

CHAPTER II

REVIEW OF RELATED LITERATURE

This study was designed to investigate strategies and challenges in learning English speaking in Pesantren. The literature is presented in five main aspects: theory of learning strategy in Efl, classification of learning strategy, learning speaking at Pesantren, challenges in speaking, and previous studies.

A. Theory of Learning Strategy in EFL

1. The Definition of Learning Strategy

The six categories of strategies in the Oxford Strategy Taxonomy (1990) are memory, cognitive, compensatory, metacognitive, affective, and social. On the other hand, some experts are able to categorize and identify learning strategies. O'Malley and Chamot (1990) both of them stated that "A learning strategy is defined as a specific thought or action that individuals use to help students in understanding, learning, or retaining new information,". Additionally, White (1999) in Hurd & Lewis (2008) claims that language learning strategies are generally developed and implemented to: assist students in learning the target language or facilitate the language assignment. In order to increase their chances of success in their language learning, students might choose the best strategy by taking into account changes in the environment.

Learning strategies and learning styles are different. An individual's reach for strategy is relatively large, whereas the diversity of learning styles is more predictable and consistent. This is supported by Brown (1994), who attempted to differentiate between learning strategies and learning styles in Abbas (2014). She describes a

strategy as "a specific method of going about a task, a way to get something completed, or a planned way to control and manipulate certain information". Learning strategies are defined by Wenden and Rubin in AlAzmy (2012) as any collection of actions, plans, procedures, and routines that a learner uses to make it easier to obtain, store, retrieve, and use information. In other words, a language learning strategy is a tool, a method, or a plan of action that a learner chooses to receive information in order to more fully understand or retain it.

2. Classification of Learning Strategy

There are some experts that have categorized language learning strategies;

A. Oxford (1990) provided a more detailed classification of language learning strategies based on the analysis of the previous work on good language learning strategies and her classification is "The most comprehensive classification of learning strategies". (Ellis, 1994, p. 539) She classified her two main language learning strategies into direct and indirect strategies.

1. Direct strategies

Direct strategy means a strategy that involves hands-on learning and requires mental processing of language (Oxford, 1990) which includes; memory strategies, cognitive strategies, and compensation strategies.

- a. Memory strategies can help students in maintaining and accessing new information including grouping, making mental interactions, using visuals and music, reviewing, and taking action.

- b. Cognitive strategies enable learners to understand and produce new languages. Such as thinking, receiving and sending information, analyzing and summarizing.
- c. Compensation strategies, compensatory strategies, allow learners to use a new language for understanding or production. By covering several aspects, including: using gestures or seeking out the meaning from the context learners who are unsure of specific expressions.

2. Indirect strategies

Indirect strategies are strategies that can indirectly help learning while still being effective for the learning process (Oxford, 1990), which include metacognitive strategies, affective strategies, and social strategies.

- a. Metacognitive strategies can help learners to organize their learning, such as paying attention, making plans, and evaluating oneself and mistakes acquired during learning.
- b. Affective strategies can help learners relate to their own emotions, motivations and attitudes, such as lowering anxiety, self-rewards, and self-encouragement.
- c. Social strategy is the strategy through which language learners interact with speakers of the target language or native speakers of their own language to learn the language. Such as asking questions, collaborating with others, and increasing knowledge of cultures.

B. O'Malley and Chamot (1990) divided language learning strategies into three subcategories. **First**, metacognitive strategies. It indicates that

strategies are used to create learning plans and considering how to monitor the learning process after creation, comprehension, and assessment he completion of a task. **Second**, cognitive strategies require a more direct manipulation of the learning of the information directly and are more limited to specific learning tasks. Repetition, resources, translations, and groupings are a few of these strategies. Third is social affective strategies. Social interactions mean strategies for interacting with others and managing.

1. Metacognitive strategy

There are three categories that O'Malley and Chamot divide metacognitive strategies are learning systems, organizing and planning learning, and evaluating learning. It was supported also by Rubin (1981, 1987) in Hong Shi (2017) defined six direct learning strategies as opposed to indirect learning strategies.

First, clarification strategies such as questioning grammatical rules. **Second**, guessing can be used to infer meaning based on what learners already know. **Third**, deductive reasoning, which is the use of rules or language understanding to draw conclusions from language. **Fourth**, practice that emphasizes repetition of proper language use regulations. **Fifth**, memorization, a technique for saving and remembering new information. And sixth, monitoring means, correction and detection of errors.

Metacognitive strategies describe how students behave when they organize, plan, evaluate, and center their learning. Pay attention, put off speech so you are able to concentrate on listening, organize, make goals and objectives, plan for language tasks, self-monitor, and self-evaluate are some of the activities that are included under the category of metacognitive strategies.

2. Cognitive strategy

O'Malley and Chamot divided cognitive strategies into nine categories. Those are summarizing, induction, auditory representation, making inference, using resources, grouping, note-taking, elaborating of Prior knowledge.

- a. Summarizing, means to state or write the essential concept of things in a summary, or, in other words, in oral or written form acquired by reading or hearing.
- b. Induction, means identify the structure of rules from the example application of language to comprehend or generate Second language.
- c. Imagery is where the students who are able to see images can use them to learn new knowledge and comprehend concepts more quickly.
- d. Auditory representation, such as a technique for improving learners' memory that involves repeating words, phrases, or information of knowledge.

- e. Make inferences, means use informational text forms to fill in blanks or make educated guesses about the meaning of words that are unfamiliar.
- f. Resources means strategies for enhancing learners' skills through the use of reference materials, just like a dictionary or book.
- g. Grouping is the Strategy of classifying or grouping words based on their characteristics or meaning to help children remember vocabulary more quickly.
- h. Note-taking. It means a strategy of writing down key words and ideas as you read or listen. The last is elaborating of Prior Knowledge. It means, relating new information to Prior knowledge, knowledge memory is strengthened.

3. Social affective strategy

Social affective language learning is a learning strategy for students that involves interaction with others to aid or enhance their own language learning. These are important strategies for assisting language learning in learners including the methods they employ to control their emotions, their motivation, and their attitude. O'Malley and Chamot, who classified socio-affective methods into three categories of aspects, those are: asking some questions, collaborating with others; and empathizing with others. **First** is asking some questions. It means asking teachers or peers for clarification in order to confirm what has been established as accurate in accordance with the rules and regulations. **Second** is cooperating with others. Cooperating means a manner of working together with colleagues to solve problems,

share information, review records, or get feedback on learning activities.

Third is empathizing with others. It means acquiring an understanding of the environment by putting one's self in others' situations. Therefore, it is possible to increase understanding of culture as well as knowledge of thoughts and feelings of others.

B. Theory of Speaking

1. The Definition of Speaking

Speaking is the ability to verbally communicate ideas, beliefs, information, and emotions to other people, animals, and even oneself. The Oxford Dictionary defined speaking as when speaking aloud to someone about something, making an overview to others and state something. Additionally, according to Longman's dictionary, speaking is to say things, to communicate ideas and thoughts, to be able to speak a language, to give a speech, and to mention something important. Speaking is a useful oral ability, according to Nunan (1991:38), which involves developing structured verbal utterances to convey meaning. Brown (2004:134) makes a somewhat different perspective, stated that "speaking is an interactive process of generating meaning that involves producing, receiving, and processing information.

According to Thornbury (2005), managing speech needs cooperation and that speech is interactive. Thornbury (2005) argued that as public speaking is a talent, it should be learned and practiced independently from the grammar program. Speaking is an effective ability in the speaking mode, according to Kayi (2006). It is more complicated than it originally appears and requires more than just speaking words,

just like other abilities. Thornbury (2005) also stated that speaking is a habit that we take for granted because it is a part of our daily lives.

According to the definition of speech stated above, researchers can conclude that speech refers to an individual's ability to communicate thoughts, facts, suggestions, and feelings in daily life.

2. The Elements of Speaking

There are various components for speaking that learners need to fulfill, according to Brown (2001). These elements can be utilized to evaluate a speaker's level of speaking ability. Fluency, comprehension, grammar, vocabulary, and pronunciation. First is fluency, which refers to a speaker's ability to speak a language naturally and without any problems with recall of words or thought confusion. Fluency is an ability towards smooth, effortless speech. Second is understanding is the ability to fully understand what is being spoken to them by the speaker is a skill developed by learners. Third is grammar is the correct structuring of words in sentences. The most important thing is that the speaker can speak English well if they can learn the grammar that organizes words. Fourth is vocabulary. Language is constructed on a base of vocabulary. Relating to the speech's context, vocabulary refers to the words that should be implemented. The last is pronunciation. Language has a crucial aspect called pronunciation. The expressions are extremely simple to understand if students say them correctly, so it is important for them to have good pronunciation.

3. Challenges in Speaking

In learning a second language it is impossible for a learner not to have difficulties. One of the challenges such as when students have spent a lot of time learning a foreign language, including English, but still aren't able to pronounce it.

Additionally, Penny Ur (1996:117) indicates that there are a few difficulties that the students face when participating in speaking activities, including the usage of their mother tongue and issues with inhibition, nothing to say, low or uneven participation, and mother-tongue use.

1. Inhibition: This obstacle doesn't mean activities like reading, writing, and listening. In this obstacle language learners often face obstacles when trying to communicate in class in a foreign language such as worry about making mistakes, embarrassment, fear of getting criticism.
2. Nothing to say: When students are not inhibited, they frequently hear other learners mention that they are wordless. In this situation, individuals are unable to express themselves.
3. Low or uneven participation: One of the reasons why there may be few kids who can talk in this situation is because of preferences some of the students speak more than others, while others speak barely or not at all.
4. Mother-tongue use: The same mother tongue is spoken in a class. For some reason, students might be established to using it because it is easier, and it feels unfamiliar to speak to one another in a foreign language. It can be very challenging to understand what they are saying or even stay in your target language if they are speaking in such a small group.

On the other hand, Brown (2000) also stated some characteristics that must be considered in speaking. Brown said there are several characteristics of spoken language that can make oral performance easy as well as in some cases difficult such as following.

1. Grouping, fluent speech is phrasal and word for word is not the fluent speech. Students can control their output through grouping in two ways: mentally and physically.
2. Redundancy, by using linguistic redundancy, the speaker can clarify their message even more. This is a benefit of spoken language for learners.
3. Reduced form, when teaching spoken English, consonants, elisions, reduced vowels can provide unique challenges. Lack of knowledge of common contractions can often cause students to speak in an awkward, academic approach that stigmatizes them.
4. Performance variables, spoken language has the advantage that speakers may demonstrate a certain amount of performance pauses, corrections, backtracking, and hesitations since they are thinking while they speak. So, it is possible to teach students how to fear and pause.
5. Colloquial language, make sure that the students have a fair amount of familiarity with the terms, idioms, and phrases found in common English and that they have practice using these expressions.
6. Rate of delivery, another prominent characteristic of fluency is the level of delivery. It is the teacher's duty in oral teaching English is to help learners achieve an acceptable other Speed and Fluency.
7. Stress, rhythm, and intonation. The most important characteristics of the English language pronunciation. Regulation of speech rhythm in stress English and its intonation patterns convey important things

8. Interactions noted in the previous section. Speaking ability would be eliminated from its most valuable element if one were to learn how to create language waves in a vacuum, without any other speakers: the inventiveness of conversational negotiation.

C. Learning Speaking at Pesantren

The Indonesian native education system known as Pesantren, or Islamic boarding school, was established by Ki Hajar Dewantara and has roots in long-standing Hindu-Islamic traditions (Mastuhu, 1994; Yasmadi, 2002: 99; Daulay, H.P, 2009: 61; Madjid, 2013: 3; Nizar, et al, 2013: 85; Engku, et al, 2014: 107). In addition to Indonesian and regional languages, this educational learning system places a high priority on the use of Arabic and English as the medium of instruction for teaching and learning as well as for daily communication. The requirement to speak these other languages is intended to expand students' linguistic perspectives while also enhancing their knowledge of Islamic subjects.

One of the issues that students in Islamic boarding schools (Pesantren) experience is their concurrent comprehension of two foreign languages, Arabic and English. In Indonesia, a student who attends school according to the Islamic religion is referred to as a santri (Amri, 2017). However, speaking is a skill that is helpful for learning a language. According to Handayani et al (2019), it covers conversational performance in addition to other important elements like pronunciation, intonation, grammar, vocabulary, and so on. To overcome this challenge, speaking must be improved by handling the processes involved in effective communication and speech. It is a strategy for speaking English.

D. Previous Studies

The first previous study was *Learning Speaking Strategies in Personal Experiences: A Narrative Inquiry* by Qomari (2021). The study aimed to describe how the participant learned English speaking skills through learning strategies. The method of this study was qualitative methodology, which focused on investigating students' learning strategy in speaking. In collecting the data, the researcher collected through an interview with an English teacher at a Pare, Kediri, English course. The participant shared his own experiences learning to speak English, particularly in an English course in Pare, where he currently worked as a teacher. The results of the research were; First, there were a few of the participant's experiences that were important for building their understanding of how to develop speaking strategies, particularly when they relate to his learning English speaking in an English course in Pare, East Java. The second finding, some participants employed the strategies that Oxford (1990) suggested for learning speaking abilities. Direct and indirect strategies were few possibilities. Memory, cognitive, and compensatory skills were used directly by the person. After that, indirect strategies were used are effective and social strategies.

The second previous study was *A Narrative Research of an EFL Student's Speaking Learning Strategy* by Hidayati (2022). The study aimed to explain the

experiences of the student's speaking learning strategies employed by a high-performance student by using narrative study. The method of this study was qualitative methodology which used narrative inquiry design. This research focused on strategies in learning speaking employing narrative study. In collecting the data, the researcher collected through an interview and questionnaire with a student in seventh semester. The results of the research were the student considered as a high achiever in school, spoke English well, and used all of the Oxford (1990) stated in speaking development strategies. Such as, cognitive strategy, compensatory strategy, metacognitive strategy, effective strategy, and social strategy.

The third previous study was Language Learning Speaking Strategies Used by Non-English Department Students by Anwar (2019). The study aimed to describe language learning speaking strategies in the Non-English department. The method of this study was qualitative methodology which used case study design. This research focused on learning strategies used by the student. In collecting the data, the researcher collected through an interview and questionnaire with a student in the third semester of the non-English Department of LSB UIN Walisongo. The result of the research was LSB UIN Walisongo students utilized almost every one using Rebecca Oxford's learning strategies. Such as memory techniques, cognitive techniques, compensatory techniques, metacognitive techniques, affective techniques, and social techniques.

This research certainly has some similarities and differences with the previous study. The previous research is similar to this research which focused on students' strategies in learning speaking. The others similarity of this research with

the previous researches are the use of qualitative research and narrative inquiry method. In data analysis collection, this research has a similarity with the previous studies which use interview. However, it has some differences. The subject of the previous studies, focused on strategies in learning speaking at school and course. But, this research focuses on strategies and challenges in learning speaking at Pesantren.

