CHAPTER I
INTRODUCTION

A. Research Background

Today, English has a highly curricular role as an instrument of international communication, which is essential to effectively communicating the message and participating in international communication to enhance a nation's standard of existence in terms of social, political, cultural, and educational aspects.[1] For a nation to be able to participate in the free market, citizens must possess the necessary resources to learn English, especially in the field of oral communication and communication technologies.[2] Moreover, it is an investment for everyone's ability to be competitive and survive to an exciting future, especially in the field of careers, because English becomes an essential tool in every aspect of activity around the world. So, English should be learned as the main foreign language by Indonesians.[3]

In Indonesia, the English language is currently offered in public schools for students in elementary school through high school or university, but also at Pesantren.[4] An Islamic Boarding School or *Pesantren* is an institution of religious education for people who have learned the sciences of religion *(tafaqquhu fi al-din)* that emphasizes the formation of intellect in attitude *(akhlak)*. So they can practice it with the guidance of *Kiai* and *kitab kuning* as a source of learning.[5] But now Pesantren is not just studying religious sciences or Arabic, but it has introduced English in the learning environment, such as

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[1] Sadullayeva Nilufar Kadamovna, 'The Importance of Speaking Skills for EFL Learners', *Interntional Journal of Innovations in Engineering Research and Technology*, 8.1 (2021), 28.

[2] Nanik Shobikah, 'The Importance of English Language in Facing Asean Economic Community (AEC)', *At-Turats*, 11.1 (2017) <https://doi.org/10.24260/at-turats.v11i1.873>.

[3] Dzulkifli Isadaud, M.Dzikrul Fikri, and Muhammad Imam Bukhari, 'The Urgency Of English In The Curriculum In Indonesia To Prepare Human Resources For Global Competitiveness', *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 1.1 (2022), 51–58 <https://doi.org/10.54259/diajar.v1i1.177>.

[4] Rahma Nur Cahyani, Faculty Education, and Lampung Province, 'An Islamic Boarding School : A Motivational Orientation and Students ' Speaking Ability in Indonesia', *Journal of Humanities and Social Science*, 24.12 (2019), 69–74 <https://doi.org/10.9790/0837-2412076974>.

[5] M. Falikul Isbah, 'Pesantren in the Changing Indonesian Context: History and Current Developments', *Qudus International Journal of Islamic Studies*, 8.1 (2020), 65–106 <https://doi.org/10.21043/QIJIS.V8I1.5629>.

using English for daily communication.[6] One of them is the modern Islamic Boarding School in Banda Aceh, Darul 'Ulum. This boarding has already applied the English language in the boarding environment as a daily conversation with friends or teachers. In addition, there are some programs provided to help students get better in English, including teaching vocabulary, making sentences and practicing conversations using vocabulary that they have, speech class, and English club to train students in learning grammar.[7] Therefore students should learn and master four skills of English: listening, speaking, reading, and writing. [8]

One of the four very important skills to master is speaking skill. Speaking is a tool to communicate, exchange ideas, thoughts, feelings, and opinions to be able to exchange information and messages between native and non-native English speakers.[9] Additionally, there are several reasons that speaking skills should be mastered by students. First, speaking is an essential component of learning and instructing in English. Second, after learning a language, the students have to become competent in speaking. Third, using speaking as a tool to evaluate students' mastery in learning a second or foreign language. [10]

In reality, speaking skill is a challenge for students who learn a second or foreign language because they not only know the components of the English language, such as comprehension, grammar, pronunciation, and vocabulary, but they also apply the components of English in daily communication.[11] Speaking mastery might be challenging for a variety of reasons. In terms of the challenges faced by linguistic issues such as vocabulary, grammar,

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[6] Zafitri, 'An Analysis Of Englis Language Used In Daily Communication By Students Of Dayah Or Islamic Boarding School', *English Education Journal (EEJ)*, 12(4).October 2021 (2019), 540–57.

[7] Zafitri, 'An Analysis Of English…65.

[8] Suardi, Emzir, and Zainal Rafli, 'English Learning in Islamic Boarding School Al-Junaidiyah Biru Bone (Ethnographic Studies)', *JETL (Journal Of Education, Teaching and Learning)*, 2.2 (2017), 224 <https://doi.org/10.26737/jetl.v2i2.290>.

[9] Stephen Herman and others, 'The Importance of Speaking Skills in English Classroom', *Alford Council of International English & Literature Journal (ACIELJ)*, 3.1 (2019), 18–23.

[10] Dewi Sri Kuning, 'Technology in Teaching Speaking Skill', *Journal of English Education, Literature and Linguistics*, 2.1 (2019), 50–59 <https://doi.org/10.31540/jeell.v2i1.243>.

[11] Endang; Amelia Komariah Misna, 'Investigating English Speaking Skill Problems Encountered By Students At Islamic Modern Boarding Schools', *Research in English and Education Journal*, 2.Vol 2, No 2: June 2017 (2017), 119–26 <http://jim.unsyiah.ac.id/READ/article/view/5773>.

and pronunciation. And students who struggle with psychological issues or non-linguistic issues such as struggle with shyness, anxiety and lack of confidence.[12] In addition the challenges faced by students such as inhabitation about the fear of what to say if mistake, or shy to get attention from what is said, nothing to say, low participation, and mother-tongue use.[13] Therefore students must use language strategies to tackle the challenges of speaking skill.[14] Language strategies are instruments for active learning to develop communicative skill.[15] Thus, students who learn a foreign or second language if they have strategies will find it easier to convey their feelings and explore their opinions. The researcher found some studies that have discussed this topic. The first study, Ummi Aisah Nasution et al. explored Language Disorder in Speaking English at Islamic Boarding Schools: Psycholinguistic Analysis. In this study, there are several challenges faced by female students at Darul 'Adaalah Islamic Boarding School, such as language problems and psychological problems. In terms of language problems, they have two challenges: poor pronunciation and lack of vocabulary. From a psychological, there are three challenges: lack of confidence, anxiety, and shyness.[16] This study has several ways to tackle these challenges. First, the teacher gives vocabulary that must be memorized by students and gives examples of how to pronounce the vocabularies properly and correctly. Second, In order to help students become more confident and less anxiety or shyness, teachers also offer motivation and a comfortable environment for them to practice speaking to peers at any time.

The second studies, Muhamad Holandyah et al discussed Speaking Challenges in a Life Skill Program for Islamic Boarding School Students: A Case Study. In this study, have some challenges are found to be similar to those found in previous studies: facing

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[12] Rusdin Rusdin and Diana Purwati, 'Speaking Up: A Comprehensive Investigation of EFL Secondary Students' Speaking Skill Problems in Indonesia's Islamic School Context', *Elsya : Journal of English Language Studies*, 5.2 (2023), 236–49 <https://doi.org/10.31849/elsya.v5i2.11911>.

[13] Penny Ur, 'A Course in Language Teaching', Cambridge: Cambridge University Press, (1996).

[14] Norfaeza Zakaria, Harwati Hashim, and Melor Md. Yunus, 'A Review of Affective Strategy and Social Strategy in Developing Students' Speaking Skills', *Creative Education*, 10.12 (2019), 3082–90 <https://doi.org/10.4236/ce.2019.1012232>.

[15] Rebecca L Oxford, 'Language Learning', *Language Teaching*, 35.4 (2002), 235–97 <https://doi.org/10.1017/S0261444802221825>.

[16] Ummi Aisah Nasution and Sholihatul Hamidah Daulay, 'Language Disorder in Speaking English At Islamic Boarding School: Psycholinguistic Analysis', *Tell-Us Journal*, 9.1 (2023), 225–35 <https://doi.org/10.22202/tus.2023.v9i1.6659>.

language boundaries, using mother tongue, psychological issues, and teacher domain.[17]

Based on previous studies have explored the challenges that students studying in Islamic boarding school when speaking English, which include linguistic challenges, such as poor pronunciation and lack of vocabulary, and non-linguistic challenges, such as lack of confidence, anxiety, shyness, and teacher domain. However, there are research gaps that still need to be explored more deeply, especially related to the language learning strategies used by students to address these challenges. This study will deepen the understanding of the strategies applied by students studying in the unique and intensive environment of a Pesantren. This study, focuses on language learning strategies to provide new insights into how students address the challenges of speaking English in an educational environment that was different from other formal environments. Thus, this study filled the gap in effective learning strategies for address challenges when speaking English, and students can enhance their English-speaking ability in Pesantren. Therefore, this study conducted in one of the Pesantren in Margoyoso, one of the unique and distinctive environment with different learning dynamics from another formal education environment.

Margoyoso is a famous area with the name *"kota santri"* because there are about sixty-five traditional or modern Pesantren and each Pesantren has its own excellence program. One of them is a Pesantren in Margoyoso that has become a new role model for the others by having a vision and mission *"menyiapkan insan shalih mutsaqqaf berbasis tafaqquh fiddin dan bilingual"* Which not only focuses on religious sciences and *kitab kuning* but gives new nuances to equip students in foreign languages.

In this Pesantren, students learn two foreign languages, Arabic and English, which have a similar composition in improving the mastery of students in foreign languages, especially English. One of them with the daily conversation. Obviously, it is not easy and a challenge for students to practice English speaking actively, but this has become a set rule because Kiai's restriction on the number of students demonstrates this Pesantren is essentially an exclusive design. He believes in creating an effective and active language environment with a small population and always practicing daily to

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[17] Muhamad Holandyah and others, 'Speaking Challenges in a Life Skill Program for Islamic Boarding School Students: A Case Study', *Journal of Language Teaching and Research*, 13.3 (2022), 670–77 <https://doi.org/10.17507/jltr.1303.23>.

enhance the ability to speak English. Therefore, this study can provide an in-depth understanding of the speaking challenges and strategies that students in Pesantren can use to address the challenges when speaking English, because according to Oxford with the selection of proper strategies can help the language learning process that has just been learned to achieve L2 learning objectives more easily, enjoyably, and more effectively.[18] So, based on the identification of speaking challenges and effective strategies, this study can help to improve learning methods that are more suited to the needs of students in the Pesantren environment, being able to develop English learning programs that are more varied, effective, interesting, and appropriate to the Pesantren context. So, this study is interested in discuss under the title **"The Strategies For Addressing the Speaking Challenges: A Study in Pesantren Margoyoso."**

B. Research Focus and Scope

This study focuses on one of English language skills. It is speaking skill which describing the speaking challenges and strategies to address the challenges of speaking English for students in the Pesantren.

C. Research Questions

The research problem could be presented as follows, based on the background above:
1. What are the speaking challenges encountered by the students at Pesantren Margoyoso?
2. What are the strategies used by the students to address the speaking challenges?

D. Research Objectives

The following aimed, based on the problems described above, the objectives of this study were:
1. To describe the speaking challenges encountered by the students in Pesantren Margoyoso.
2. To describe the strategies used by the students to address the speaking challenges.

E. Research Significances

The result of this study were expected to be benefits to both theoretical and particular as described in the following:

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[18] Rebecca L Oxford, 'Language Learning…13

1. **Theoretically**

This study is essential to the field of English Education. It can contribute new knowledge about language strategies used by students at Pesantren to address challenges when speaking English.

2. **Particularly**

The aim of this study is to describe the strategies used by students at Pesantren to improve their speaking abilities in English. This study is intended to help readers select suitable strategies for addressing the challenges of speaking English. This study might serve as motivation for researchers and readers to employ effective strategies to achieve their language learning goals.

3. **Pedagogically**

This study will make a significant contribution to English language learning in the Pesantren, because this study explores the challenges that students encounter when speaking English and how they address the challenges. Therefore, it is expected that teachers can adopt strategies properly and effectively, based on the students' characters or the challenges encountered by the students in speaking English. Furthermore, by adopting the proper learning strategies, it is expected that teachers can improve students' learning experience, and more effective learning.

F. **Definition of Key Terms**

To avoid misunderstanding for the readers, the terms in this study will be explained as follows:

1. **Speaking Skill**

Speaking skill is an interactive meaning-construction process that includes information creation, reception, and processing by employing nonverbal or verbal symbols in different contexts.[19]

2. **Speaking Challenge**

Speaking challenges are someone's situation when trying to speak in second or foreign language and finds a difficult to communicate what they want to say because many aspects of linguistic or non-linguistic challenges to tackle.

3. **Language Learning Strategy**

Language learning strategy is any procedure, activity, or process that an individual provides to enhance their understanding and abilities for effectively learning a second or foreign language.

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[19] H. Douglas Brown, 'Principles of Langunge Learning and Teaching', *Pearson Longman*, 2000, p. 491.

4. **Pesantren**

   Pesantren or traditional education is an educational institution for Muslim to study, understand, and deepen the sciences of religion and practice them in daily life which is guided by *Kiai* and *kitab kuning* as source of learning.

G. Organisation Of Thesis

   This study is divided into five chapters, which are as follows:

1. **Chapter I (Introduction)**

   This chapter describes the research background, research focus and scope, research questions, research objectives, significance of research, definition of key terms, and thesis organisations.

2. **Chapter II (Review of The Related Literature)**

   This chapter describes the theoretical description, the theoretical framework, and review of previous study that related this study.

3. **Chapter III (Research Methodology)**

   This chapter describes the research method, research setting, research subject, instrument, research data validity, and data analysis technique.

4. **Chapter IV (Research Finding And Discussion)**

   This chapter describes the research results and discussion.

5. **Chapter V (Conclusions And Recommendation)**

   This chapter describes the conclusions and recommendation or suggestion.