

## **CHAPTER I**

### **INTRODUCTION**

The research about students' strategies and challenges in learning speaking at Pesantren. This chapter aims to foreground general particulars for the readers. It comprises the background of the study, research questions, purpose of the study, significance of the study, scope and limitation of the study and definition of key terms.

#### **A. Background of the Study**

Speaking is one of the key components of learning English to communicate. People can directly or indirectly communicate opinions, share information, and emotions through conversing. Students need to become proficient in four different skills: listening, speaking, reading, and writing. The ability to communicate verbally is one of the four abilities that are deemed to be important for learning English. While all four skills are important speaking is by far among the most important. Speaking abilities are also used in oral communication between the speaker and the listener for communicating information, thoughts, and feelings (Brown, 2003). Therefore, it can be claimed that speaking becomes an oral skill that indicates the speaker's capacity to construct an organized discourse in order to show and clarify ideas through language. EFL learners are Indonesian students who deal with learning English (Iwai, 2011:150). In fact, a lot of students still believe speaking is a tough ability, which prevents them from using effective communication. That is what makes them lack a desire to look for additional opportunities to develop their speaking abilities

Therefore, improving learning outcomes is necessary for effective learning. In order to aid them in enhancing their learning, they also have language learning strategies.

Therefore, to help students overcome their problems, the right learning strategy is needed to overcome this. One of ways learners become actively involved in their learning process is by using strategies. Language learning strategies are a great way to help students overcome their problems and can complete their tasks because they can affect the success of learning level. According to Rubin (1975) learning strategies are measures taken to achieve learning goals. Learning strategies are a tool that students utilize to acquire knowledge. This means that students can use one or more certain strategies to help them learn the information they want to. An EFL learner needs strategies called a language learning strategy (LLS) in order to master English, including speaking Cambridge,1990). According to Rebecca L Oxford in (Hardan, 2013) there are some types of language learning strategies that learners use to help in the process of learning a new language. Some of these learning strategies are: Memory, Cognitive, Compensation, Metacognitive, affective and social strategies

Researching learning strategies in speaking in the English Department has become a common thing to hear, so why researchers chose to examine strategies and challenges for students learning Speaking in the Pesantren area. As we know, students (Santri) who study in Pesantren have very little access smartphones or the internet. However, what about students (Santri) who have good English Speaking even though they are learning the language in Pesantren. Pesantren also known as an Islamic seminary, was established by a Sheikh, a habib (a descendent of the Prophet

Muhammad PBUH), or a Kyai (a local Muslim scholar) to provide fundamental Islamic knowledge as well as practical life skills like farming, gardening, pencak silat (a traditional martial art), and trading. English language learning at Pesantren is unique but, according to Murbidjono (1990), there are a number of reasons why English instruction at Pesantren hasn't produced optimal outcomes, including the size of the class, the setting, the teachers' teaching ability of the teachers, the time provided, and the motivation of the students.

In this study, the researcher investigated the students' strategies and challenges in learning speaking at Pesantren. Therefore, this study aimed to find two main points. The first point is the strategies and challenges carried out by students (Santri) when they learn English speaking at Pesantren. Related to the strategies and challenges in learning speaking some studies explain, Muhammad Wakhid Qomari (2021) explored non formal teacher's lived experiences (personal experience) in implementing language learning strategies in improving speaking skill by using interviews to collect the data. Moreover, Triyoga, Halima, Hidayati (2022) investigated experiences of the student's speaking learning strategies at seventh semester by using interviews to gather the data. Meanwhile, this study aims to explore students' strategies and challenges in learning speaking English at Pesantren.

The points in this study were to explore more about students' strategies and challenges in learning speaking in Pesantren. Therefore, the researcher used Narrative Inquiry as the method. Additionally, the narrative inquiry aims at enhancing students' voices as individuals with personal experience to share. Their experiences provide a unique perspective on learning speaking at Pesantren. This

prompted the researcher to get interested in “A Narrative Inquiry of EFL Students’ Strategies in Learning Speaking English at Pesantren”.

### **B. Statement of The Problem /Research Question**

1. What are strategies used by the students in learning speaking English at Pesantren?
2. What challenges are the students’ face in learning speaking English at Pesantren?

### **C. Purpose of The Study**

1. To find out the students' strategies in learning speaking at Pesantren
2. To analyze the students' challenges in learning speaking at Pesantren

### **D. Significance of The Study**

1. For students

The findings of this research can be used as additional knowledge to develop speaking abilities and better understand the speaking process. After using these strategies, students are able to speak better.

2. For English teachers

This research gives additional strategies on how teaching speaking can be used to improve student learning.

3. For further researcher

The findings of this research contribute as references by individuals who wish to undertake research on the English teaching and learning process.

## **E. Scope and Limitation**

The focus of this research is about students' strategies and challenges in learning speaking at Pesantren Mazroatul Lughoh. This research used narrative inquiry as the research design and limited to three students (Santri) who regularly learn English at Pesantren.

## **F. Definition of Key Terms**

In this study, a few key points are highlighted. These concepts are described here to prevent confusion:

### **1. Speaking**

Speaking is the act of communicating ideas, information, or thoughts by using spoken words. Speaking is an essential manner for people to interact with one another and express their thoughts, feelings, and knowledge.

### **2. Learning Strategy**

A learning strategy is a technique or plan that people adopt to enhance their comprehension and application of knowledge. Learning strategies are tactics or procedures that people apply to speed up the learning process and obtain educational objectives.

### **3. Challenges (in learning speaking)**

Challenges in learning speaking are challenges that refer to the difficulties or obstacles students face when learning, acquiring and using spoken language skills, such as pronunciation, fluency, vocabulary mastery, and confidence in communicating.

#### 4. Pesantren

Pesantren is Islamic educational institution where students get religious instruction with a primary focus on Islamic studies and values in addition to accepted academic education. Pesantren exclusively educate Islamic sciences, morals, and a few useful skills like farming and entrepreneurship. However, stakeholders in Pesantren have currently developed a new model known as Modern Pesantren, which combines its original practice of teaching Islamic sciences with other social and natural fields of study.

#### 5. Narrative Inquiry

Narrative Inquiry is a form of qualitative that aims to tell and explore in depth the experiences of the individuals and social involved and retell those experiences through a series of words.