CHAPTER I
INTRODUCTION

This chapter discusses the area of the research that will be covered in some headings (1) background, (2) statements of the problems, (3) objective of the research (4) significance of the research, (5) scope and limitation (6) definition of key terms. In addition, the background describes the reasons why the researcher intends to conduct the research. Then, the problem is formulated along with the objective of the research. This is followed by the significance of the research to inform how the results will be useful. Some limitation about what is included or not in this research is given in the scope of the research. Finally, the last part is the definition of key term.

A. Background of study

Nowadays, the development of science and technology is expeditiously and impact on competition of human resources that required have good quality, reliable and highly competitive and responding to globalization, education in Indonesia improve and develop the learning system constantly which oriented on national and international.¹

The number of bilingual schools that have exist proved that the Indonesia learning system have improved and developed. Bilingual means two languages,² which are mother tongue and the foreign language are combining when adapting bilingual process. Bilingual school means school that use two languages in learning and teaching system. The foreign language usually use in bilingual school in Indonesia is English because English is international language. One of the purposes of bilingual system is, students are expected to be able to communicate in English well, both Indonesian and foreigners.³

In confronting international competition level, in the Indonesian education system also has learning-oriented graduates who expected to have characters that can compete on international level. That system has implemented in bilingual integrated schools. According to Frazee and Rose provide a definition that integrated learning is learning carried out by combining a number of scientific disciplines through the determination of the

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² Ibid.
³ Ibid.
content (content), capabilities, and affective objectives. Moreover, the integrated learning approach focuses on teaching practice in accordance with the needs of students. Effective integrated learning will help create broad opportunities for students to see and build concepts are interrelated. There is some understanding of the integrated system, both directly related to language or outside of it. eg integrated between science and religion. Such as a definition of integrated system definition by Kasiram that define integrated learning as an intact education between science and religion, are both expected to be implemented a contiguous and balanced. So we can simplify that integrated bilingual school is a school that use two or more languages in teaching and learning system. With an integrated learning system, the teachers expect that education in Indonesia will be better both religious knowledge and science, and students can equip themselves to compete at national and international level.

In integrated bilingual school, students are required to have communication skill. There are many skills of communications, one of the communication skill is speaking. Speaking skill is not only needed in the area of education, but also in other fields such as for successful career. According to Cameron, speaking is the active language skill for expressing meanings so that other people could make sense of them. She said that speaking is more difficult than listening because speaking needs both understanding and practicing. While accordingly Chaney, speaking is the process to build and share meaning through verbal and non-verbal symbols, in a variety of contexts.

Another sources argue that speaking is a productive skill involves the speaker to use speech to express meanings to other people. Some people think if they want to be an expert, they need to be able to pronounce phonemes perfectly, use appropriate stress and intonation

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4 Ibid.
8 Mrs Ishrat Aamer Qureshi, *The Importance of Speaking Skills for EFL Learners* (Department of English, Alama Iqbal Open University, Pakistan), accessed 14 Oct 2016.
9 Ibid.
patterns and speak in connected speech.\textsuperscript{12} So, speaking is more challenging than listening, reading and writing.\textsuperscript{13}

Indonesian students as EFL learners usually have the difficulties or anxiety in speaking English, especially for the beginner.\textsuperscript{14} On every beginning, usually someone feels unsecure from time to time. They worry about making mistakes, loose of someone attention, lack of confidence and so on. The worried feeling of the beginner same as the Campos’ state:

\begin{quote}
“It is always difficult to make beginner level students lose the fear to speak in English due to different factors like students’ lack of confidence, insecurity, lack of motivation, fear, among others. Therefore, students need to feel motivated to communicate in English in class for a real purpose, so that they can use English in different social contexts, not just the class.”\textsuperscript{15}
\end{quote}

The problems that have been mentioned are some of the factors that influence the students’ speaking ability. The problems usually face such as lack of confidence, lack of motivation and fear to speak. Therefore, the teacher should give the motivation in speaking skill to the learners by engaging them to speak such as makes a role play.

In addition, there are several factors that influence the students to speak English among other regulatory factors, environmental and psychology, but most of them environmental and regulatory factors are the prime influential factors of speaking English. As for the problems they face are also various, among others confused with what to say, fear of being criticized or ignored their friends when someone speaks English, afraid to make mistakes and do not have the motivation to express themselves the way they are.\textsuperscript{16}

According to the reports results of a study of English Proficiency Index (EPI) in 2015 by the Education First (EF) recently said EPI Indonesia is ranked 32nd out of 70 countries studied. In that position, to say the ability to speak English Indonesian citizens were in the

\textsuperscript{12} Scott Thornbury, \textit{How to Teach Speaking} (Pearson Education Ltd, 2005).
\textsuperscript{13} Aryuliva Adnan, “Pengajaran Menyimak Bahasa Inggris: Masalah dan Solusinya”, \textit{Jurusan Bahasa dan Sastra Inggris FBS UNP}.
\textsuperscript{15} Ibid.
middle level. Therefore we need to develop English proficiency at the students to the higher level, especially for the ability to communicate such as speaking.

In learning a language, the learners need to motivate by the by the people and the environment. Because the motivation from the people and the environment can make them practicing the language confidently because they feel comfort with the environment around them. So, we able to know that environment can influence the language learner in the development.

According to Farahani and Nejad, environmental factors becomes one of influential factors in speaking skill. The environment around the learners referred to learning environment. Learning environment define as The social, physical, psychological, and pedagogical contexts in which learning occurs and which affect student achievement and attitudes. The learning environment can be divided into two types depends on the situation, formal and informal learning environment. Formal learning environment can be known as the school environment including classroom, teachers, and peers. While informal learning environment can be known as the environment outside the school such as home, science center, libraries, etc. So, learning environment is one of important factors that support the students’ success of learning.

The previous study from School of Foreign Languages, Yangtze Normal University, China, by Chengjun Wang entitled “On Linguistic Environment for Foreign Language Acquisition” which mainly discuss about the linguistic environmental setting for foreign language acquisition. From this research it can be concluded that the linguistic environmental setting is great practical importance for educators of various kinds. Because in teaching foreign language in the classroom, it is very important to create a real communicative

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19 Ali Akbar Khomeijani Farahani, Mohammad Saber Khaghani Nejad, A Study of Task-based Approach: The Effects of Task-based Techniques, Gender, and Different Levels of Language Proficiency on Speaking Development.
20 Learning Environment Research: An International Journal by Springer
22 Annie Downey, “Formal and Informal Learning Environments”, YALSA Research Forum, University of North Texas.
environment and offer students enough effective linguistic environment to exposure to the foreign language and speak in foreign language.\textsuperscript{23}

Then the previous conducted by Ela Rosyida entitled “Learning Environment Which Supports Students’ Fluency In Speaking English: A Case Study In SMAN 2 Jombang”, which investigating the elements of Learning environment which supports student’s fluency in speaking English and why do those elements support, and why some elements do not support. This research mainly discuss about senior high school students speaking fluency is supported by the learning environment around them. The conclusion result of this study is the learning environment of SMAN 2 Jombang is support the students’ fluency in speaking English with the percentage 44% learning environment do not support, include school environment, school administration, fellow learner, etc. 56% learning environment do support, include teacher, media, etc.\textsuperscript{24}

The next previous study entitled “Language Classroom: A "Girls' Domain"? Female And Male Students' Perspective on Language Learning” by Larisa Nikitina and Fumitaka Furuoka comes from University Malaysia Sabah. The research present aims to address this gap and examines beliefs held by one hundred seven students learning a foreign (Russian) language at University Malaysia Sabah (UMS). In the end of the research result revealed that gender-related differences in beliefs about language learning had been minimal among this particular cohort of learners’ important factors that support students’ success of learning.\textsuperscript{25}

The next previous study from Changde, Hunan, China entitled “A Comparative Study of Boys’ and Girls’ English Study Differences” by Xin Xiong discuss about the point of English educational psychology and see the motivation factor, ability factor and intellect factor affect the students’ English learning most. The result of the research explain that the schoolgirls have stronger motivation than schoolboys in learning English and also have more interest in English.\textsuperscript{26}

\textsuperscript{24} Ela Rosyida, “Learning Environment Which Support Students Fluency In Speaking English: A Case Study In SMAN 2 Jombang” (UIN Sunan Ampel Surabaya, 2013).
\textsuperscript{25} Larisa Nikitina, Fumitaka Furuoka, “Language Classroom: A 'Girls' Domain'? Female And Male Students' Perspective On Language Learning”, MICOLLAC, University Malaysia Sabah (2007).
Other next previous study from Department of Language and Humanities, Faculty of Educational Studies, University Putra Malaysia, Serdang, Malaysia entitled “The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies” by Shima Kameli that investigates the reported vocabulary learning strategies of ESL university students at UPM (University Putra Malaysia) in Malaysia in formal situation. The formal situation meant is the role of formal teachers and classmates in the formal situations in the classroom.  

Then, the last previous study from Azadeh Asgari and Ghazali Bin Mustapha from University Putra Malaysia, Serdang, Malaysia “The Influence of Informal Language Learning Environment (Parents and Home Environment) on the Vocabulary Learning Strategies” this study is discuss about how mediating agents interfere in acquiring vocabulary learning strategies of ESL students or support them. The result of the previous study is studying the effect of culture, home environment, peer groups, effective teaching methods and classroom atmosphere on vocabulary learning strategies could be very helpful to get better understanding of the relevant strategies.

This research is different from those researches on the relationship between genders in language development. The differences with those previous studies in term the coverage point not only examine the circumstances that exist in the schools but this study will examine the students’ language environment not only inside the school but outside the school as well as schools that will be examined is integrated with the boarding school dormitory also in terms of related regulations both of its. After find the result of the role of language learning environment in developing students’ speaking skill based on gender, the researcher will find the applicable teaching speaking strategy in developing students’ speaking skill.

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Bilingual program should provide a preservative bilingual environment where the students have the occasion to learn a second language while continuing to develop their native

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language proficiency. The students are not forced to change their native language into English immediately but they are directed to adapt English as second language slowly step by step. That principle was also applied in Integrated Junior High School Al Amanah Krian. The rules of the school support the students’ language proficiency. Every student are required to speak English that have set as a rule of bilingualism.29

With those reasons from previous studies about gender and learning environment support speaking skill, the researcher interested in researching gender and speaking development supported by language learning environment. So, the researcher will conduct this research in Integrated Junior High School Al Amanah Krian because the researcher has some reasons. Firstly, because the school use bilingual in daily conversation, there are English and Arabic, and all of students Bilingual Integrated Junior High School Al Amanah are required to interact or speak the language of bilingual pre-defined and agreed upon by the school and modern boarding school Al Amanah. The next, the school has a language regulation and special language training programs prepared for the eighth grade students that integrated with the Islamic boarding school. So, the students are obligated speaking English not only in the school but also in the Islamic boarding house. The next, the curricula of the school has a different education system than the other school. It is the implementation of combining two curricula, the Islamic boarding school curriculum and the junior high school curriculum. The two curricula are applied integrated.30 In addition students of Bilingual Integrated Junior High School Al Amanah also have many achievements in academic and non-academic, and in particular achievement in the field of linguistics such as storytelling. In the last three years, they always get a lot of achievements and the average rank at the first or runner –up at the district and provincial such as Imathoh (Arabic competition), scout, marching contest, marching band contest, sport competition, and so on.31 The last, school and Islamic boarding school have a unity in which students must attend boarding school rules also regulations that have been established. For the example, the rules of language, in two weeks

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the students changed the language in accordance with the rules specified. The language used by the school is English and Arabic.\textsuperscript{32} Knowing those facts, the researcher is interested to know the students’ speaking skill of Integrated Bilingual Junior High School Al Amanah Krian.

In this research, the researcher will focus on students from eighth grade in Bilingual Integrated Junior High School Al Amanah Krian because start from eighth grade, the students are required to use English and Arabic one hundred percent in their daily conversation not only in school but also in any places they are. In the seventh grade before they are still adapt with the environment and try to save their bravery to speak with their environment. The adaptation period for one year in the seventh grade, the students are also taught a wide range of vocabulary as stock later they headed to class two where they are required to obey the rules of the language. The regulatory of language that is intended is a regulation requiring students grade eight and nine to one hundred percent use of language that has been determined that are Arabic and English.\textsuperscript{33} In addition, class divisions in this school are divided by gender then the class between males and Female separated with this fact makes the researchers are also interested in whether gender affects language development of students or not. In short, the purpose of this research is knowing the differences of each gender language learning environment that support speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian.

This study will investigate the evidence of the role of language learning environment on students’ speaking skill development in bilingual situation based on different gender. This research is an attempt to find out which gender will become more capable of speaking in bilingual school environment that requires the students to speak English. And also, the researcher will find the teaching strategy in speaking which appropriate in developing students’ speaking skill based on gender.

\textsuperscript{32} SMP BILINGUAL TERPADU, \url{http://www.smpbilingualterpadu.sch.id/} accessed 15 Jun 2016.
\textsuperscript{33} \url{www.pma-college.sch.id}. Accessed 20 September 2016
B. Research Question

Based on the background of the study above, the problems of the research can be formulated as follow:

1. What is the role of language learning environment on students’ speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian?
2. What are the differences of each gender language learning environment that support speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian?
3. What is the applicable strategy for improving students' speaking skill based on gender?

C. Objective of the research

According to the problem of the study, the researcher has formulated the major objective of this study.

1. To describe the role of language learning environment on students’ speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian.
2. To analyze the differences of each gender language learning environment that support speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian.
3. To know the appropriate learning strategy in developing students speaking skill based on gender.

D. Scope and Limitation of the Research

In this research, the researcher want to know the speaking ability of eighth grade in different gender environment. The environment that the researcher means including teacher, monitor, fellow learner and the system or curriculum of the school Also, the researcher would observe about the process of environment affect the students’ speaking ability in classroom and out of classroom, and the suitable learning strategy of the students’ environment.

E. Significance of the Research

The significance of this study is to provide information about the needs of learning in terms of speaking by gender. Many schools or boarding school who apply the learning without
regard to gender differences. With this research study is expected to address the learning speaking needs based on the type of gender, especially in preparing environments in accordance with the type of gender. And hopefully it will get better results

F. Definition of Key Terms

1. Language learning environment

Language in this research means English language that used by the students’ daily communication either inside or outside the school. The term of learning environment entered educational discourse in close relation to the emerging use of information and communication technologies for educational purposes, on the one hand, and to the constructivist concept of knowledge and learning, on the other.\textsuperscript{34} In Kameli’s research, Learning Environment can be reflected as teaching methods, quality of materials, reward system, peer group, teacher-student relationship, classroom atmosphere, and homework assignment. In a brief, learning environment is the location where the student learned. While Language Learning Environment itself can be define as the locations, which are EFL or ESL learning environment, when they learned the target language.\textsuperscript{35}

Based on this research, language learning environment means the location where students learning a foreign language with the target language.

2. Gender

Gender refers to the attitudes, feelings, and behaviors that a given culture associates with a person’s biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity.\textsuperscript{36} According to American Psychological Association the definition of gender is different depends on the context use. Gender in identity context refers to “one’s sense of oneself as male, female, or transgender”. Gender in expression context refers to the way in which a person acts to communicate gender

\textsuperscript{34} Marja Mononen-Aaltonen, “A Learning Environment-A Euphemism for Instruction or a Potential for Dialogue?”, \textit{Media Education Publication 8}.

\textsuperscript{35} Shima Kameli, Ghazali Bin Mostapha and Roselan Bin Baki, “The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies”.

within a given culture; for example, in terms of clothing, communication patterns and interests. A person’s gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity.\(^{37}\) Based on this research, the meaning of gender is female and male behavior in the way of their communicate activity, culture, patterns and interest.

3. Speaking development

According to Hybel, “speaking is any process of sharing information, ideas and feeling, it involves all of body language mannerism and style-anything that delivers meaning to “a message”.\(^{38}\) In this research, speaking means delivering message to someone by using language and all of body language in a dialog or monolog. While the word “development” means biological, cognitive and environmental factors all contribute to language learning.\(^{39}\) Based on this research, the meaning of speaking development is the result of ongoing process of increasing speaking ability.

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\(^{37}\) Ibid.

\(^{38}\) Arini Siska Savitri, “The Use of Language Games to Improve Speaking Ability of Class VII A SMP Ma’arif Terpadu Muntilan in The Academic Year of 2012/2013”.