

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of related theories underlying the research. It consists of a theoretical review relevant to the title of the research and review of previous studies.

A. LITERATURE REVIEW

1. Speaking

In this case, the researcher explains the concept of speaking. To make it clearer, the explanation is divided into four points: speaking skill, the basic types of speaking, the level of speaking, technique of speaking

a. Speaking Skill

Speaking is part of communication, in addition to listening and writing. Speaking skills are the key to success in a career or job and social relationships. Speaking skills will facilitate the delivery of oral or verbal messages. In general, speaking skills include the following 4 things: fluency, vocabulary, grammar pronunciation.

Experts use many different perspectives in defining speaking. According to Brown (2004), defined speaking is an interactive process of making meaning that includes producing, receiving, and processing information. According to Mazozi (2013), Stated that speaking is an interactive process to construct meaning that involves producing information, receiving information and processing information.

Speaking is the skill of conveying messages through spoken language. The link between the message and spoken language as a medium of delivery is very heavy. The message received by the listener is not in its original form, but in another form, namely the sound of language. The listener then tries to transfer the message in the form of language sounds into its original form. Speaking skill is a skill to convey messages orally to others. The ability to speak fluently and effectively in English is an essential skill that can help you communicate with people from different cultures and backgrounds and succeed in a variety of situations, be it academic, professional or social.

According to Supriyadi (2005), if a person has good speaking skills, they will gain social and professional benefits. Social benefits are related to social interaction activities between individuals. Professional benefits are obtained when using language to make questions, convey facts and knowledge, explain and describe. These oral language skills make it easier for learners to communicate and express ideas to others. Bahadorfar and Omidvar (2015) says that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.

Additionally, Ur in Akhyak and Indramawan (2013) says that the successful speaking activity has the characteristics as follows:

1. The language learners talk so much
2. All the participants of speaking activity get the opportunity to

3. The language learners are highly motivated and have interest in the speaking
4. The language produced is at the acceptable level.

b. The Basic Types of Speaking

According to Brown (2004), there are several types of speaking to students in developing their speaking skills in the classroom.

1) Imitative

Children or students are great imitators. All the time, their eyes are watching, their ears are listening, and their minds are digesting whatever you do. According to Rosdiana Setyaningrum, M.Psi, MHPEd in Ike (2022) in, a child and family psychologist, said that there is nothing wrong with imitation behavior, because basically imitation is the natural learning process of all living things.

In the classroom students will meet many people and it makes it easier for students to imitate vocabulary or someone's speech. The same thing with learning English students will easily memorize because they imitate the teacher's speech. Imitating repeatedly at each meeting makes students memorize by themselves.

2). Intensive

After imitating, there are things that must be considered, namely having the courage to practice public speaking by paying attention to the grammatical aspects used when speaking.

3). Responsive

This means that when speaking students respond to all questions with appropriate answers, responding appropriately.

4). Transaccional Dialogue

A dialog that must be done when we need something. This is done in order to fulfill that need. We take an example in a situation where we need an eraser so we need to have a conversation or dialog with a friend to borrow an eraser. This transaccional dialog is done because there is a functional motive.

5). Interpersonal Dialogue

A dialogue that we simply do because there is somebody around us. We speak for the sake of speaking itself. It is a conversation that is more intended because socially there are people around us. This interpersonal dialog is more lip service, talk and so on. In its form, examples of interpersonal dialog can be like chatting, chatting, gossip, etc.

6). Extensive monologue

Students with speaking skills will be further developed by monologue because by doing so students will be trained to speak for a long duration, like students will make a speech without thinking about the interlocutor.

c. The Level of Speaking

According to Bailey (2003), speaking skills have three levels, the first level is beginner, intermediate, and advanced. Each level has different qualifications, differentiated to suit their abilities, if they are first class then they will get the beginner level, and so on.

1) Beginning level

According to Bailey (2003), students who are at the beginner level, have a variety of characteristics, such as s having limited vocabulary or what they need. Beginner level students have some featured. First, oral speech includes learned words and phrases in sectors with predictable demand. Second, vocabulary is just enough to Meet basic needs and show simple basic courtesy. Third, speak Words are rarely more than two or three words and are often longer. Pause and repeat the interlocutor's words. Fourth, stakeholders have difficulty producing even the simplest words.

As explained, teachers will find it easier to teach if they can pay attention to each student's characteristics, so students will understand what the teacher is teaching. For the beginner level, teachers must also adjust their teaching techniques, teachers should not go further if they get a beginner class, teachers must adjust the students' abilities, syllabus, and the characteristics of each student.

2) Intermediate Level

The next level of speaking is intermediate level, this shows that the intermediate level has slightly better progress and characteristics than the beginner level. According to Bailey (2003), students at the intermediate level have several characteristics. First, successfully handle a variety of uncomplicated, basic, and communicative tasks uncomplicated, basic, and communicative social tasks and situations. Secondly, talking about oneself and family members in simple. Third, ask and answer questions and participate in simple conversations on topics beyond the most immediate needs. For example about personal activities that happened in the past and entertainment time activities. Fourth, slightly increasing the duration of speech, but the conversation is still characterized by the usual long pauses because in this case the still characterized by the usual long pauses because in this case the smooth integration of basic conversational strategies is often hampered. Fifth, improve pronunciation which is still heavily influenced by the first language, as well as fluency which may still feel strained. first language, as well as fluency that may still feel strained.

3) Advanced Level

According to Bailey (2003), advanced learners have several characteristics. First, meeting the requirements of everyday situations and the routine requirements of school and work. Second, handle with more confidence but not with facility complex social tasks and situations,

such as elaborating, complaining, and apologizing. Third, narrate and describe in detail, and connect sentences fluently. Fourth, communicating facts and being more relaxed in speech, especially about topics of current public and private concern. Fourth, communicating facts and being more relaxed in speaking, especially about topics of current public and private concern, and using vocabulary in general. Fifth, it is easier for native speakers interlocutors to understand what is being conveyed without experiencing difficulty.

At this challenging level, the teacher must be more active and creative to get students to interact more, and make students explore more in terms of their English speech. Teachers should also interact more often using English, at this level place students like peers, so as to make students more confident in what is said.

d. Technique of Speaking

There are many speaking techniques used for student activities during speaking lessons, the following theory according to Harmer (1984), those are:

1) Acting from a script

The teacher can ask students to act out scenes from plays and/or their coursebooks. Students will often act out dialogues they have written themselves.

- a) Playscripts: it is important that when students are working on plays or playscripts, they should treat it as “real” acting. This means that the

lines they speak will have real meaning. By giving students practice like that, the teacher ensure that acting out is both a learning and a language producing activity.

- b) Acting out dialogues: the teacher can give students time to work on their dialogues, they will gain much more from the whole experience.

2) Communication games

There are many communication games, all of which aim to get students talking as quickly and fluently as possible.

- a) Information-gap games: many games depend on an information gap, one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order or find similarities and difference between pictures.
- b) Television and radio games: games from radio or TV often provide good fluency activities, as the following examples demonstrate.

3) Discussion

Discussion range from highly formal, whole-group staged events to informal small-group interactions.

- a) Buzz group: these can be used for a whole range of discussions. For example, the teacher want students to predict the content of a reading text, and want students to talk about their reactions to it after they have read it. This can make discuss.

- b) Instant comment: another way in which teachers can train students to respond fluently and immediately is to insert “instant comment” mini-activities into lesson.
 - c) Formal debate: students prepare arguments in favour or against various propositions. It is good technique to allow students to practise their speeches in their group first. This will allow students to get a feel for what they are going to say.
- 4) Prepared talks

One popular kind of activity is the prepared talk, where a students make a presentation on a topics of their own choice. Before the student do presentation they must exercise talks or prepared talks. For students to benefit from doing oral presentations is to invest some time in the procedures and processes they are involved in.

5) Simulation and role-play

Another way to improve students' speaking skills is through role-playing. Students pretend that they are in various social contexts and have various social roles. In "Role-Play" activities, the teacher provides information to students or learners such as who they are and what they think or feel. Thus, the teacher can tell students that "You are Ariel, you went to the doctor and told him what happened last night, and..." (Harmer, 1984).

Simulation and role-play have recently gone through a period of relative unpopularity, yet this is a pity since they have three distinct advantages. The first is, role-play can be good fun and are thus motivating.

Secondly, make students to be more forthright in their opinions and behaviour. Thirdly, allow students to use a much wider range of language than some more task-centred activities may do.

2. Learning Speaking at *Pesantren*

The learning experience of students in boarding schools (*pesantren*) has its own unique characteristics and is different from learning experiences in other educational institutions. According to Aidil (2018), Here are some aspects that are part of the student learning experience at boarding schools:

- 1) **Religious Education:** Islamic boarding schools have a primary focus on Islamic religious education. Students learn about the Qur'an, hadith, fiqh (Islamic law), tafsir (interpretation of the Qur'an), and Islamic history. They also engage in worship practices such as prayer, fasting, and dhikr.
- 2) ***Santri* Tradition:** The learning experience in boarding schools often includes a *santri*-tradition, where students live together in dormitories and engage in religious, learning, and social activities. This creates a strong bond between students and their learning environment.
- 3) **Holistic Curriculum:** In addition to religious education, some boarding schools also offer general subjects such as math, natural sciences, languages, and others. This holistic curriculum aims to provide students with a comprehensive understanding.
- 4) **Traditional Teaching:** Teaching in Islamic boarding schools is often traditional, with methods of memorizing and discussing religious texts.

Teachers are often respected ulama or kyais, and they play an important role in guiding students in understanding Islamic teachings.

- 5) Character Education: Boarding schools also emphasize the importance of character education and moral values. Students are taught to be responsible, honest, disciplined, and caring individuals.
- 6) Life skills learning: In addition to academic and religious materials, students in boarding schools may also be taught life skills such as agriculture, handicrafts, or other skills that can help them in their daily lives.
- 7) Independence: Students in boarding schools are often expected to be independent in many ways, including maintaining personal hygiene, organizing time for study and worship, and managing their own daily needs.
- 8) Loyalty and Obedience: Students in boarding schools are usually expected to show loyalty and obedience to teachers and boarding school rules. This creates a strong culture of discipline among students.

Compared to other educational institutions, learning English in a boarding school is usually not the main focus as the main objective is Islamic religious education. However, some boarding schools may include English lessons as part of their program or as part of their curriculum. According to Amrizal (2021) the English learning experience at a boarding school may include the following:

- 1) **Additional Curriculum:** Students may attend English classes after religion classes in some boarding schools. Usually, this only serves as a supplement rather than the main focus.
- 2) **Private or Small Group Lessons:** Depending on available resources and student interest, boarding schools can offer English language learning in the form of private or small group lessons.
- 3) **Use of Limited Resources:** English learning methods in boarding schools may be affected by the limited availability of resources, such as textbooks and technology. Teachers may use traditional approaches, such as written exercises and oral explanations.
- 4) **Focus on Basic Skills:** English learning in boarding schools may concentrate more on basic skills such as reading, writing, listening, and speaking. It does not overemphasize the development of complex grammar or in-depth communication skills.
- 5) **Limited Use of English in Daily Life:** In boarding school environments that may be more isolated or traditional, opportunities to use English in everyday contexts may be limited, so the English learning experience may be more focused on formal classroom learning.
- 6) **Non-Native Teachers:** English teachers in boarding schools may have non-native speakers due to resource and accessibility limitations. This can impact the quality of teaching and how accessible learning resources are.

While learning English in a boarding school may have its own challenges and limitations, it can provide opportunities for students to expand their knowledge and acquire skills useful in cross-cultural communication.

The learning experience in a boarding school offers a combination of religious education, *santri* traditions, moral values, and independence. This creates a distinctive and immersive learning environment, where students not only acquire knowledge, but also grow spiritually and in character. There are several *pesantren* that are specifically for students. In these *pesantren*, they also teach academic sciences that are needed by students while being students. One of them is learning English. Learning English is very necessary for students, because the spirit of students is the language they master. Like learning English in general, in *pesantren* they are equipped with four basic English skills, namely listening, speaking, writing and reading.

However, at the boarding school, the basic English language that is often developed is speaking. Speaking is developed because, practicing speaking needs to be honed at the age of college students. Learning speaking at the boarding school is very enjoyable and also not too strict like in schools, let alone on campus. This makes a different result, where they learn comfortably and without coercion, students will naturally.

Learning to speak in Islamic boarding schools is like learning on campus, they have plans, goals and targets. It can not be taught too casually and too seriously. They are also students who have college assignments, so they cannot be tightened by forcing them. However, it also cannot be loosened

because learning English has a target. Although many students or students who are not majoring in English, but with the learning of English in boarding schools make them rich in language and literacy with world languages.

Learning to speak English in *pesantren* starts from a tutor or teacher who provides material then students will practice and continue to practice. Until the peak that is when there is a race, indeed in the Islamic boarding school Sharif Hidayatullah has not delegated his students to participate in speaking competitions outside the boarding school, but in his cottage every time there is a speaking competition is always contested, so the speaking competition between rooms or one cottage. The result is not only those who majored in English became the winner but many of those who are not English majors instead became the winner.

Learning English speaking in Islamic boarding schools has advantages and disadvantages that need to be considered, here are the advantages and disadvantages of learning speaking according to Jhoni (2024).

Advantages:

- 1) **Additional Learning Opportunities:** For students in boarding schools who want to expand their English skills, speaking lessons can be an additional opportunity to learn and improve their communication skills.
- 2) **Communication Skills Development:** Although English is not the main focus at the boarding school, speaking instruction can help students develop cross-cultural communication skills, which is an invaluable skill in the current era of globalization.

Disadvantages:

- 1) **Lack of Accessibility to English in Daily Life:** In a boarding school environment that may lack exposure to English in daily life, students may have limited opportunities to use and practice their speaking skills outside the classroom.
- 2) **Limited Resources:** Boarding schools may have limited resources, including adequate books or learning materials.

Those are advantages and disadvantages, there are still opportunities for students to improve language skills with determination and hard work.

3. Learning Experience

Understanding The Learning Experience. The term experiential learning is a combination of two words: experience and learning. Experience can be defined as something that has been experienced, lived, or felt which is then stored in memory. Experience can also mean empirical facts based on discoveries, experiments, and observations that have been made.

Learning is a change in behavior as a function of experience. It includes affective, motor, and cognitive changes that are not produced by other causes. Learning also means a series of activities or activities that are carried out consciously in a person and result in changes in him in the form of adding knowledge or proficiency.

In general, the term learning experience can be interpreted as a series of processes and events experienced by each individual, especially students in a particular scope (classroom) in accordance with the methods or learning strategies provided by each educator. Learning experience also means a number of student activities carried out to obtain new information and competencies in accordance with the goals to be achieved. Learning experiences are a number of student activities carried out to obtain new information and competencies in accordance with the goals to be achieved.

Forms of learning experience according to Harmer (1984), there are four forms of learning experience. The four forms of learning experience are explained as follows:

- 1) Direct experience

Learning experience in that students directly study and come into contact with learning objects. Direct experience involves direct interaction with learning materials. It includes direct experimentation, physical exploration, and real-life activities that allow learners to engage in a practical way. These direct experiences tend to have the strongest impact on understanding.

- 2) Learning experience through intermediaries

In fact not every goal and subject matter can be done directly. Then the teacher can design learning through intermediaries or what is commonly called learning media.

- 3) Learning experience through tutor explain

Learning that is done by explaining the subject matter using language as the main tool of delivery and striving for students to listen to the explanation. Learning through verbal language can be a very rewarding experience. By listening and interacting with verbal language students can pick up on nuances that may not be conveyed in other ways, such as through tone of voice, intonation and facial expressions. Through the experience of learning verbal language, students can gain a deeper understanding, improve communication skills, and build confidence in using language.

4) Learning experience through certain activities

A learning experience obtained by students through activities designed by the teacher to achieve certain goals, for example, discussions.

Type Of Learning Experience. There are several types of learning experiences according to Drew (2022), explains that learning experience has ten types as follows :

- a) Structured – These are experiences that have a clear procedure to ensure that the learning occurs. Example: A chemistry professor uses direct instruction to explain how atoms are held together by chemical bonds to form molecules.
- b) Unstructured – These are experiences that have learning as a goal, but allow students to find their own way to learn the lesson. Example:

Students are given a set of materials such as paper towel tubes, tape, scissors, and cardboard to make their own marble runs.

- c) **Experiential** – These situations involve students ‘experiencing’ what it’s like to be in a certain situation. Example: business students engage in a simulation that involves assuming different roles in a labor-contract negotiation.
- d) **Collaborative** – This involves learning that occurs alongside and with other learners. Example: Students must work in teams to develop a customer satisfaction survey, collect data, analyze the data and graph the results.
- e) **Observational** – This involves passive learning, where students come to a realization simply through watching something occur. Example: A young child observes their father cracking eggs to make breakfast and then tries to mimic the actions.
- f) **Reading** – Written text can be used as a form of instruction and therefore can facilitate learning. Example: Students are assigned to read the next chapter for homework and take the sample test at the end.
- g) **Independent** – This learning experience doesn’t involve a formal teacher, but is instigated and pursued by the learner themselves. Example: A college student takes computer programming courses online during their summer vacation.
- h) **Blended** – This type of learning involves a mix of teacher instruction and student-led inquiry. Example: The assignment involves students

listening to their professor's lecture in the classroom, supplemented with material from an online seminar.

- i) Project-Based – The student is provided a project, and learning occurs through the process of completing the project. Example: Fifth graders make a poster on volcanoes that includes text, diagrams, and photos.
- j) Sensory Based – This learning takes place when our senses (touch, feel, taste, smell, sight) give us stimuli that help us comprehend our world. Example: A 12-month-old grasps an unfamiliar object, examines it visually, tries to pull it apart, smells it and then puts it in its mouth to determine if it is edible.

Students' learning experiences can vary greatly depending on many things, such as individual learning styles, the learning environment and the teaching techniques used. These are some of the typical learning experiences that students have according to Idris (2020) :

- a) Fun Learning: Students who are interested and motivated will learn more easily. Enjoyable learning experiences can include exploration of material in interesting ways, collaborative projects or the use of games.
- b) Challenge: Some students enjoy challenges in learning. When they encounter difficult material, they feel driven to get through it and feel satisfied when they successfully complete it.

- c) **Connection with Teachers:** Students who feel heard, supported and understood by their teachers tend to be more motivated and have more positive learning experiences.
- d) **Collaboration:** Collaboration with fellow students can enrich the learning experience. Group discussions, joint projects and team-based learning can help students understand concepts better through the exchange of ideas and views.
- e) **Technology in Learning:** Technology can increase student engagement and give them access to more resources. However, the learning experience with technology can differ depending on students' abilities and customized teaching.
- f) **Difficulties and Frustrations:** The learning experience is not always pleasant. Students may experience difficulties and frustration when they face academic pressure or have trouble understanding certain material.
- g) **Recognition and Reinforcement:** Students can have a better learning experience with recognition and constructive criticism. This can be in the form of praise, awards or recommendations for improvement.
- h) **Insecurity:** Some students may feel unsafe or uncomfortable in their classroom, perhaps due to bullying, inability to keep up with the class, or other reasons. To ensure that all students have a positive learning experience, it is crucial to create a safe and inclusive learning environment.

It is important for teachers to understand the needs and learning styles of each student in order to create a supportive learning environment that allows each student to reach his or her potential.

Student learning experiences are a complex and diverse area, and a comprehensive understanding of the factors that influence them can help educators design more effective and satisfying learning experiences for their students. After knowing what the forms of learning experience are, the results of experience. The following describes the various outcomes of the student learning experience according to Budimanjaya and Sanjaya (2017)

- a) The results of intellectual learning experiences include learning discrimination, concepts, and rules. Learning outcomes of intellectual skills are abilities related to the development of students' cognitive aspects.
- b) Learning verbal information is the process of learning to communicate through specific symbols. The outcomes of this process include learning to speak, write stories and read.
- c) Learning organizes intellectual activities. This learning experience is concerned with the use of intellectual skills, which is the ability to think scientifically and solve problems in a systematic way.
- d) Attitude learning is when a person learns to take certain actions. An attitude is a person's tendency to act according to principles that they consider good. In other words, an attitude is a person's willingness to accept or reject something according to their view of it. A person's

point of view can be learned and transformed into a controllable and directed activity.

- e) Learning motor skills means learning to perform certain movements, ranging from very simple movements such as imitation and reflexes, to more complex movements that require certain skills and proficiency, such as the ability to operate a machine or vehicle.

B. PREVIOUS STUDIES

Previous study or relevant research are the results obtained from searches that have been carried out before this research. Relevant research aims to support and become the basis for research to be carried out.

One of them was conducted by Ike (2022) was entitled “EFL Experience in improving their English Speaking Ability”. The study was conducted using a qualitative research method, the research aims to find out the strategies used by teachers in improving speaking skills. The participant of this research is EFL Learners’s. The qualitative approach was used in this study because the researcher tried to describe the findings obtained. The type of data in this research was the learning experience in improving speaking skills. The primary data would be collected by doing interview with the participant directly and using Whatsapp. And as a result, the teacher's teaching experience is not far from today's social media, because it makes teaching more fun, and makes it easier to speak to students.

The second study was conducted by Ikrar (2020). This study aims to to identify the speaking problems experienced by EFL learners in speaking

English. The researcher conducted this study using the qualitative research method. To gather the results, the researcher uses a questionnaire centered on the Penny Tang (1997) on speaking problems in learning a foreign language. The study's data is collected from thirtyfive students from Tidar University in Magelang. The result of the study is that the students have problems in learning speaking English. The most problematic for the students is mother tongue use.

The third study was conducted by Alya (2020). This study aims to analyze the problems experienced by EFL learners in speaking English at TBI class B batch 2020 at IAIN Palangka Raya. The research method used in qualitative research. In collecting the results, the researcher used a questionnaire about speaking problems in learning a foreign language which took the theory of Penny Tang (1997). The data in this study were taken from 15 students in a TBI semester 5 class. The result of the study is that data shows that around 46.7% of students often use their mother tongue in English classes.

Another previous studies was conducted by Rabeya (2020). This paper aims to see the significance of social media to promote Bangladeshi university learners' speaking skill based on the perceptions from both teachers and students. For this descriptive study, data have been collected through questionnaires designed by the author. The data have been collected through google form where the participants are 100 EFL (English as a Foreign Language) university teachers and 100 university students. The result of this study shows that social media has a great importance to both teachers and learners to develop learners' oral proficiency. The result of this study will give benefit to the EFL teachers and policy makers to be more concerned

with a positive attitude about how to use social sites more effectively in EFL classroom to enhance learners' L2 skills, especially oral skill.

Despite the fourth studies that have been discussed above, researcher is motivated to investigate student learning experience in a *pesantren* area where the *pesantren* teaches English in its lessons. Boarding school inhabited by students IAIN Kediri. This research will be conducted to students who were not English majors but lived in Pesantren. The researcher wants to know what difficulties are felt by students while learning speaking skills and using technique of speaking in the class to learn speaking. The researcher will try to find the factors of their problems deeper and focused on speaking skill's problems. It has a relationship with this study in supporting the research