. As a consequence, by being quiet, students often hindered the practice and students were very reluctant to speak in English because if they spoke Bahasa, they would possibly be punished. In the other side, the teachers will invite the students to converse.

Additionally, some challenges in Applying full English policy occurred could be found in some aspects. It had been proven by a research conducted by Tuguis (2017), The finding showed that due to some influential factors such as: affective factor, sociocultural factor, age or maturation constraints, aural medium, professional versus academic, setting, learning culture, discipline / punishment and school system, In applying the complete English-speaking area to the English study problem, there were several issues. The full English-speaking policy of the English Study Program can not be implemented by all English lecturers and all English students without solving the problem. It is in line to research finding

developed by Rahayu (2015), the outcome shows that students already have a lot of English speaking issues. The instructor should then have successful methods to solve the problems of learners and management has also analyzed the language program in order to address challenges that do not easily enforce the regular language program due to human resources. This happens because they have a complex educational background, making it difficult for them to use foreign languages every day and this is also a challenge for officials to apply daily language. Finally, This situation requires attention from management to determine the methods to solve the difficulties of speaking the daily English language program.

In short, the teachers have engaged students to contribute more to speaking English in the operation. On the other hand, while applying fully spoken skills, I would like to figure out what barriers students and teachers face. In particular, students can assist each other cooperatively in adapting this ability. In short, this case encourages me to conduct the research about the challenges when applying full English speaking at Darul Abroor Islamic Boarding School.. I chose this school because the condition, situation, students, and also the teachers there are well-known to me. I've had teaching experience at this school. So, it will be performed by using interview which is face to face interview to the instructor of the activity and some students.

1.2. Research problem

Based on the background, the research problem of this study was formulated as: “What are the challenges do teachers and students face in applying full English speaking policy?”.

1.3. Research Objectives

In accordance with the problem above, the objective of this study was to find out the challenges faced by teachers and students in applying full English speaking policy.

I.4. Significant Of This Study

In this study, I hoped that the students themselves and the teachers will contribute to the useful contribution of information and reference, in particular to the full English-speaking area at Daarul Abroor Islamic Boarding School, and can solve it. Therefore, both English students and teachers should apply full English speaking by understanding the difficulties of the students in applying the full field of English speaking and the students' challenges were most important to solve theirs and develop English teachers' future qualifications, especially for English speaking skills.