

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Speaking Skill

a. Definition of Speaking

In the world of globalization, effective communication is essential to success in every activity. As a result, language is a tool that people around the world can communicate effectively, because without it, people are unable to achieve in their goals. One of them is English as a global language for communication. Which facilitates communication with individuals residing in different regions, nations, countries, and continents of the world.¹

Speaking one of the skill in English that is important for learning a second or foreign language effectively. Speaking is a crucial language skill that allows both speakers and listeners to communicate orally in order to share and convey knowledge either formal or informal as well as to build long-term relationships.² Additionally, speaking is described by Brown as an interactive process that involves the creation, receiving, and processing of information during communication.³ Based on the description speaking is an active communication process that includes one or more people who are some listeners besides speakers who have a communication relation to each other.

Moreover, speaking is a process of creating and sharing meaning by employing verbal and nonverbal symbols for different situations, according to Lai-Mei & Seyedeh's citations from Chaney.⁴ Therefore, non-verbal symbols, such as gestures, body language, expression, and eye contact, could be used to

¹ Parupalli Srinivas Rao, 'The Importance of Speaking Skills in English Classrooms', *Alford Council of International English & Literature Journal*, 2.2 (2019), 6–18 <www.acielj.com>.

² Saraswathy Kashinathan and Azlina Abdul Aziz, 'ESL Learners' Challenges in Speaking English in Malaysian Classroom', *International Journal of Academic Research in Progressive Education and Development*, 10.2 (2021) <<https://doi.org/10.6007/ijarped/v10-i2/10355>>.

³ H. Douglas Brwon, 'Principles of Language Learning and Teaching', *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000, p. 491.

⁴ Leong, Lai-Mei, Ahmadi, Seyedeh Masoumeh, 'An Analysis of Factors Influencing Learners' English Speaking Skill', *International Journal of Research in English Education*, 2.1 (2017), 34–41 <<https://doi.org/10.18869/acadpub.ijree.2.1.34>>.

express ideas, opinions, and feelings to others in addition to verbal symbols or simply spoken phrases.

In addition, speaking is also required the speaker to have appropriate linguistic, sociolinguistic, and rhetorical abilities, resulting in an oral language skill. The speaker's comprehension of language abilities, such as grammar, vocabulary, and pronunciation, is known as linguistic competence. Rhetorical competence involves the ability to deliver messages that are essential to accomplishing a goal, and sociolinguistic competence is the speaker's capacity to identify meaning interpretations in different language contexts. When someone speaks clearly and concisely, it facilitates communication with others and makes certain the intended meaning is understood by the listener.⁵

Based on the definition of speaking can be summarized, speaking is a tool of communication by how people can express ideas, opinions, emotions, and information, that someone wants to convey to their listeners verbal or non-verbal symbols.

b. Components of Speaking

Speaking is a tool for interpersonal and personal communication. Then, in order to communicate effectively and accurately, students need to learn components that will enhance their speaking skill. Such will make it easier for others to understand what they are saying. According to Brown, there are many components that need to be learned, including comprehension, pronunciation, grammar, and vocabulary.⁶

1) Grammar

Grammar is one of the components of oral language, which covers many important subjects, including understanding when to use different tenses and how to construct sentences correctly. In addition, grammar is a rule of language that, when applied to words, forms a proper sentence both in writing and speaking. This avoids misunderstandings when communicating among communicators.

⁵ Mukhlash Abrar and others, "If Our English Isn't a Language, What Is It?" Indonesian EFL Student Teachers' Challenges Speaking English', *Qualitative Report*, 23.1 (2018), 129–45 <<https://doi.org/10.46743/2160-3715/2018.3013>>.

⁶ H. Douglas Brown, 'Principles of Language...267.

2) Vocabulary

Vocabulary is a basic element of language. In this sense, the total number of words that each person knows and applies in their language-learning activities is referred to as their vocabulary. Some of it serves as a way of communication with others and has some meaning. It follows that someone cannot successfully communicate or express ideas in speaking or writing without an appropriate vocabulary.⁷

3) Pronunciation

Pronunciation is the process by which a language makes sounds, where stress is placed, and how pitch and intonation are used to convey feelings and meaning.⁸ Furthermore, using pronunciation during speaking allows students to communicate with clearly in their language production. It deals with the phonological process, which is known for a grammatical component provided of the parts and concepts that establish patterns and variances of sounds that hear in a language.⁹ Thus, pronunciation is the ability to pronounce words correctly and clearly during communication to make each person can understand it.

4) Fluency

Fluency is the ability of students to speak smoothly, accurately and clearly.¹⁰ In the sense of fluency is one of the components that students' goal to master language especially in speaking, because someone who is fluent can comprehend and respond to a sentence quickly, clearly, and accurately by the context being spoken without pausing for a long time to understand a phrase or to find the correct sentence to answer the context in question when the word "emm, ums" is used.¹¹

⁷ Muhamad Holandiyah 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>>.

⁸ Murti, Pramustia, Baso Jabu, 'Students' English Speaking Difficulties...53.

⁹ Lalu Bohari, 'Improving Speaking Skills Through Small Group Discussion At Eleventh Grade Students of Sma Plus Munirul Arifin Nw Praya', *Journal of Languages and Language Teaching*, 7.1 (2020), 68 <<https://doi.org/10.33394/joltt.v7i1.1441>>.

¹⁰ Murti, Pramustia, Baso Jabu, 'Students' English Speaking Difficulties...53.

¹¹ 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>>.

5) Comprehension

The capacity to comprehend and interpret a sentence as a means of understanding what the speaker is saying to the listeners is known as comprehension.¹² Understanding a foreign or second language is challenging because it needs a direct response using either verbal or nonverbal symbols. Therefore, in order to avoid misunderstandings between the speaker and the listener, comprehension refers to understanding what the speaker says to the listener. Furthermore, understanding indicates the listener's capacity to understand the meaning of the speaker accurately.¹³

Based on the explanation, every component of speaking has a crucial part in enhancing abilities in speaking. Since each component contributes to the others. Then, for students who learn a foreign language or a second language involves mastery of some of those components, especially speaking skill, for students to be able to communicate effectively.

c. Types of Speaking

Students have different ways for assessing a person's speaking ability when it involves enhancing speaking abilities. Additionally, some students practice with giving speeches in front of people, story-telling, and speaking in short or long conversations. According to Brown that there are a few basic types of speaking such as imitative, intensive, responsive, interactive, and extensive.¹⁴

1) Imitative

Imitative is a kind of speaking in a way of imitation. Which speaking type is more focused with improving students' intonation or pronunciation when pronouncing words, phrases, or sentences correctly. Therefore, it emphasizes an ability to imitate or repeat what students hear without providing a thorough explanation for what is said.

2) Intensive

Intensive is a speaking type that is one step more than imitative. This speaking intensive is intended to train and apply students' phonological and grammatical language skills. Such as activities include reading aloud, reading a

¹² Muhamad Holandiyah and others, 'Speaking Challenges in a Life Skill...671.

¹³ Murti, Pramustia, Baso Jabu, 'Students' English Speaking Difficulties...53.

¹⁴ H. Douglas Brown, 'Principles of Language...271.

conversation with a partner, and reading information from a chart.

3) Responsive

Responsive is a type of speaking that can stimulate students to be able to answer a question or comment with a short response. Because this type emphasizes students' ability for interpersonal interaction through short greetings, comments, questions about the news, and small talk. Obviously students employ proper grammar and have context-appropriate meaning in this conversation.

4) Interactive

Interactive refers to students' ability to conduct longer and more complex conversations with the biggest of participants than responsive speaking. As in transactional dialogue, which occurs when students interact with another person with the intention of exchanging information or keeping in communication. Such as about work. Additionally, interpersonal dialogue occurs when students are trying to keep up a social relationship. In this type of conversation, the subject is typically personal humor, use colloquial language, or slang, which provides to the complexity of the exchange.

5) Extensive

Extensive is a type of speaking that is difficult. Because it is a process of expansion of speech which not only does a short conversation but also requires the speaker to show that they are able to speak on their own in addition to showing their word choice and sentence structure are planned. This type of extensive speaking involves giving speeches, telling stories, or giving presentations.

d. Speaking Challenges

Speaking is one of the English language skills taught in schools in Indonesia, it can be a foreign language. Speaking is one of the most challenging skills for students learning a second or foreign language to master. Students often get into challenges when they are beginning to speak. It's either linguistic or psychological. According to Horwitz, there are six factors that cause speaking challenges. It is divided into two types such as non-linguistic and linguistic problems. Linguistic problems are divided into three types: lack of vocabulary, lack of grammar, and lack of pronunciation. In addition, speaking challenges from a non-linguistic problem or known as psychological

problem, there are divided into three types: fear of making mistakes, lack of confidence, and apprehension of other evaluations.¹⁵

1) Linguistic Problem

The study of languages, including words, grammar, and pronunciation, is known as linguistics. Which relates to grammar, vocabulary, and pronunciation.

a) Lack of Vocabulary

Vocabulary is the basic element of a language, which is the vocabulary as words in a language, including variable phrases, single words, idioms, and phrasal verbs, which can convey meaning. One of the most crucial components of English for students to be able express their ideas, especially using speech, is vocabulary.¹⁶ But in reality, students have difficulties in speaking due to a lack of vocabulary, and students are confused about combining one word with another word to become a meaningful sentence.

b) Lack of Grammar

Grammar is the basic component of meaning, including of words and the rules that combine them to make sentences.¹⁷ Grammar, in this context, refers to the knowledge of certain vocabulary and language rules to make correct sentences in spoken communication. In addition to being able to communicate effectively with the standards of the target language, students learning a foreign language have to understand grammar to be able to express their ideas clearly. However, grammar is really boring for students to study since it needs more time and effort to understand and apply it properly.¹⁸ Therefore, grammar becomes a challenge in learning a second or foreign language for students.

¹⁵ Elaine K. Horwitz, 'Language Anxiety and Achievement', *Annual Review of Applied Linguistics*, 2001, 112–27.

¹⁶ N. V. F. Liando, J. D. Adam, and T. K. Londa, 'Efforts and Difficulties in Teaching Vocabulary', *Advances in Science, Education and Humanities Research*, 253, Aes 2018 (2019), 572–76 <<https://doi.org/10.2991/aes-18.2019.127>>.

¹⁷ Tran Thi Thao, 'Difficulties Encountered By Students at a University in Vietnam in Speaking English', *International Journal of Social Science And Human Research*, 05.03 (2022), 1013–19 <<https://doi.org/10.47191/ijsshr/v5-i3-39>>.

¹⁸ Dea Aries Fitriani, Rahayu Apriliawati, and Wardah, 'A Study on Student's English Speaking Problems in Speaking Performance', *JPPK: Journal of Equatorial Education and Learning*, 4.9 (2015), 1–13.

c) Lack of Pronunciation

Pronunciation is a way of pronouncing words correctly using appropriate intonation and stress, as well as speaking in connected speech.¹⁹ Then students should learn pronunciation to get the various sounds, characteristics of words, and how to articulate them. So students can pronounce words correctly and clearly because good pronunciation can make communication easier to understand.²⁰ But in reality, students who learn a foreign language like English often have difficulty when pronouncing words. Besides, students are confused when see the words with similar spelling but different pronunciation. Therefore, pronunciation becomes a challenge for students in learning a foreign language.

2) Non-linguistic Problem

Psychological problems are problems that often interfere with the emotional or physical health of a person.²¹ Therefore, the presence of psychological problems can hinder students in learning a second language or a foreign language. According to Horwitz there are three problems of non-linguistic such as fear of making mistakes, lack of confidence, and apprehension of other evaluations.

a) Fear of Making Mistake

Fear of making mistake is a psychological experience of tensions, nervousness, anxiety, and worry carried on by the activation of the autonomic nervous system.²² Therefore, students sometimes find it intimidating to speak in front of others. They fear that their friends will make laughs if they make a mistake that they see as foolish or receive negative comments.²³ Students stopped taking part in conversations and even avoided speaking lessons as a result. Then it is not to be

¹⁹ Muhamad Holandiyah and others, 'Speaking Challenges in a Life Skill...672.

²⁰ Thao, 'Difficulties Encountered...1014.

²¹ Fitriani, Apriliaswati, and Wardah, 'A Study on Student's English...6.

²² Meli Arya Susilawati, Iwan Supardi, and Zainal Arifin, 'Students' Speaking Problems In English Presentation', *Channing: English Language Education and Literature*, 6.1 (2021), 18-23.

²³ Bambang Pratolo, Ahmad Habibie, and Agus Setiawan, 'Speaking Skill Challenges Encountered by Indonesian EFL Learners', *Advance in Social Science, Education, Humanities Research*, 370 (2019), 28-32 <<https://doi.org/10.2991/adics-elssh-19.2019.7>>.

disregarded that the fear of mistake becomes one of the challenges of students in enhancing speaking skill.

b) Lack of Confidence

In the case of learning a foreign language, students' emotions tend to be more diminishing than encouraging. One of them, lack of confidence is one of the emotional characteristics that makes learning a foreign language challenging.²⁴ The lack of confidence in the student occurs when the student is aware that his or her speaker's ability to communicate orally is master to him or her. Besides, if he or she realizes that the speaker does not understand the speech, then the student has less confidence and is more likely to be quiet or speaking but using the simplest words.²⁵ Therefore, emotional conditions can interfere with the attention of students in the language learning process.

c) Apprehension of Other Evaluation.

Communication apprehension of other evaluation or a similar response can affect students when practicing a foreign language. Because, at its core, communication apprehension of other evaluation is a type of lack of confidence or embarrassment that develops as fear when a mistakes in communication.²⁶ Therefore, students are usually silent and unable to speak up. Because during practice speaking, students are more worried about how other people would perceive their performance. Thus, when people are given a negative evaluation of them, they inadvertently fear the judgments of others.

2. Language Learning Strategies

a. Definition of Language Learning Strategies

Students' processes of learning are different when they learn a foreign or second language. While some students learn in language skills more quickly, others take longer to learn in a

²⁴ Reivi Soreh, Noldy Pelenkahu, and Meity Muntuuntu, 'Problems Encountered by the Students' in Speaking English at Twelveth Grade of SMAN 2 Gemeh', *JoTELL Journal of Teaching English, Linguistics, and Literature*, 1.5 (2022), 576–87 <<https://ejurnal.unima.ac.id/index.php/jotell/article/view/3927/1874>>.

²⁵ Ahmed Mahmoud Al Nakhalah Maher, 'Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University', *International Journal of Humanities and Social Science Invention*, 5.12 (2016), 96–101 <www.ijhssi.org>.

²⁶ M.I.E. Neman and N.L. Ganap, 'Student Anxiety in Learning English as a Foreign Language (EFL)', *TEFLIN International Conference*, July, 2018, 68.

second or foreign language. Basically, some students find it challenging to be master in the language they are learning. Students therefore require strategies in order to support their learning process. Language learning strategies, according to Oxford are acts, behaviors, steps, or specific techniques that students employ, either consciously or subconsciously, to fast in their learning process and improve their skills in second or foreign language.²⁷

Additionally, O'Malley and Chamot defined learning strategies as a set of actions or thoughts students take on to help in the learning, understanding, or memory of new knowledge.²⁸ Similarly, at Oxford, learning strategies is a set of activities that students specifically do to support their learning activities. Through the use of learning strategies, students become self-directed, easier to learn, more quickly, more enjoyable, more effective, and easier to adapt to new situations. The choosing of strategies for learning in second or foreign language can also be influenced by some of other characteristics, including age, gender, cognitive ability, behavioral characteristics, ability, motivation, cultural background, religion, and learning styles.²⁹

Ahmad Wael et al., cited Weinstein and Mayer, additionally described language learning strategies that try to influence students' learning processes by influencing their behavior and way of thinking during learning activities.³⁰ In the meaning language learning strategies are all the methods and critical thinking that students use to help them in supporting and influencing the second or foreign learning process. Furthermore, Wenden stated that language learning strategies interfere with the aspect of language learning behavior, such as learning and processing the meaning of a second language or a foreign language; Cognitive theory, such as a student's strategic knowledge of language learning; and an affective view of second or foreign language learning, student motivation, or

²⁷ Rebecca L Oxford, 'Language Learning', *Language Teaching*, 35.4 (2002), 235–97 <<https://doi.org/10.1017/S0261444802221825>>.

²⁸ J. Michael O'Malley, Anna Uhl Chamot, 'Learning Strategies in Second Language Acquisition', *Cambridge University Press*, (1990).

²⁹ Rebecca L Oxford, 'Language Learning...13

³⁰ Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim Ibrahim, 'Exploring Students' Learning Strategies in Speaking Performance', *International Journal of Language Education*, 2.1 (2018), 65–71 <<https://doi.org/10.26858/ijole.v2i1.5238>>.

student attitude.³¹ In another way, language learning strategies as behaviors and critical thinking that students employ to understand the learning process, in addition to techniques, methods, ways, or indicates to help students in establishing or enhancing second or foreign learning.

Therefore, some of the definitions that have been introduced by the language learning strategies experts can be understood as tools, techniques, methods, thought and all the set of activities that students do to be able to receive and process everything new in learning, so that they can achieve the goals of learning second or foreign language more easily, more enjoyable, and more effectively.

b. Kind of Language Learning Strategies

Language learning strategies classified by many different kinds of experts but the main theory in this study is language learning strategies by Oxford. Because every strategy that experts have created and included in the taxonomy. Oxford classified language learning strategies into two categories. They are direct and indirect strategies.³² Direct strategies are language learning approaches that involve interaction directly with the learning language. They are three categories such as Memory Strategies, Cognitive Strategies, and Compensation Strategies.³³

1) Memory strategies

Mnemonics are a generic term for memory strategies which focus on understanding, storing, remembering, and processing new knowledge. Oxford additionally stated that memory strategies were founded on simple concepts, such as the need for organization, association, and review.³⁴ In the same way that students are learning a language must be able to organize their learning process in order to help their memory, the same way they must be able to collect or organize vocabulary, phrases, or grammatical rules. When everything is organized, it must be the responsibility of students to be able to relate new information to previous experience or knowledge. Furthermore, to help in long-term memory consolidation, the student should constantly study and repeat the material they have already learned. Oxford

³¹ Wael, Asnur, and Ibrahim, 'Exploring Students...66.

³² Rebecca L Oxford, 'Language Learning...14

³³ Rebecca L Oxford, 'Language Learning...37

³⁴ Rebecca L Oxford, 'Language Learning...39

also divides memory strategies assisting the speaking skill into three categories such as creating mental linkages, applying images and sounds, and reviewing well.³⁵

The first category is creating mental linkages. It is making connections in the mind between new information and previous knowledge. There is only one strategy in the first category of strategies focused to speaking skill application. It is placing new words into context. This is the process of incorporating new vocabulary into a current collection of information or experience by placing it in a specific context or situation.

The second category of strategies are known as applying images and sounds. It is new language information is stored, remembered, and represented using visual images or sounds. The last category is reviewing well. The strategy uses organized and planned examinations to improve knowledge and memory of the material. It also allows students to review the material they have learned on an ongoing basis, which helps in speaking learning. By reviewing well, students may enhance their understanding of sentence structure, vocabulary, and grammar rules that are essential to their speaking abilities. Reviewing material in an organized and standard way extends memory retention and improves accessibility of knowledge while speaking in the target language.

2) Cognitive Strategies

Students use cognitive strategies to understand, process, manipulate, and transform information in a second or foreign language. Second language or foreign language transformation in the context of cognitive strategies refers to the ability of students to manipulate or change the expression of the language they are learning.³⁶ It involves the capacity to rephrase or reorganize concepts in the target language while maintaining their meaning. Oxford also categorizes cognitive strategies for learning speaking skill into three categories such as practicing, receiving and sending messages, and analyzing and reasoning.³⁷

³⁵ Rebecca L Oxford, 'Language Learning...40

³⁶ Rebecca L Oxford, 'Language Learning...43

³⁷ Rebecca L Oxford, 'Language Learning...38

The cognitive strategies of practicing involves a variety of training techniques, including repeating, formally practicing with sound, recombining, recognizing and using formulas and patterns, and practicing naturalistically. In the context of speaking skill, the application of these strategies emphasizes the development of good pronunciation, sound comprehension, recognition of language patterns, creative language use, and natural interaction in everyday situations. By implementing these strategies, students can actively enhance their speaking abilities, enabling more effective communication in real-life.

According to Oxford, sending and receiving messages is the second cognitive strategies used in speaking skill. The application of this strategy to the learning of speaking skill falls into a single category. It is using resources for receiving or sending message. Students apply this strategy to organize communications in a second or foreign language applying a variety of resources and tools either printed or non-printed.

The last cognitive strategies is analyzing and reasoning. They have three categories are employed in this strategies to learn speaking skill. Reasoning deductively is the first strategy. It involves applying basic rules or principles to specific contexts involving target language usage. It's an approach that is top-down, which means students apply basic ideas or information to a more specific situation after starting with a deeper understanding. The second is translating, which is the student's attempt to convey meaning into their mother tongue or the target language. It includes understanding and evaluating how a word, phrase, or entire text has been translated. The last is transferring. These strategies refer to students' capacity to immediately apply or transfer their knowledge of words, structures, and concepts from one language to another. In order for students to understand or produce expressions in a foreign language.

3) Compensation strategies

Compensation strategies are the last category of direct strategies. Students use strategies in an effort to use different resources or ways to overcome deficiencies or obstacles in their mastery of a language. Since more students receive instruction to continually participate in conversations with different strategies, having these skills could help students in

understanding or producing new languages.³⁸ According to Oxford, there are eight categories of compensation strategies for improving speaking abilities that could be used to tackling the speaking challenges such as switching mother tongue, getting help, using mime or gesture, avoiding communication, selecting topic, adjusting the messages, coining words and Using a Circumlocation or Synonym.³⁹

Switching to the Mother Tongue is the first of these strategies. By using those strategy of learning a new language, students are attempting to get beyond constraints on their ability to communicate. The second strategy is getting help, which is as students tries to ask for advice or help from others when they are having difficulties or confused in the target language. The third strategy is mime or gesture, which is the use of body language, mimics, or symbols to help students understand or convey information when they are having difficulties with the target language. The fourth strategy is avoiding communication. A strategy is for students in avoid to participate in conversations in situations that may be considered difficult or challenging. This can happen when students are apprehensive about their language skills and seek to minimize the possibility of mistakes or misunderstandings. The fifth is selecting the topic. When students choose a topic that is more well-known or within their vocabulary or grammatical competence. Its goal is to increase students' confidence and help their switch to speaking a second or foreign language. Adjusting the messages is the next strategy. Student's attempt to modify or simplify the information presented in order to suit their level of skill in a second or foreign language. The coining words is the seventh strategy. These are strategies used when students create new words in the target language to replace the context that are unclear or challenging to remember. The final compensation strategy for improving speaking abilities is to use synonyms or circumlocutions. These strategies include replacing words or phrases that could be hard to remember or unfamiliar in the target language with lengthy explanations (circumlocutions) or phrases that have similar meanings (synonyms).

³⁸ Rebecca L Oxford, 'Language Learning...47

³⁹ Rebecca L Oxford, 'Language Learning...50

The second categories according to Oxford is indirect strategies. It is support and manage language learning indirectly.⁴⁰ In essence, these strategies aid students comprehensively in planning, monitoring, and evaluating their language learning processes without direct interaction with the target language. Oxford categorizes indirect strategies into three types: metacognitive, affective, and social strategies.⁴¹

4) Metacognitive Strategies

Students apply metacognitive strategies to understand, regulate, and manage their learning processes. These learning strategies include activities that increase students' efficiency and effectiveness in developing understanding and enhancing language abilities, in addition to an awareness of their own learning language. Since, students who use metacognitive strategies will be capable of organizing, overseeing, and evaluating their whole learning process. Three categories include these strategies such as centering, arranging and planning, and evaluating your learning.⁴²

Centering your learning is the first category that may be used to improve speaking abilities. With this metacognitive strategies, students actively focus on their learning objectives, needs, and strategies. It entails having an in-depth knowledge of students' learning process and how to make the most of it. In this category, there are three strategies that can be used in learning speaking skill such as overiewing and linking with already known material, paying attention, and delaying speech production to focus on listening. Which of the three strategies can be understood as the application of strategies or methods carried out by students, such as quick reviews and can associate with existing knowledge, focused study, and delaying speech production in order to focus more on listening to enhance comprehensive understanding of the language material studied.

The second category is arranging and planning your learning. These are strategies that students use to organize and plan their learning systematically. Oxford divided into

⁴⁰ Rebecca L Oxford, 'Language Learning...135

⁴¹ Rebecca L Oxford, 'Language Learning...136

⁴² Rebecca L Oxford, 'Language Learning...136

six strategies that are available in arranging and planning your learning that can be applied to language learning: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language job, and seeking practice opportunities. These six strategies can be summarized by encouraging students to actively seek a deeper understanding of how to learning languages. By developing specific goals and targets, identifying the purpose of language assignments, and arranging the steps involved in each assignment, students can get a better awareness of their own learning process. Moreover, seeking practical opportunities in natural situations by providing direct and in-depth experience in the use of language, by increasing fluency and confidence in communicating.

The last category in metacognitive strategies is evaluating your learning. Oxford suggests there are two strategies to assess your learning processes that are applicable to the process of learning to speak. The first is self-monitoring. Students employ a strategy called self-monitoring to determine or assess their own level of error or understanding and also their level of language learning development. Students who self-monitor can determine early if they understand the topic or there are still mistakes, requiring a check of the problem or adjustments to the language learning strategy. The second is self-evaluation. Students use these strategies to critically analyze and assess themselves as they learn a language. This entails a thorough reflection process on the understanding, ability, and learning progress of the individual.

5) Affective Strategies

Affective strategies have the potential to influence a student's success or failure when learning a language. Due to the fact that these strategies refer to the emotional approaches, attitudes, motivation, and values that students employ to enhance their language skills.⁴³ It makes learning a language more enjoyable, lowers fear, increases confidence, builds a positive attitude, and can behave to conform to social norms. Oxford also categorizes affective strategies into three categories: lowering your anxiety,

⁴³ Rebecca L Oxford, 'Language Learning...140

encouraging yourself, and taking your emotional temperature.

Oxford states that the first category focuses on lowering anxiety through three strategies that can be used to enhance speaking skills such as using progressive relaxation, using music, and using laughter. All three of these strategies to minimize anxiety focus on physical relaxation; music can increase mood and emotional involvement; laughing can produce exciting moments which increase motivation and lower stress levels. By putting all of this into practice, students hope to improve confidence, create a positive mindset, and create a more enjoyable and successful language learning situation.

The second category is encouraging yourself. In this category there are three strategies. The first is making positive statements in the sense of consciously use positive phrases to maintain an optimistic mindset while learning a language. It includes speaking to students in an enthusiastic and motivating way to increase their self-confidence and motivation. Taking risks wisely is the second strategy. That is, to push their minds to do new things and push of comfort zone when learning a language, but to do it with maturity and consideration. Students are prepared to take on the task of enhancing their language abilities because they understand that making errors is a natural part of learning. Rewarding yourself is the third strategy. In other words, rewarding yourself or yourself for achievements or progress in learning a language.

Taking your emotional temperature is the final category, and it includes four strategies that may be used to enhance your speaking abilities. The first strategy is listening to your body. That is, during language learning, being conscious and responsive to the body's emotional and physical states. It entails helping students identify physical cues, such as tiredness, stress, or worry, and also feelings of comfort, happiness, etc., and being able respond properly to them. The use of a checklist, writing a language learning diary, and discussing your feelings with someone else are the second, third, and fourth strategies. The strategies are designed to enhance learning language through self-monitoring, reflection, and social support.

6) Social Strategies

Most people assume that language is the main tool when individuals exchange information. Since, social intrusion and learning language are intimately connected, social strategies are essential curricular since they involve communicating with people to improve understanding of languages and develop communication skill⁴⁴. Oxford categorizes social strategies into three categories: asking questions, cooperating with others, and empathizing with others.⁴⁵

The first category is asking questions, with more focus on asking corrections than on other topics. In the sense of actively seeking for feedback from other students or native speakers. This behavior demonstrates the students' knowledge of their errors and their willingness to make corrections.

Cooperating with others is the second category. Cooperating with peers and cooperating with proficient wars of the new language are two strategies that can be used to improve speaking abilities. By using these strategies, students can collaborate together with other students to facilitate the exchange of ideas and assistance, and they can interact with native speakers to gain a contextualized and real-life language experience. Both of these strategies collaborate to foster complete and efficient learning.

Empathizing with others is the final category. Deveining cultural understanding and Becoming aware of other' thoughts and feelings are two strategies that may be used to enhance speaking abilities. By focusing on the ideas and feelings of others, these strategies assist students in developing their understanding of different cultures and their ability to adapt to every kind of situations. It enhances learning language while also building an effective foundation for better understanding and communicating with people throughout the world.

3. Pesantren

a. Definition of Pesantren

One of the initial institutions of Islamic education in Indonesia is Pesantren, sometimes referred to as Islamic

⁴⁴ Rebecca L Oxford, 'Language Learning...144

⁴⁵ Rebecca L Oxford, 'Language Learning...145

boarding school. According to Naeli Rosyidah et al., who cited Mastuhu, A pesantren is regarded a learning institution meant for Muslims to learn, understand, deepen, live, and practice Islamic teachings (*tafaqquh fi al-din*). The main purpose is to emphasize the significance of religious morality as a standard for behavior in daily life.⁴⁶

Furthermore, pondok pesantren relate to the same substantive object, it is place, despite being different terms. In Indonesian, pondok refers to a room, hut, or small house that shows the structural simplicity of the building. In addition, the Arabic term "funduk" (which means bedroom, a dormitory, or hotel). Dhofier stated that the definition of pesantren refers to "place of santri" or "residence of santri" it is derived from the word santri with the prefix pe and suffix an. Therefore, Dhofier's visualization of pesantren more specific and more generally focused on a traditional Islamic school, where students live together and study Islamic sciences under the guidance of Kiyai.⁴⁷ Sudjoko Prasodjo stated that the definition of pesantren is similar to Dhofer's statement. Pesantren is recognized as a non-classical educational institution where all students, known as santri, get instruction in Islamic religious sciences from a teacher (kiyai). The curriculum is based on the kitab kuning, which was published in Arabic by mufti in the middle of the century.⁴⁸ Additionally, the pondok pesantren is typically residence to the whole santri. Therefore, this Islamic educational institution must include specific components, such a cottage, a mosque, the study of Islamic texts, and the presence of the Kiyai, in order to be considered a pondok pesantren.⁴⁹

⁴⁶ Naeli Rosyidah, Slamet Pambudi, and Prima Septyo Wibowo, "English-Tren" Program in Developing Santris' Speaking Skills for Facing Global Challenges', *Tarling : Journal of Language Education*, 7.1 (2023), 1–15 <<https://doi.org/10.24090/tarling.v7i1.9272>>.

⁴⁷ Zamakhsari Dhofier, 'The Pesantren Tradition: A Study of the Role of the Kyai in the Maintenance of the Traditional Ideology of Islam in Java. By Zamakhsyari Dhofier. Tempe: Arizona State University Program for Southeast Asian Studies', *Theses Sis/Library R.G. Menzies Library Building No:2 the Australian National University Canberra Act 0200 Australia*, 2, 1980, i–335 <library.theses@anu.edu.au>.

⁴⁸ Syamsul Bahri, 'Pesantren And The Development Of Living Environment: The Study Concept Of Eco-Pesantren In Pondok Pesantren An-Nur Ha Rambigundam Jember', *International Journal of Management and Administrative Sciences*, 5.10 (2018), 43–54.

⁴⁹ Dhofier, 'The Pesantren Tradition...4

Thus, pondok pesantren can be recognized as an Islamic educational establishment that focuses primarily on the advancement of Islamic knowledge and morals while covering aspects of learning, religious teaching, and student co-life (santri) under the guidance of a teacher (kiyai).

b. Typologies of Pesantren

One of the most important concepts to understand is the typology of pesantren. Dhofier's typology, which divides into two categories such as pondok pesantren traditional and pondok pesantren modern.⁵⁰ With a focus on the characteristics, instructional strategies, and fundamental values both of them.

Dhofier's stated that Islamic educational institutions that prioritize classical methods and preserve traditional Islamic heritage are characterized by pondok pesantren traditional. It means that pondok pesantren traditional, also known as the pondok pesantren Salaf, Kiyai is the central figure who serves as the santri's spiritual guide and role model in addition to being their religious teacher. Obviously using classical methods of instruction of bandongan and sorogan, wherein students are instructed to understand the classic Arabic texts written by mufti in the middle of the century. Furthermore, the pesantren environment still embraces traditional Islamic values like qana'ah, zuhud, and tawadhu. In addition, the philosophy behind the traditional Pesantren is profound, exhibiting a perennialist viewpoint with a resolve to preserve continuity in religious instruction by sticking to the teachings of earlier academics rather than hopping from one book to the next.

Thus, typology of pondok pesantren traditional can describes the institution that places focus on the classical methodology, traditional Islamic values, and the central function of Kyai in creating characteristics and spirituality of santri.

According to Dhofier, pondok pesantren modern is Islamic educational institutions combine components of traditional religious education with modern technology, curriculum, and instructional strategies. Pondok Pesantren Modern or those who are familiar with pesantren Khalaf aim to adapt to the changing times by adapting Islam's teachings into match with the realities of modern life. Even though Kyai is still revered as a spiritual guide and teacher, pondok

⁵⁰ Dhofier, 'The Pesantren Tradition....11

pesantren modern are more receptive to inclusive and contemporary teaching methods. In addition, learning methods may include a formal curriculum that covers general subjects, in the sense that focus is not just on religious lessons. Therefore, when it comes to conveying educational material, pondok pesantren modern is more responsive to media and modern technology.

As a result, the typology of pondok pesantren modern applies traditional Islamic values while making modifications to fulfill the demands of modern education and changing times.

c. Pesantren Based Learning for English Speaking Skill

In the modern era, pondok pesantren faced with challenges that not only cling to the traditional task of inheriting moral values to santri, but also demands the accessibility of knowledge and skills related to the complexity of life in the future. Many pondok pesantren are now adapting their curricula to the changing circumstances, focusing not only on the sciences of Islam (tafaqquh fi al-din), but also on foreign language acquisition and fostering an environment that facilitates it. In order to enhance their abilities in understanding the kitab kuning, students are now focused on more than only Arabic. But pondok pesantren has adopted English as one of the languages used for daily communication. This will allow students to participate actively in their language and knowledge learning.⁵¹

According to Lu'luul Wafiroh who cited Liu, it emphasizes the importance for both active and passive English language learning.⁵² The statement emphasizes how important it can be for students to actively participate in their education and use English as their foreign language of communication in pondok pesantren environment. Although public schooling has provided students with passive language learning, but pondok pesantren is an essential stage when students strengthen their theoretical understanding of the English language and apply it to everyday interactions.

⁵¹ Umar Umar, 'English Language Teaching in Pesantren in Indonesia: Development and Challenges', *Journal of English Language and Literature (JELL)*, 7.1 (2022), 55–64 <<https://doi.org/10.37110/jell.v7i1.143>>.

⁵² Lu Wafiroh and Rohmani Nur Indah, 'English Language Acquisition at Islamic Boarding School : A Systematic Review', *Journal of English Language and Pedagogy*, 5.2 (2023), 111–20.

In some ways many pondok pesantren, have given English-language activities, one of them is the results of research from Mawardi Muhammad Nur, et al which has submitted there are several programs carried out in pondok pesantren, such as vocabulary, muhadasah (conversation), and muhadharah (speech).⁵³ This decision emphasizes their commitment to raising a generation that is not only built in religious values but also prepared to face changing circumstances in global societies. It also reflects the realization of the value of knowing a foreign language, especially English, in the face of global challenges.

B. Theoretical Framework

Based from explained above, a traditional Islamic educational institution, Pesantren plays a crucial role in creating the character and spirituality of Indonesia's youth. It changed when English was added to the curriculum, essentially contrary to main purpose of Pesantren. However, given santri used English as a daily of communication to introducing it as a new ability, it has a significant part in the Islamic boarding school environment. Therefore, it's interesting to research students' skills in the English language, especially when speaking.

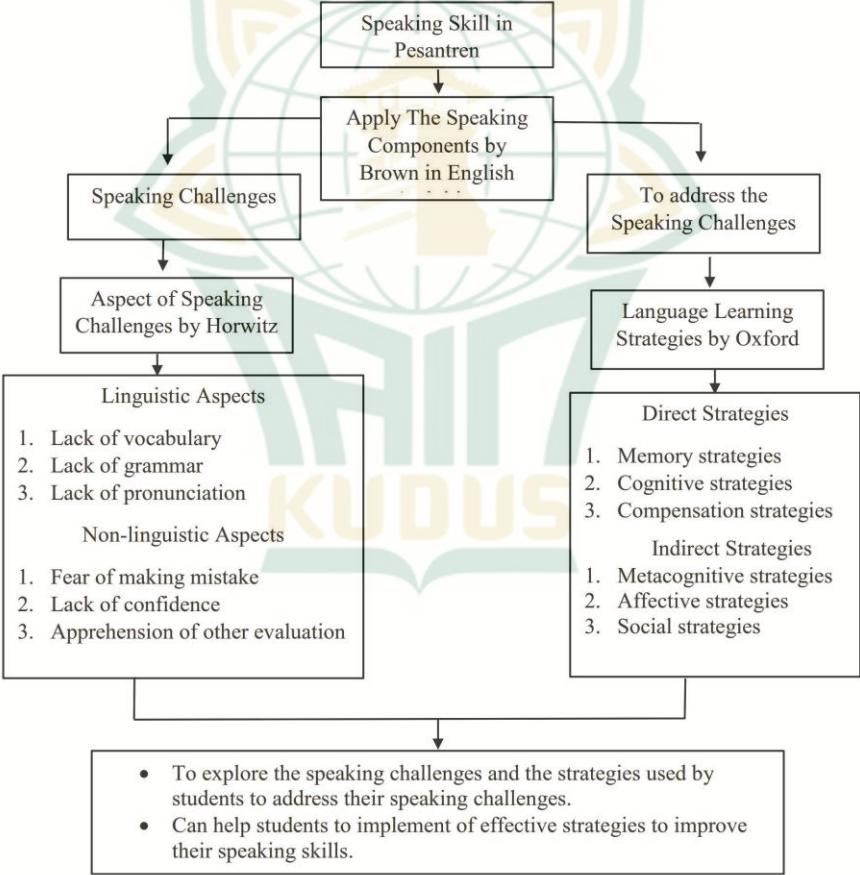
Speaking is a tool for social interaction, and in facing some of globalization's obstacles, speaking could offer an open window of opportunity for santri to build relationships. In this way, having clear, concise communication makes it possible for santri to participate in international discussion, deepen their understanding, and build relationships with others. However, speaking is really one of the most difficult English abilities to learn, because according to Brown, speaking involves more than simply the technical to understand the components of speaking skill such as vocabulary, pronunciation, grammar, fluency, and comprehension, but students must be able apply these components in real communication. Therefore, to be master of speaking skill, students encounter some challenges. In this study identifies each challenge encountered by students based on the theory from Horwitz. There were two aspects of speaking challenges, the first is linguistic aspects such as lack of vocabulary, lack of pronunciation, and lack of grammar. In addition, non-linguistic aspects such as fear of making mistakes, lack of confidence, and apprehension of other evaluation. In addition, this study also identifies

⁵³ Mawardi Muhammad Nur and others, 'Pesantren Readiness for The English Programs', *English Education Journal (EEJ)*, 2019, 2021, 218–35.

effective strategies used by students to address each of these challenges which strategies are by those stated by Oxford both direct strategies such as memory, cognitive, and compensation strategies. In addition, indirect strategies such as metacognitive, affective, and social strategies. Thus, this study uses a qualitative method and uses interviews, observations, and documentation to collect data, because this study aimed to provide an in-depth understanding of the challenges encountered by students and the strategies used to address the speaking challenges in a Pesantren environment to make a positive contribution to the development of students' speaking skills.

Based on the description above, the theoretical framework can be represented in the following:

Figure 2.1 Theoretical Framework



C. Review of Previous Studies

A crucial factor for the study that will be done is the relevance of previous studies. In this study, the presence of similar previous studies could serve both a benchmark and an important point of reference. Additionally, it is crucial that this position not be confused or overlapped with the present topic of study. Within this context, previous studies offer a helpful structure for elaborating on and understanding specific elements that will be explored in this study. The following are the results of previous studies:

1. The first study by Isyqi and Mursid in 2022 that discussed Language Learning Strategies Used by Santri During Pesantren Speech Program for Developing their Speaking Ability. This previous study aims to understand how the strategies used by students can contribute to improved speech skills. Which for data collection uses observation methods, interviews, and documentation. As a result of the analysis of the data, this previous study showed that students use some of the strategies by Oxford, such as memory, cognitive, compensation, metacognitive, affective, and social strategies. By using some of these strategies, students can positively improve their speaking skills especially in speech programs.⁵⁴ Besides, this previous research has similarities and differences with the title of the researcher. In terms of the similarity between other things in language learning strategies applied by students at Islamic boarding school. Besides, the same in using the concept of a theory-based language learning strategy as proposed by Oxford, it can be divided into two strategies such as direct and indirect strategies which each strategy has three categories. It is in direct strategies there are memory, cognitive, and compensation strategies, and indirect strategies there are metacognitive, affective, and social strategies. However, there are some differences between the previous studies and this study. Research from Isyqi and Mursid is more focused on the impact of strategies used by students in enhancing speaking skill especially in speech programs. While the study focuses on the strategies use by students in addressing challenges during speaking skill activities in Pesantren. Besides, on the method used. Previous research used a qualitative method to the design of case studies, while researchers used descriptive research with qualitative approach.

⁵⁴ Isyqi Amaliyah and Mursid Saleh, 'Language Learning Strategies Used by Santri During Pesantren Speech Program for Developing Their Speaking Ability', *English Education Journal*, 12.4 (2022), 683–93 <<https://doi.org/10.15294/eej.v12i4.66653>>.

2. The second studies, from Abdul and Yuni in 2020 that discussed about The Strategies of Al-Istiqomah Nagata New Modern Islamic Boarding School Applying English Speaking Skill to Santri. This previous study aims to investigate and understand how the implementation of strategies can affect students' ability to speak English at the training. Which for data collection uses observation methods, interviews, and documentation. Previous study suggests that with the strategies applied by pondok pesantren such as daily conversations in the dormitory and the environment, students got three vocabulary that must be recorded by all students before entering lessons at school, pronunciation practice about the three vocabularies, and students have to write down each given vocabulary, which can be said to be running well. In the sense of the positive impact of the strategy implemented on the advancement of speaking skills students in pondok pesantren environment.⁵⁵ Besides, there are some similarities between the previous study and this study. The similarities are the discussion of language learning strategies used by students at Islamic boarding schools, and the same in the research method using descriptive research with qualitative approach. There are differences between the previous study and this study. These differences include previous study focused on investigating and understanding the influence of strategies used by students in improving speaking skill. Besides that is the subject of study. Previous study, has several subjects such as the head of the language field, the English teacher, the dormitory student, the CLI (Central Language Improvement) board, and the students. While this study only students at Pesantren.
3. Third is a study by Hardianti and Murni on The Ways to Overcome the Problem in Speaking English Encountered by Students of Islamic Boarding School in 2018. This previous study aims to investigate and strategies used to solve problems in speaking skills, using observations, interviews, and focus group discussions to collecting data. The results of this previous study, it has been stated that strategies can be used to tackle some of the problems by students in speaking skills by improving speech training (from students), improving vocabulary mastery (of students and

⁵⁵ Fajar Fajar and Yuni amelia, 'The Strategies of Al-Istiqomah Ngata Baru Modern Islamic Boarding Schoolin Applying English Speaking Skill To Santri', *Datokarama English Education Journal*, 1.2 (2021), 34–43 <<https://doi.org/10.24239/dee.v1i2.16>>.

teachers), increasing motivation (students' psychological aspects), using interesting strategies (teacher's method), and following additional English classes (the management and system of boarding school).⁵⁶ In the previous study, has some similarities with this study, as well in discussing language learning strategies in speaking skills for students at Islamic boarding school, and the other is the method used, in study using descriptive research with qualitative approach. Not only have similarities, but also have differences. The study from Hardianti and Purni focuses on the problems faced by students in speaking skills, while the title of this study is focused on strategies used by students to overcome the challenges when performing speaking skill in Islamic boarding school. Besides, in the method used in data collection. Previous study to compile data used observation, interview, and focus group discussion methods, while this study used interview, observation and documentation methods.

4. The fourth survey by Ubaidillah and Sri in 2016 discussed Learning Strategies Used By Learners With Different Speaking Performance For Developing Speaking Ability. The study aims to provide an in-depth overview of learning strategies, differences between learners, factors influencing the use of strategy, and problems encountered by learners with high and low speaking performance in the context of English-speaking learning. The results of this study are learners who are speaking with high performance using six strategies proposed by Oxford, while students with low speech performance generally only use three strategies namely cognitive, metacognitive and social strategies. High-performing students tend to choose integrated strategies and can explain their use, while low-performance learners face problems mainly in memory, compensation, and affective strategies. Factors that influence the strategy include motivation, cultural background, attitude, gender, age, and second language level.⁵⁷ Of course in the previous study with the title of the study had something in common. Previous study and this study both

⁵⁶ Hardianti Lestari, Murni Mahmud, and Kisman Salija, 'The Ways To Overcome the Problems in Speaking English Encountered By the Students of Islamic Boarding School Of, 2019, 1–8.

⁵⁷ M. Ubaidillah Karomi Safari and Sri Wuli Fitriati, 'Learning Strategies Used by Learners with Different Speaking Performance for Developing Speaking Ability', *English Education Journal*, 6.2 (2016), 87–101
<<http://journal.unnes.ac.id/sju/index.php/eej%0ALEARNING>>.

discussed language learning strategies, which are the same in using the concept of the theory language learning strategy from Oxford. Besides that between the study of Ubaidillah and Sri with this study has some differences. The focus of this previous study was to describe the learning strategies used, the differences in the use of strategies, the usage factors of the strategies and the problems encountered by English language learners with different levels of speaking skills. But this study focused on strategies used by students to address the challenges when performing speaking skill in Pesantren. Besides it has a different subject. Previous study uses subjects from two courses in Kampung Inggris Pare. It's BEC and ACCESS, while the subject of this study is student at the Pesantren Margoyoso. The last difference is in method and data collection. Previous study used qualitative case study involved 20 students in a speaking class from two classes in two different English courses. Data is collected through class observations, questionnaires, interviews, and student performance data provided by teachers. While this study uses descriptive research with qualitative approach. By collecting data through observation, interview, and documentation.

