CHAPTER IV
RESULT AND DISCUSSION

A. Research Results

This section, the researcher described the findings and conducted an in-depth discussion on the topic that had been chosen by the researcher. The aim was to provide answers to the problems that have been identified in the first chapter of this study. The data presented comes from interviews, non-participant observations, and documentation about the challenges in speaking English encountered by students in Pesantren, and how they address the challenges. The findings were compared with existing theories on speaking challenges and language learning strategies. Furthermore, the researcher concluded or summarized the findings to represent the essence of this study.

1. The Speaking Challenges Encountered by The Students at Pesantren Margoyoso

Based on interviews, observations, and documentation the researcher has explored the students of a Pesantren in Margoyoso about the challenges of students when speaking English and how to address the challenges. This Pesantren has a unique curriculum because in addition to providing Islamic education and *pesantren* values that can be applied in daily life *(Tafaqquh Fiddin)*, this Pesantren also provided knowledge and skills in foreign languages, both Arabic and English (bilingual) which not only used a learning model that focused on receptive skills but also productive, this allows students to be to understand and used foreign languages both in writing and orally, in the end producing individuals who were *mutsaqqaf*.[1] Therefore, this Pesantren provides various activities that support students' abilities in foreign languages, especially English. The English language activities were as follows:[2]

Table 4.1 Learning Activities

No	Time of Activities	Learning Activities
1	Daily Activities	• Memorizing vocabulary • Daily conversation
2	Weekly Activities	• Morning conversation • Grammar for speaking

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[1] Documentation of the profile of Islamic boarding school Margoyoso by researcher, May 11. 2024.

[2] HMA, Interviewed by Researcher, May 12, 2024, Interview 1 Transcript.

No	Time of Activities	Learning Activities
3	Monthly Activities	• Speech • Watching movie or listening music
4	Annually Activity	• Kemah bahasa

In English learning activities related to speaking skills, teachers always prepared lesson plans so that learning would be active, effective, and learning objectives would be achieved.[3] There were three steps in this learning activity. First, in the opening activity, the teachers give opening and greetings, the teachers explained the learning objectives, and warms up. Second, in the main activity, the teachers explained the material in detail, gave games or ice-breaking if needed, and asked students to practice the material that had been taught. Finally, at the closing activity, the teacher give feedback or give a review and conclusion about the learning before saying the closing and greeting.[4] However, even though the learning activities have been structured, students still experience challenges when they practice speaking English.

Based on the observation, that students were experiencing challenges when speaking English from both linguistic and non-linguistic aspects. There were challenges encountered by students from linguistic aspects such as students used common or repetitive vocabulary and often stopped or hesitated with *"hemm or emm"* to convey their ideas due to confusion in choosing the correct word or confusion in forming words to become meaningful sentences in line with language rules. So when speaking, students have a hard time in applied grammar. For example, when they talked about events in the past, they should have used V2 or V3 but in reality, they used V1 because they did not know about the changes from V1 to V2 or V3 such as the word *go*. They replaced it with *goed* which should be *went*.[5] In addition, in the way of pronouncing words, students often had challenges using the appropriate intonation and stress, for example when students express the word *"Do you like the food?"* They expressed it flatly, which should put stress on "food,*"* and they were confused about pronouncing words

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[3] Documentation of lesson plan by researcher, May 16, 2024.
[4] Observation by researcher, May 14, 2024.
[5] Observation by researcher, May 15, 2024.

that were similar in spelling but different in pronunciation. For example, *"read and red" or "great and grate"*.[6]

In addition, students experienced fear making mistakes when speaking English and lack of confidence when communicating with people perceived to be more proficient than themselves. So, students even refused to engage in communication with these people.[7]

The results of the observation are consistent with the results of the interview with NDN, the first English teacher. She said that students have some challenges when speaking English. According to her, these challenges were caused by students' lack of vocabulary and the vocabulary used by students was less varied so that they were repetitive when having a conversation, students sometimes stopped in the middle of the conversation to determine the words and how to arrange the words into sentences that were by the rules of grammar. Therefore, students could understand what was conveyed to others or when students knew the vocabulary they were confused about how to pronounce it, intonation or stress or students were often wrong when the spelling was similar but the pronunciation was different. From these challenges, students fear what they have spoken is incorrect, not only vocabulary, grammar or pronunciation and sometimes they also lack confidence when they have conversations with people who have more ability than them. So the challenges encountered by students could hinder their ability to speak English. This can be shown by the English teacher's statement:

> *"During the practice of speaking English, students encountered challenges in the lack of vocabulary, so they used common words and lacked variety, and sometimes they paused to select the correct words when speaking. Students also have challenges in pronunciation, such as the correct stress and intonation of words, as well as being confused by words with the same spelling but different pronunciations. In addition, students have challenge to apply grammar when speaking English. So from these linguistic problems, students are fear of making mistakes, sometimes the students asked me "is this right?" or "what if it's wrong?". In*

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[6] Observation by researcher, May 15, 2024.
[7] Observation by researcher, May 16, 2024.

addition, students lack of confidence to speak with people who have more ability than themselves. "[8]

In addition, IF as a teacher who lived in a Pesantren environment, she said that students when speaking English still encountered many challenges in terms of vocabulary knowledge. So, if they do daily conversation they often used the word *"how to say"* when they did not know the vocabulary and they also used common words to express their feelings, In addition, students also used grammar that was not by the rules in English, and even when speaking English they used regional accents such as *"don't be like that lah"* it was not by the pronunciation, intonation or stress that applied to English and they were also confused between spelling that is similar but different pronunciation or otherwise. Therefore, from here students felt fear of making mistakes and felt lack of confident if they were asked to have a conversation with someone better than them. This can be seen from the English teacher's statement:

> *"Students still encountered some challenges when speaking English, such as the lack of vocabulary. So, the students often used common vocabulary that was repeated when expressing their feelings, they often said "how to say" when they did not know the vocabulary, and spoke with regional accents, for example "don't be like that lah" because students were often confused with proper English intonation, stress, and spelling, and still used incorrect grammar that did not match the rules in English. For example "the bag big". For this reason, to practice speaking English in front of people who are more able, students feel lack of confidence and feel fear of making mistakes. "*[9]

FNA as student in Pesantren Margoyoso also stated that she have some challenges when speaking English. This can be seen from their statements:

> *"I often had vocabulary challenges because I was confused about selecting the right words to convey my ideas. In addition, I had grammatical challenges because I often made mistakes in the use of tenses and the structure of*

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[8] NDN, Interviewed by Researcher, May 16, 2024, Interview 2 Transcript.
[9] IF, Interviewed by Researcher, May 17, 2024, Interview 3 Transcript.

sentences. So it caused me to be more fearful of the mistakes that I created."[10]

In addition, MAR find the challenges when speaking English such as lack of vocabulary, pronunciation, grammar, and fear of making mistakes. As seen in the result of the interview:

"I find the challenges in three aspects: vocabulary, pronunciation, and grammar. Because when I knew the vocabulary I didn't know how to pronounce it or I couldn't compose the words based on the grammar rules. Besides that, if I didn't know the vocabulary I preferred to pause for a moment to find the correct words or use the same words. So these challenges can make me feel fear if I make a mistake when speaking."[11]

In another case, two students were experiencing challenges with their speaking skills. This was due to a lack of vocabulary, pronunciation and lack of confidence. This can be observed in their interview:

"I have challenges when speaking English both in vocabulary and pronunciation. Because there were many vocabulary that I didn't know and I was still confused about words that had the same spelling but different pronunciation. So I lack of confidence when speaking in front of people who are better than me."[12]

"I have difficulty with vocabulary because my vocabulary is still minimal. So, when I speak, I don't know the vocabulary or even pronounce it with the appropriate stress or intonation. This greatly limits my ability to communicate effectively in English. From this, I usually lack of confidence to communicate with some people around me whose abilities are better than me."[13]

Based on the explanation above, there are several challenges that students face in speaking English, which can be categorized into linguistic and non-linguistic aspects. On the linguistic aspect,

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[10] FNA, Interviewed by Researcher, May 18, 2024, Interview 4 Transcript.

[11] MAR, Interviewed by Researcher, May 18, 2024, Interview 5 Transcript.

[12] ISW, Interviewed by Researcher, May 22, 2024, Interview 6 Transcript.

[13] ZNF, Interviewed by Researcher, May 22, 2024, Interview 7 Transcript.

students tend to use common or repetitive vocabulary and often stall or hesitate when looking for the correct word to communicate their ideas. They also have challenges in stringing words into meaningful and grammatically appropriate sentences. So, when speaking there are still many grammatical mistakes. In addition, students have challenges in using appropriate intonation and stress, and they are confused by words that have similar spelling but different pronunciation. In the non-linguistic aspect, students feel fear if they make mistakes when speaking and feel lack of confidence to communicate with others who are better. So, they sometimes refuse to speak. Overall, students encountered challenges in speaking English, which included vocabulary acquisition, grammar, pronunciation, as well as fear of making mistakes and lack of confidence.

2. The Strategies Used by The Students to Address The Speaking Challenges

English in oral communication is the most common and complex activity to be considered in learning. Therefore, learning strategies are needed to facilitate the learning process and improve proficiency in a second language (L2). These strategies help students to overcome the language challenges to improve their communicative competence, and make their communication more confident and effective.[14] As for the results of observations made by the researcher when the students had challenges in speaking English, they used several strategies to address it, either using direct or indirect strategies. In this Pesantren, students have provided several strategies to be able to improve their speaking skill, one of which was a vocabulary memorization activity. In this activity students are given several vocabularies, after which they are repeatedly taught how to pronounce them. So, they can pronounce them correctly after that students are asked to memorize them and report to the teachers. Here students used several ways to quickly memorize some vocabulary, such as visualizing the vocabulary, listening to the native speaker, or grouping several words that match or asking others for corrections.[15]

In this Pesantren, there was also a grammar for speaking activity. This activity can help students to address the speaking challenges because students can apply simple grammar patterns

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

[15] Observation by researcher, May 14, 2024.

that have been learned in English by making simple sentences to be spoken by the grammar and it can also help memorize new vocabulary that can be directly applied. In addition, when students have difficulty in determining words to make meaningful sentences when communicating, students usually use tools such as a dictionary, telephone, internet etc. or ask for help or opinions from others, by asking questions, using gestures, using their mother tongue, or minimizing the message they want to convey.[16]

In another case, students independently conducted daily conversations with their friends in the Pesantren environment, monologue, or conducted discussions to repeat the material that had been taught and evaluate their ability to speak either by communications with native speakers, or speech.[17] As well as independently they expand their knowledge by finding out something related to English by using several applications on the internet. This is used by them to get out of their comfort zone and they realize the importance of it in improving speaking skills.[18] In addition, students listen to music for relaxation, exchange opinions about their feelings, and motivate themselves to speak English. So, they do not feel bored in increasing their knowledge of English.[19]

These observations were consistent with the results of interviews with English teachers. NDL and IF also said that students often memorized some vocabulary, how to pronounce it, and how to structure sentences based the grammar with some media or ways that could help them quickly remembered and applied it. In addition, they independently conducted their conversations to find out their level of ability in speaking skills, they also searched for information, discussed, or asked others related to some English materials. Students sometimes listen to English music or watch movies to motivate them to be interested in English and increase their vocabulary or pronunciation because music and movies are something that can make them relaxed. This can be seen from the statement made by the two teachers:

"There were various strategies used by the students. In general, students memorize vocabulary through the program. I often invited them to play games to help them

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[16] Observation by researcher, May 15, 2024.
[17] Observation by researcher, May 16, 2024.
[18] Observation by researcher, May 16, 2024.
[19] Observation by researcher, May 21, 2024.

memorize, make them happy, and motivated. I also teaches them the correct pronunciation so that they could practice independently. In addition, when there is a grammar for speaking program, I ask them to make sentences based on the vocabulary and grammar they have learnt. If they have difficulties, they usually ask me, friends, or find corrections from others. They can also look at dictionaries or YouTube. In this way, students continue to learn the material and explore more to expand their knowledge and get out of their comfort zone."[20]

"In the classroom, all students follow the same strategies such as memorizing vocabulary, participating in grammar for speaking, morning conversation, and speech activities based on the teacher's plan. As well as motivating students to memorize vocabulary, they play games, match pictures, and listen to native speakers' conversations for pronunciation practice. They also discussed and used applications or internet to find information. Besides class, they have their own ways to improve their speaking skills. Some of them have written vocabulary on sticky notes on the wall, used items around them to remember vocabulary, told stories to themselves, listened to English music to relax and follow the pronunciation, watched movies without subtitles to increase their vocabulary, or communicated with native speakers via applications on the internet. These activities can help and motivate them to expand their knowledge and improve their skill."[21]

There was also the result of an interview with FNA. She said that she often groups the appropriate vocabulary on sticky notes and put it on the bed and always repeats the vocabulary to remembers the meaning quickly. Besides, she also likes to memorized grammar formulas with gestures or body movements while making example sentences. Because according to her, it was not boring and made her enthusiastic to learnt. We can be seen from the results she said:

"I have sticky notes on the bed with vocabulary that I've grouped. This helps me memorize vocabulary and remember

[20] NDN, Interviewed by Researcher, May 16, 2024, Interview 2 Transcript.
[21] IF, Interviewed by Researcher, May 17, 2024, Interview 3 Transcript.

its meaning. Before going to bed, I also used body movements to remember grammar formulas and make sentences, so that I could better understand and ensure that I could make correct sentences based on grammar."[22]

Additionally, FNA utilized a variety of self-encouraging strategies when scheduled to deliver a public speech. She also capitalized on the daily conversation program to maintain her English proficiency. According to her, this practice helped her identify potential weaknesses in her language skills, including grammar and vocabulary. This is evident in her statement:

"In my Pesantren, there was an English speech every month. When I got the schedule, I always motivated myself by saying "I can do it". In addition, I often practice speaking with friends every day. If I have problems with vocabulary or grammar, I always ask my friends or search the internet. Having daily conversations with my friends and speech are challenging to evaluate my skills."[23]

MAR also shared the strategies to overcome her speaking challenges. MAR said that she is one of people who likes listening to music and watching English movies. Almost every day she listened to English music and maybe once or twice a month she watched a film at Pesantren with her friend. According to her, it can help improve her knowledge of vocabulary and pronunciation. This can be seen from the results of the interview as follows:

"At Pesantren, I listened to English songs to increase my vocabulary and practiced pronunciation while singing, which made me feel relaxed and happy. I also watched English movies without subtitles with my friends, both from official Pesantren activities and personal initiatives. Watching movies helps me understand and remember what they have said, adding to my knowledge of expressions, slang, and grammar usage that I haven't learnt in class."[24]

In an interview, MAR was also the same as FAR who liked to do independent practice and discussed with her friends. She stated that she is always active in having daily conversations with

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[22] FNA, Interviewed by Researcher, May 18, 2024, Interview 4 Transcript.

[23] FNA, Interviewed by Researcher, May 18, 2024, Interview 4 Transcript.

[24] MAR, Interviewed by Researcher, May 18, 2024, Interview 5 Transcript.

her friends at the Pesantren because some of the vocabulary that she got from the Pesantren, listening to music, or watching movies can be applied directly. This can seen from the result of the interview as follows:

> *"Listening to music and watching movies helped me a lot in my daily communication with my friends. From there, I learnt a lot of vocabulary, slang, daily expressions, pronunciation, and sentence structure, so I am not fearful of making mistakes. In addition, I discussed with my friends about the material taught at the Pesantren, so my knowledge became more complex and in-depth."*[25]

Another experience was expressed by ISW in addressing the speaking challenges. She stated that she liked watching YouTube or videos on Instagram about learning English and she practiced it in daily conversation. This can be seen from the results of interviews that have been conducted as follows:

> *"Besides following the Pesantren program, I explored the English language through YouTube and Instagram. I watched BBC and content from the course in Pare to learn everyday vocabulary and pronunciation. I usually take notes, imitate, and visualize it with body movements. So, it is easy to remember and when speaking with more competent people, I am more confident."*[26]

In the last experience shared by ZNF, she stated that she often explores her abilities by having conversations alone in the bathroom and remembering vocabulary that she did not understand, then looking it up in the dictionary. In addition, she wrote English stories and asked for opinions or corrections from her friends if something was not accurate. This can be seen from the results of the interview with ZNF as follows:

> *"To increase my confidence and vocabulary, I often tell with others or I do monologue in the bathroom about my feelings and activities. If there are vocabularies that I don't know, I replace them with Indonesian or simplify the sentences. After showering, I search for the words in the dictionary and repeat them until memorized. In addition, as an administrator of the English organization at school, I often*

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[25] MAR, Interviewed by Researcher, May 18, 2024, Interview 5 Transcript.
[26] ISW, Interviewed by Researcher, May 22, 2024, Interview 6 Transcript.

make short stories and ask for opinions from more competent friends to ensure correctness in my vocabulary and sentence structures."[27]

In other cases, ZNF also used the tandem application or Episoden.com to be able to communicate directly with foreigners to evaluate her ability to speak and to increase her self-confidence. This can be seen from the results of the interview as follows:

"I use the Tandem app or Episoden.com when I have free time to communicate directly with foreigners. This helps me evaluate my ability to be confident in speaking English and feel confident in communicating with more competent people. In addition, from conversations with native speakers, I learnt proper pronunciation and obtained insights into the cultures of different countries, which has enriched my learning experience. Thus, learning English became more enjoyable and meaningful, as I could apply what I had learnt in a real-world context while also broadening my cultural insights."[28]

Based on the above explanation, it shows that students in the Pesantren used various strategies to address the challenges of speaking English. They categorized new words, used visual images, watched films without subtitles and reviewed the material they had learnt. Students also practice repeating words, imitating native speakers, and using resources such as dictionaries, the internet, YouTube, and Instagram to help improve their speaking. They also used their mother tongue, asked others for help, and used gestures to convey their ideas. In addition, students plan their learning, evaluate their progress by communicating with foreigners, daily conversation, and speech, relaxing by listening to music, make positive statements, and express their feelings to others related to English learning activities. They also actively asked for correction, discussed, and searched for cultural experiences by utilizing the Tandem app or Episoden.com. These strategies helped students to tackle speaking challenges, improve their skills, and enhance their cultural understanding.

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[27] ZNF, Interviewed by Researcher, May 22, 2024, Interview 7 Transcript.
[28] ZNF, Interviewed by Researcher, May 22, 2024, Interview 7 Transcript.

B. Discussion

1. The Speaking Challenges Encountered by The Students at Pesantren Margoyoso

Based on the results of observations and interviews that have been conducted by researcher at the Pesantren in Margoyoso about students' ability in speaking skills, it showed that students experienced some challenges in speaking English, which included linguistic and non-linguistic aspects. The linguistic aspects were as follows:

a. Lack of Vocabulary

The results of observations and interviews showed that students were lacking in vocabulary, so they used common or repetitive words in conversation. Many students looked stalled or hesitant when looking for the correct words to convey their ideas, often pausing with *"emm"* or *"hmm"* or pausing to think. This indicated challenges in vocabulary acquisition. This finding was supported by research from Ester, who found that the main challenge students when speaking English is vocabulary limitation. He revealed that conveying ideas in the target language is a big challenge for students, and the lack of vocabulary makes them feel discouraged to speak the language.[29]

b. Lack of Pronunciation

The second challenge that students often face is pronunciation. They should be able to use appropriate intonation and stress when speaking in English, but often pronounce sentences with flat intonation without any stress. For example, in the sentence "Do you like the food?" students should emphasize the word "food". Students also often add words such as *"lah, tah, or sih"* with intonation like their first language. For example "don't be like that lah". In addition, students often confuse words with similar spelling but different pronunciation, such as "read" which can be pronounced as "reed" or "red" depending on the context, as well as "great" and "grate".

This finding was consistent with Ester cited by Labouf who emphasized the importance of pronunciation in daily communication. So, when students make mistakes in

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[29] Ester Maji, Udi Samanhudi, and Maryanti E Mokoagouw, 'Students' Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)', *Soscied*, 5.1 (2022), 95–109.

pronunciation, they should be guided by English teachers to be able to pronounce it correctly.[30] Eyüp cited by Thornbury also emphasizes that basic knowledge of pronunciation is the main foundation of language learning. Therefore, students need to practice consistently to improve intonation, word stress, and proper pronunciation in English.[31]

c. Lack of Grammar

The last linguistics challenge is the lack of grammar. Students often have challenges in stringing words into meaningful sentences that conform to the rules of grammar. They are often confused with the use of grammar, especially in the context of tenses or parts of speech. For example, when students want to express past events, they often mistakenly use verb forms, such as mistaking "go" for "goed" it should be "went" In addition, when they want to say "the big bag" they mention the noun first "bag" and then the adjective "big". Another challenge they face is in applying grammar rules in conversation. Many students tend to make simple mistakes such as using V1 to tell the past events, they didn't use V2 or V3 to tell it. The problem of language structure or grammar in speaking English was also found by Wahyuningsih and Afandi. In their findings, students in English language education at IAIN Kudus had difficulties in using correct grammar when speaking English, especially in mastering various tenses and their contexts of use. For example, a student has difficulty memorizing and applying tenses quickly in conversation. This difficulty often occurs when students have to speak without preparation, thus making grammatical errors.[32]

The students at the Islamic boarding school in Margoyoso encountered of challenges when speaking English in non-linguistic aspects. There challenges were as follows:

a. Fear of making mistake

The results of observations and interviews with female students at the Pesatren Margoyoso indicated that students were

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[30] Ester Maji, Udi Samanhudi, and Maryanti E Mokoagouw, 'Students' Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)', *Soscied*, 5.1 (2022), 95–109.

[31] Eyüp Yaşar Kürüm, 'Teaching Speaking Skills', *Annals of the University of Oradea: Economic Science*, 25.1 (2016), 264–73.

[32] Sri Wahyuningsih and Muhamad Afandi, 'Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia', *European Journal of Educational Research*, 9.3 (2020), 967–77 <https://doi.org/10.12973/EU-JER.9.3.967>.

fear of making mistakes in linguistic aspects, including vocabulary, pronunciation, and grammar. This made the students unwilling to speak in English because the students were worried that they would make mistakes. Even when students are asked to practice speaking, they often ask the teacher "Is this right?" or "What if it's wrong?". Meli also conveyed a similar statement. In her findings, she identified challenges faced by students when speaking English, including fear of making mistakes. The study revealed that 29 students (15%) had experienced this phenomenon. Students fear making mistakes in linguistic aspects, feel afraid if their friends laugh at them for making mistakes, and feel pressured if asked to speak. It can be concluded that students are unwilling to speak English.[33]

b. Lack of confidence

The last non-linguistic challenge was lack of confidence. Students felt unable to compete with interlocutors who were considered more excellent in speaking skills. Some students felt insecure when they had to speak in front of people who were more proficient than them. As a result, they often refused to have conversations with these people, which ultimately hindered the development of their speaking skill. According to Dea et al. also stated that in their findings 20.70% of students who experienced the challenge of lack of confidence when speaking English. The lack of confidence in students also seemed to be a challenge in students' speaking performance, the problem was caused by students who were not confident to speak English in front of people, they thought that they would not be good English speakers, they felt that their classmates would underestimate when speaking English to them, they were not confident to speak English to people who were better at it, and they were not confident to express their opinions in class.[34] According to Dea et al cited by Elliot, lack of confidence was caused by several aspects such as feelings of guilt, shame,

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[33] Meli Arya Susilawati, 'Students' Speaking Problems In English Presentation', *Channing: English Language Education and Literature*, 6.1 (2021), 18–23.

[34] Dea Aries Fitriani, Rahayu Apriliaswati, 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.

unrealistic expectations of perfection, a sense of false humility, etc.[35]

From the explanation above, the challenges students encountered in speaking English included linguistic and non-linguistic aspects. It can be seen as follows:

Table 4.2 Represent the Finding of Challenges

No	The Challenges	Components
1	Lack of vocabulary	• Using common or repetitive words • Hesitate to select the words
2	Lack of pronunciation	• Using incorrect intonation or stress • Confusing the same spelling but pronouncing is different
3	Lack of grammar	• Confusing apply the correct grammatical such as tenses and part of speech in conversation • Confusing in stringing words into meaningful with the correct grammar
4	Fear make mistakes	• Fear of making mistake if use incorrect vocabulary, pronunciation, and grammar when conversation
5	Lack of confident	• Feel lack of confident when speak with someone who is more competent

Based on the table, this study had a similar finding made by Reivi et al, who found similar challenges from linguistic aspect such as lack of vocabulary, pronunciation, and grammar. However, this study also focused on non-linguistic aspects such as shyness and lack of confidence.[36] Meanwhile, from the non-linguistic aspects of this study, found that students were fear of making mistakes in vocabulary, grammar, and pronunciation. In addition, students feel lack of confidence if asked to practice speaking to people who were more competent than themselves, but in this study, students were not shy to speak in front of others even though they were asked to speak spontaneously by the teacher.

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[35] Fitriani, Apriliaswati, and Wardah, ' A Study on Student'S English Speaking….6

[36] 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>.

2. **The Strategies Used by The Students to Address The Speaking Challenges**

Based on the results of observations and interviews, the students at the Pesantren Margoyoso still experienced some challenges in speaking English. However, they have various strategies to address these challenges, both direct strategies and indirect strategies. The direct strategies that students used in addressing the challenges of speaking English were as follows:

a. Memory strategies

Based on the results of interviews and observations, when students experienced challenges in speaking English, they not only participated in activities held by the Pesantren but also used various ways to address these challenges. One of them is using memory strategies by the Oxford classification of language learning strategies. Students tried to place new words in sentences based on grammar to memorize vocabulary and students grouped new words and made sticky notes on the wall as reminders *(creating mental linkages)*. They also use visual images and sounds by listening to music and watching English movies to increase their vocabulary *(applying images and sounds)*. In addition, students repeated the material learnt in English class, including vocabulary, grammar, and pronunciation. The students when speaking English and they were not knowing the vocabulary, students write down the words and look it up in the dictionary to memorize. Then students repeated continuously to reinforce their long-term memory through habitual reviewing *(reviewing well).* According to Oxford, these strategies assisted students in retaining and recalling information effectively but also improve students' readiness to used English practically and contextually.[37]

b. Cognitive Strategies

The second strategies that students used to address the speaking challenges in English is cognitive strategies. Based on the results of interviews and observations, students practiced pronouncing new words repeatedly and imitating audio of native speakers' conversations, which helped them develop speaking skill through repetition and practicing formally with sounds. They also practiced English naturally in daily activities

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

such as daily conversation at the Islamic boarding school, speech, monologue, and writing short stories, which reflected the use of practicing naturally to improve communication skill *(practicing).* In addition, students utilized additional resources such as dictionaries, internet, and watching videos on YouTube or Instagram to improve their language skills *(using resources for receiving and sending messages)* and Watching movies without Indonesian subtitles helped students understand the intentions of native speakers and increase their knowledge of English expressions and slang *(analyzing and reasoning).* These strategies showed how students manipulated and applied learning materials directly to improve their English speaking skill effectively. They not only memorized words and grammar, but also integrated them in daily practice, used various resources to enhance learning, thus developing more natural and contextualized English speaking skill.[38]

c. Compensation Strategies

The last direct strategies that students used to address the speaking challenges were compensation strategies. Students actively asked for help from friends or teachers when they encountered language difficulties, such as asking about vocabulary, pronunciation, or grammar that they did not understand *(asking for help).* They also used gestures or body movements to help in remembering grammar and vocabulary *(using mime or gesture).* In addition, students tend to simplify the message to make it easier to understand *(adjusting the message).* Students also used the mother tongue to continue the conversation *(switching to the mother tongue).* According with the concept of compensation strategies by Oxford, these strategies allowed students to keep communicating even though they had difficulty in mastering the target language, by appealing to the available resources and their adaptability to convey the message effectively.[39]

The other strategies used by students when addressing the challenges of speaking English were indirect strategies as follows:

a. Metacognitive Strategies

The students at the Pesantren used metacognitive strategies to address the challenges of speaking English. They showed high awareness of learning needs and goals by actively

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[38] Rebecca L Oxford, 'Language Learning…43
[39] Rebecca L Oxford, 'Language Learning…49

searching for additional information through the internet and language learning apps such as watching BBC in YouTube, content learning English from Pare as well as combining new knowledge with what they already have *(Centering your learning).*

They also planned and organized their learning strategies by participating in activities such as speech, morning conversation, grammar for speaking at the Pesantren, which allowed them to practice speaking in real contexts *(arranging and planning your learning).* In addition, students constantly evaluate their progress by using the Tandem app or Episoden.com to communicate with native speakers, daily conversation or with speech which helped measure and improve their speaking skills *(Evaluating your learning).* This was consistent with Oxford's concept that this strategy is used to assist students in coordinating the learning process by focusing, organizing, planning, and evaluating their learning.[40]

b. Affective Strategies

The students in addressing the challenges of speaking English also showed awareness of their emotional aspects, this can be seen from the used of affective strategies. They used these strategies to manage their emotional well-being in ways such as playing games to keep students happy, listening to music to feel relaxed, or making positive statements to themselves as an effort to be motivated to get out of their comfort zone and motivate them to be able to address the challenges or some evaluations that must be done *(encouraging yourself)* for example, students gave themselves positive self-support by saying *"I can do it".* In addition, students expressed their feelings to others related to the language learning process, both to peers and to teachers. This showed they were *taking their emotional temperature*, such as to be self-aware and manage their feelings related to the learning process. Thus, the strategies used by students in managing their emotional aspects were in line with Oxford's framework for affective strategies.[41]

c. Social strategies

In the results of observations and interviews, students showed significant use of social strategies when addressing English speaking challenges. They actively interacted by asking

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[40] Rebecca L Oxford, 'Language Learning…138
[41] Rebecca L Oxford, 'Language Learning…142

for corrections or feedback from native speakers, teachers, or peer learners, both in English discussions and individually. It can be said as asking questions and cooperating with peers and cooperating with proficient wars of the new language as the category of social strategies by Oxford.[42] In addition, students also used the category of empathizing with others because they valued cultural variety by looking out for experiences that would expand their insights.[43] Such as using the Tandem app or Episoden.com to communicate with foreigners and understand their culture. Thus, social strategies not only helped them to address the speaking challenges but also expanded their understanding of culture and cross-cultural interactions.

Based on the explanation above, the strategies used by students in addressing the speaking challenges include all categories of direct strategies and indirect strategies. This can be seen as follows:

Table 4.3 Represent the Finding of Leaning Strategies

No	Learning Strategies	Components
1	Memory Strategies	• Making sentences with new words • Grouping words in the sticky notes • Using visual images and sounds by listening to music and watching English films to increase vocabulary • Reviewing the materials in English class • Writing the vocabulary that didn't know and find the vocabulary in dictionary to memorize
2	Cognitive Strategies	• Repeating audio of native speakers' conversations • Practicing in daily conversation, speech, monologue, and writing short stories • Resourcing in dictionaries, internet, and watching videos on YouTube or Instagram • Watching movies without

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[42] Rebecca L Oxford, 'Language Learning…145
[43] Rebecca L Oxford, 'Language Learning…146

No	Learning Strategies	Components
		Indonesian subtitles
3	Compensation Strategies	• Using mother tongue • Using gestures or body movements to remember of grammar and vocabulary • Asking for help some people • Making adjusting the message to easier understand
4	Metacognitive Strategies	• Searching for additional information through the internet and language learning apps, and combining new knowledge with already that have • Participating in activities speech, morning conversation, grammar for speaking, and practice speaking in real contexts • Evaluating learning by daily conversations, Tandem app or Episoden.com, and speech
5	Affective Strategies	• Playing games and listening music to feel relax • Using positive statements • Expressed their feelings to others related to the language learning process
6	Social Strategies	• Asking for corrections • Discussion with some people • Using Tandem app or Episoden.com to practicing with foreigners and understand their culture

Based on the table above, this study was connected with Ubaidillah's research, which also discussed these strategies by dividing students into two categories: low and high speaking performance. Students with low speaking performance used three strategies, which were memory, cognitive, and social strategies, and sometimes used other strategies such as compensation, metacognitive, and affective strategies although rarely. In addition, students with high speaking performance

often selected and combined strategies that worked well in a coordinated and appropriate way based on the needs of the language task.[44] In this study, it was not divided into students with high speaking performance and students with low speaking performance but almost the students used direct and indirect strategies that they needed to address the challenges. This showed that students could adapt the strategies to their needs in addressing English speaking challenges without having to be categorized based on their level of speaking performance.

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[44] 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>.