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Appendix 1. Narrative Frame

I have finished learning at Pesantren. When I first started to learn (Speaking) at Pesantren (1)_____
_____. Learn speaking at Pesantren made me feel (2)_____
_____ because _____
_____ learn my speaking, I found that (3)_____
_____. I liked/disliked my speaking
process, because (4)_____
_____. In addition,
the supervision was (5)_____
_____. I
remember once in my speaking process. I had a very difficult time trying to (6)_____
_____. The main reason for this problem was that
(7)_____ I tried to solve the problem by (8)_____
_____. It would have been
very helpful if (9)_____
Furthermore, what I noticed was that (my supervisor/my friend/ my family/)
(10)_____
probably because (11)_____
_____. Another point I noticed was that (my supervisor/ my
friend/my family/.....) (12)_____.
At the same time, I would like (my supervisor/my friend/my family) to (13)_____
_____. Overall,
I think learn speaking process is (14)_____
_____. This is the end of my
story.

Adapted from Hiratsuka (2014)

Appendix 2. Narrative Empty Box

I describe/elaborate my experience in three phases. My past experience about learn speaking is when for the first time I engaged in learn speaking in my (1st/2nd/3th) semester. It was (1) _____

My present experience is the time of my current learn speaking (2). I find that learning speaking challenged because _____

and I face the challenged by doing _____

To describe my future expectation/expected experience about learning speaking, I share my future goals and aspirations for my thesis writing practice. For my next speaking skill ability, I expect (3) _____

Appendix 3. Interview

1. The post-narrative frame used semi-structured interviews and conduct after the participants finish the narrative frame.
2. The interview conducted through individual in-depth interviews, lasting up to 25 minutes.
3. The participants were free to share successful and unsuccessful stories.
4. To make the participants feel comfortable, interviews done casually.
5. The interview through audio-recorded.
6. The participants were free to ask for clarification, in case there were unclear questions.
7. The interview covered three stages: a) life history, b) contemporary experience, and c) reflection on the meaning

Interview with Students

- A. Interview about the life history. This step is about the phase when the participants experienced learning speaking for the first time in their life.
 1. How did you feel when facing learning speaking activity for the first time?
 2. What were your views and perceptions of learning speaking before the experience? had these changed after the experience?
- B. Interview about contemporary experience. This is the step to explore stories of your thesis writing process.
 1. What do you think of your present learning speaking activity at Pesantren?
 2. What are the strategies do you like most in learning speaking at Pesantren?
 3. How do the direct and indirect strategies can help you in learning speaking at Pesantren?
 4. What are the challenges that you face during learning speaking at Pesantren? Is it about inhibition factors, nothing to say factors, low or uneven participation factors, or mother-tongue factor?
 5. How do you solve your challenges? Are you satisfied with the way you solved the problem?
- C. Interview on their meaning-related reflection and aspirations. This step is for the participants to learn more about their future hopes, feelings, and plans for their speaking ability.
 1. Could you describe the ways in which the learning speaking strategy that can be influenced your speaking performance?
 2. What are the improvements (if any) do you expect to have a better in learning speaking process?

Appendix 4. Narrative from SI 1

A. Narrative Frame

I have been learning at Pesantren since 2 years ago until now. When I first started to learn (Speaking) at Pesantren (1) I feel just so so in learning speaking. Learning speaking at Pesantren made me feel (2) greater than before

_____ because I get any easier strategies in _____ learning my speaking, I found that (3) a problem in my speaking

_____. I liked/disliked my speaking Urad process, because (4) it is more interesting

_____. In addition, the ^{supervisor}~~supervisor~~ _{teacher} was (5) help me when I have limit vocabulary

_____. I remember once in my speaking process. I had a very difficult time trying to (6) memorize the vocabulary and speak

_____. The main reason for this problem was that (7) the limit vocabulary I tried to solve the problem by (8) memorizing the vocabulary

_____. It would have been very helpful if (9) I memorize and report to her

_____. Furthermore, what I noticed was that (my ^{teacher}~~supervisor~~/my friend/my family/.....)

(10) always notice if there is a wrong with me and my friend

probably because (11) during practice in english aren controlled by her

_____. Another point I noticed was that (my ^{teacher}~~supervisor~~/my friend/my family/.....) (12) also practice same with us

_____. At the sametime, I would like (my ^{teacher}~~supervisor~~/my friend/my family) to (13) try and don't give up in learning speaking

_____. Overall, I think learning speaking process is (14) interesting and easy

_____. This is the end of my story.

Adapted from Hiratsuka (2014)

2. Narrative Empty Box

I describe/elaborate my experience in three phases. My past experience about learn speaking is when for the first time I engaged in learn speaking in my (1st/ 2nd/ 3th) semester. It was (1) feel normal, I don't feel very

difficult or others, maybe only little because I have
limit vocab.

My present experience is the time of my current learning speaking (2). I find that learning speaking challenged because my problem is the limit
vocabulary & I can't exploring more

and I face the challenged by doing memorize the vocabulary alot
and report it to my teacher

To describe my future expectation/expected experience about learning speaking, I share my future goals and aspirations for my speaking practice. For my next speaking skill ability, I expect (3) anything that I learnt can be better
and useful for others

Appendix 5. Narrative from SI 2

A. Narrative Frame

with my friend

I have been learning at Pesantren since 2 years ago until now. When I first started to learn (Speaking) at Pesantren (1) I feel unconfident, because I can't speak English. Learning speaking at Pesantren made me feel (2) better and start confident

_____ because I learn together with my teacher and friend during learning my speaking, I found that (3) a new and easy strategy

_____. I liked/disliked my speaking I used process, because (4) the strategy is easy and interesting

_____. In addition, the supervision was (5) Control us every day
teacher

_____. I remember once in my speaking process. I had a very difficult time trying to (6) have dialogue in English

_____. The main reason for this problem was that (7) I only have limit vocab. I tried to solve the problem by (8) practice dialogue and learn pronounce. It would have been very helpful if (9) it help by teacher and friends.

Furthermore, what I noticed was that (my ^{teacher} supervisor/my friend/ my family/.....) (10) always control if the time to practice

probably because (11) there are people feel difficult

_____. Another point I noticed was that (my ^{teacher} supervisor/my friend/my family/.....) (12) give the example to always practice

At the sametime, I would like (my ^{teacher} supervisor/my friend/my family) to (13) Keep spirit and can have better speaking. Overall, I think learning speaking process is (14) not difficult but easy

and interesting. _____ This is the end of my story.

Adapted from Hiratsuka (2014)

2. Narrative Empty Box

I describe/elaborate my experience in three phases. My past experience about learn speaking is when for the first time I engaged in learn speaking in my (1st/ 2nd/ 3th) semester. It was (1) very difficult and make me unconfident more over to have dialogue

My present experience is the time of my current learning speaking (2). I find that learning speaking challenged because I have limit vocab and unconfident to speak like my friend, so I can't make dialogue

and I face the challenged by doing practice speaking all day use in English area, and check my pronounce to my teacher

To describe my future expectation/expected experience about learning speaking, I share my future goals and aspirations for my speaking practice. For my next speaking skill ability, I expect (3) can be better and will be easier way to learn speaking at pesantren.

Appendix 6. Narrative from SI 3

A. Narrative Frame

I have been learning at Pesantren since 2 years ago until now. When I first started to learn (Speaking) at Pesantren (1) I feel difficult

Learning speaking at Pesantren made me feel (2) more cool and confident, I don't feel it is difficult

because I have partner to Practice and we learn together

learning my speaking, I found that (3) New way and easy way to learn it

I liked/disliked my speaking I like process, because (4) so fun with the easy strategi

In addition, the supervision was (5) acompany me to learn and practice teacher

I remember once in my speaking process. I had a very difficult time trying to (6) have vocabulary and can not speak, and shy

The main reason for this problem was that (7) Less vocabulary and shy I tried to solve the problem by (8) Practice with my teacher and friend

It would have been very helpful if (9) learning and controlled by teachers.

Furthermore, what I noticed was that (my ^{teacher} supervisor/my friend/ my family/.....)

(10) give correction if there is a wrong in speaking

probably because (11) she must control and give punishment who get wrong.

Another point I noticed was that (my ^{teacher} supervisor/my friend/my family/.....) (12) Follow practice with us

At the sametime, I would like (my ^{teacher} supervisor/my friend/my family) to (13) keep learning so will have better speaking

Overall, I think learning speaking process is (14) really fun with easy strategy

This is the end of my story.

Adapted from Hiratsuka (2014)

2. Narrative Empty Box

I describe/elaborate my experience in three phases. My past experience about learn speaking is when for the first time I engaged in learn speaking in my (1st/ 2nd/ 3th) semester. It was (1) Feel difficult in the first time

My present experience is the time of my current learning speaking (2). I find that learning speaking challenged because lack of vocabulary, can't speak English, unconfident.

and I face the challenged by doing practice more with my teacher and my friend.

To describe my future expectation/expected experience about learning speaking, I share my future goals and aspirations for my ... SPEAKING practice. For my next speaking skill ability, I expect (3) it may be useful and will there is easier way to learn English in pesantren.

#Interview with student 1 (25th of February 2024)

Researcher : Oke, selamat pagi, adik. Good morning sis. Oke, maaf untuk mengganggu waktu, karena Sis Sylvi perlu data tambahan buat in-depth interview dengan Sis

Nisa. Boleh ya?

- Student : Halo morning sis. Iya, silakan.
- Researcher : So, I'm going to ask about the narrative frame and also by this interview. Jadi Sis Nisa disitu menuliskan kalau pengalamannya Sis Nisa itu bagaimana buat first time belajar di Kesantren?
- Student : First time belajar di Pesantren I feel just so-so in learning speaking because maybe sebelumnya saya udah belajar bahasa Inggris jadi ketika masuk di pondok itu rasanya udah biasa aja interasinya itu kurang.
- Researcher : Oh, iya, I see. Berarti emang sebelumnya mungkin sudah punya latar belakang pernah belajar bahasa Inggris, kemudian jadi masuk Kesantren dengan program seperti itu nggak kaget ya?
- Student : Iya betul sekali jadi tidak shock
- Researcher : Oke, kemudian ketika learning speaking di Kesantren itu rasanya gimana? Dibandingkan dengan sebelum belajar speaking di Pesantren?
- Student : Setelah belajar speaking waktu di Pesantren I feel greater than before.
- Researcher : Oke, berarti lebih baik gitu ya merasa lebih baik lagi, nah kira-kira itu kenapa bisa mikir kalau itu lebih baik gitu loh?
- Student : Because I get any easier strategiy terus di sini juga dikontrol sama teacher-teachernya, control nya dapet lah so it's better.
- Researcher : Oke, jadi strategi di sini Sis nisa juga bisa praktek terus bahasa Inggris bisa dikatakan non-stop gitu ya terus kemudian dapet kontrolnya yang full juga dari teachernya. Oke, and then ketika, apa sih yang Sis nisa challenge ketika learning speaking itu?
- Student : I found that a problem in my speaking like less vocabulary maybe kurang vocab-nya ketika mau ngomong ini apa ya vocab-nya, enggak tahu terus akhirnya tanya ke teacher-nya kayak gitu-gitu sih.
- Researcher : Oke, ya event itu udah punya latar belakang tapi masih ada sometimes yang lack of vocabulary ya and then Sis nisa coba cross-check sama minta tolong sama teacher-nya. Oke, kemudian nah, di sini Sis nisa like or dislike your speaking process?
- Student : Yes, I like because it's more interesting than before.
- Researcher : Oke, interesting-nya seperti apa maksudnya? Kalau di sini, kalau di sini kan praktek Inggris area-nya kan 24 hour.
- Student : Oke, kalau sebelumnya kan mungkin cuma berapa sehari doang, sehari di waktu mungkin 6 jam. Nah, sekarang kalau di pondukan 24 hours itu kita harus

ngomong bahasa Inggris. Terus kalau misalnya kita enggak tahu vocabulary-nya kan kita langsung tanya nih, tanya ke teacher-nya, teacher how to say pintu kata-kata, langsung teacher-nya bilang, oh pintu in English, door. So, di sana kita tahu oh iya, pintu bahasa Inggrisnya door gitu.

Researcher : Berarti lebih interesting dari situ ya karena dari awal memang sudah tertarik dari bahasa Inggris, kemudian dapat program yang 24 hours ngomong bahasa Inggris itu yang bikin interesting. Oke, kemudian kalau peran guru di sana itu seperti apa?

Student : Kalau peran guru-nya sendiri help me when I have limit vocabulary tadi.

Researcher : Oke, berarti yang tadi ya kalau sometimes punya lack of vocabulary kemudian tanya ke beliau, ke teacher-nya, kemudian teacher-nya langsung help the students gitu ya. And what about the pronounce? Apa cuma ngasih vocabulary-nya aja apa sama cara bacanya yang betul?

Student : Ya, sama cara bacanya biasanya. Oke. Sometimes misal aku salah baca ternyata kursi kursi kan bahasa Inggrisnya chair, terus aku bacanya chair gitu langsung di notice

Researcher : Oke. Kemudian ketika difficult di speaking-nya apa, sis Nisa? Selain lack of vocabulary ada lagi?

Student : Ada, kendala di pronunciation tadi ya, kadang tau tulisannya tapi gak bisa bacanya gitu

Researcher : Kemudian kalau problemnya tadi lack of vocabulary kemudian pronunciation solve problemnya seperti apa, sis Nisa? Mungkin barangkali kan tadi sudah dijelaskan kalau tanya guru-nya. Kalau dari sis Nisa sendiri ada cara lain? Mungkin

Student : Banyakin buka kamus juga, terus apalin vocabulary yang kayaknya jarang dipakai gitu. Yang tinggi-tinggi gitu, buka-buka oh ternyata ini, asing-asing ini. Oke. Karena memang di sini minimum menggunakan handphone ya atau mungkin tidak gitu. Jadi kebanyakan open dictionary kemudian memorizing.

Researcher : Nah, ketika setelah memorizing itu sis Nisa report ke guru atau ke temen langsung praktek atau disimpan aja biasanya?

Student : Dicatat dulu di buku buku notes terus di report ke temen diripotin ke temen, nanti kalau sekiranya teaching-nya enggak sibuk. Jadi selain tanya ke guru langsung bisa open dictionary memorizing, write in notebook, memorizing, kemudian di report.

Researcher : Oke. Dipraktikin? Ya. Oke. Kemudian, nah apa sih yang bikin sis Nisa itu benar-benar terbantu ketika speaking di sini, di pesantren ini?

Student : Betul di praktikin, jadi kalau speaking-nya di sini kebantu dari ini ya, apa namanya, listening music, apalagi saya suka dengerin musik, terus habis itu

pengen tahu artinya, ini apa ya artinya kayak gitu-gitu mungkin ketemu frasa baru atau kosa kata baru yang bisa di praktekin untuk di contoh.

Researcher : Oke, itu juga di, apa, di control juga?

Student : Ketika speaking di control, kemudian kalau ada salahnya juga di control sama teacher-nya gitu

Researcher : Nah, kira-kira siapa sih yang menjadi support system sis Nisa selama proses learn speaking di Pesantren ini and kenapa sih guru atau teacher itu selalu control ketika English are ya always notice kalau ada sesuai yang salah itu kenapa?

Student : Diri sendiri ya tentunya, kemauan diri sendiri agar bisa speaking kemudian di bantu guru dan lingkungan yang mendukung juga disini sama sama belajar bahasa Inggris tepatnya speaking, semua juga ikut praktek speaking. Dan untuk teacher control pengen kita lebih baik ya untuk gimana caranya how the way kita biar speaking-nya itu tambah improve-lah.

Researcher : Okee...jadi guru dan lingkungan ini menjadi peran pendukung penting juga ya berarti dan karena memang jalan satu-satunya di sini Ketika tidak bawa hp berarti by teacher ya, karena memang tidak bisa menggunakan handphone ataupun online platform untuk belajar bahasa English gitu, oke.

Researcher : Kemudian nah, di Sis Nisa sendiri itu gimana, maksudnya buat ke depannya Sis Nisa itu ngarepnya seperti apa? Harapannya Sis Nisa buat ke depannya itu seperti apa?

Student : Hopefully it can be useful keep trying tetep semangat bagi yang belum bisa dan yang ingin mangasah speaking lebih baik lagi and don't give up in learning speaking. Over all I think learning speaking process is interesting and easy

Researcher : Okeyy...maksudnya Sis Nisa don't give up itu tetap bagi siapapun yang mau belajar bahasa English tetap harus tetap improve ya, harus tetap belajar meskipun udah belajar tapi harus tetap ditambah-tambah lagi biar lebih baik gitu. Kemudian sudah sih itu saja. Ada harapan lain mungkin dari Sis Nisa buat learning speaking sendiri itu seperti apa?

Student : Dari aku buat temen temen yang lean speaking khususnya di Pesantren lebih banyakin ke praktek sih, percuma kita nggak ada prakteknya juga percuma, sama aja. Dan semoga dari penelitian kak Sylvia bisa menjadi temuan baru untuk memudahkan santri yang sedang belajar speak English di Pesantren

Researcher : Jadi kalau di sini memang 80% itu praktek gitu ya..

Student : Iya, itupun di sini juga kadang masih combain buat yang basic banget buat yang basic banget itu dikembain oleh misalnya nggak tahu bahasa Indonesia-nya contoh saya mau makan, kita bisa kembain I want makan gitu, jadi ada tahapannya dari penghilangan bahasa lokal kemudian combain and then baru yang high level baru full English gitu.

Researcher : Oke jadi di sini speaking-nya nggak langsung totally full English semua ya.

Student : Jadi selain praktek juga ada sekitar 20% ilmu dari kelas bahasa Inggrisnya 1 minggu 3 kali setiap hari sini, Selasa, Rabu, Selasa dengan durasi 1 jam

Researcher : Oh alright oke sis, tu saja Sis Nisa untuk hari ini ya, bareng kali nanti ada data tambahan, boleh saya lobby lagi ya? Oke, thank you Sis Nisa

Student : Iya boleh, you're welcome

#Interview with students 2 (25th of February 2024)

Researcher : Good Afternoon, Sis Ica

Student : Good Afternoon

Researcher : Sorry for disturbing your time Jadi Sis Sylvia di sini izin mau Adding the data By in-depth interview For my thesis data Kita interview dari awal, Sis ya Jadi dari past, present, and also the future So, yes Ketika Sis Ica learning speaking pesantren For about 2 or 3 years Itu feelnya seperti apa?

Student : Learning speaking di pesantren itu feel pertamanya gak pede

Researcher : Why? Kenapa gak pede?

Student : Soalnya saya gak bisa

Researcher : Gak bisa bahasa Inggris Kira-kira kalau seperti itu kenapa sih?

Student : Karena belum pernah belajar bahasa Inggris sebelumnya jadi masuk pesantren agak shock gitu ya

Researcher : Oke, kemudian Ketika Sis Ica masuk pesantren dengan culture shock program Inggris seperti itu. Ketika sudah masuk pesantren Kemudian belajar bahasa Inggris, belajar speaking Di pesantren itu feelnya seperti apa?

Student : Ketika learn speaking di Pesantren feel better and start confident si, meskipun di awalnya itu gak pede kemudian ketika start speaking di pesantren itu sudah feel better dan sudah mulai confident. Sudah mulai mau mencoba speaking bahasa Inggris

Researcher : Kalau speaking di pesantren itu menurut Sis Ica lebih better Karena apa?

Student : Karena belajar bersama dengan guru dan teman, jadi kalau belajar di sini itu bisa belajar sama teman-temannya dan kemudian dengan guru. Jadi belajar di kelas bahasa Inggris tetapi juga ada practice nya.

Researcher : Kira-kira kalau ada kelas sama prakteknya itu lebih dominan mana?

Student : Lebih dominan ke prakteknya jadi 80% in practice and 20% in class dan kelasnya setiap hari Senin sampai Rabu. Jadi di luar itu memang tidak ada kelas bahasa Inggris tetapi untuk prakteknya tetap jalan yang dinamakan English area tadi

Researcher : Kemudian, yes Ketika belajar berbicara di pesantren Apa saja yang Sis Ica temukan?

Student : Easy strategy, something new ya. Dengan Praktek karena memang di sini yang ditonjolkan adalah practice-nya ya

Researcher : Nah, itu mungkin yang Sis Ica menambahkan apa saja strategi selain praktek,

Student : Listening lagu atau dialog habis itu diartikan bersama-sama ada juga menghafalkan kosa kata atau frasa baru, terlebih ketika dapat hukuman itu di suruh menghafal vocab/frasa itu juga speaking seperti speech dan lain lain

Researcher : Oke jadi memorization tadi itu apakah di report ke teacher-nya?

Student : Iya jadi ketika practice in English area tadi dapat hukuman untuk menghafal ya di setorkan ke gurunya

Researcher : Baik baik.. tapi kalau nggak dapat parcel berarti seperti apa?

Student : Kalau tidak dapat parcel berarti mereka sudah cukup baik mungkin speakingnya tetapi kita juga tetap dapat materi baru yang perlu di hafalkan ketika English class

Researcher : Berarti ketika English class itu bisa juga memorization juga? Oke, jadi memorizationnya bisa Ketika dapat parcel, kemudian class, kemudian ada listening, kemudian di practice in speaking juga Oke. Kemudian, ya Sis Ica do you like speaking in Pesantren or no?

Student : I like of course dengan proses belajar yang sekarang sudah mulai enjoy

Researcher : Why do you like it?

Student : The strategy is easy and interesting, karena tidak terlalu monoton belajarnya, atau karena lebih banyak ke prakteknya, kemudian kelasnya tadi nggak monoton setiap hari ya, jadi kesannya lebih mudah, lebih easy, lebih interesting

Researcher : Ya Oke, and then, kemudian apa sih peran guru di sini menurut Sis Ica itu?

Student : Tentu untuk kontrol speaking ya, jadi memang ketika praktek itu guru di setiap asrama selalu control every day

Researcher : Oh iya, oke I see Oke, and then, nah apa sih difficulties yang Sis Ica dapat ketika speaking di Pesantren?

Student : Have dialogue in English ya, karena memang dari awal saya unconfident ya, jadi ketika buat dialogue bahasa Inggris itu difficult, kemudian karena lack of vocabulary makanya kesusahan dalam dialogue atau bingung gimana dengan ngerangkai kalimat bahasa Inggris itu kesusahan.

Researcher : Oke baik, kemudian kira-kira untuk solve the problem itu seperti apa Sis Ica?

Student : Latihan praktek dialog, dari materi yang di dapat di english class, kemudian kosa kata yang di hafalkan mungkin di tambah dari belajar pronunciation listening itu semua di praktekkan di keseharian

Researcher : Nah ketika belajar untuk menyusun kalimat itu Sis Ica dapat dari mana?

Student : Dari keseharian kemudian tanya gurunya semisal tidak tau susunannya atau cara bacanya gitu

Researcher : Oke, jadi dari guru atau miss nya ya, kalau Sis Ica tidak tahu pronounce nya seperti apa atau vocabulary nya seperti apa, cross check nya ke kamus atau bagaimana?

Student : Ke kamus dulu kalau saya, tapi kalau dari kamus juga dirasa sulit saya tanya gurunya

Researcher : Oke, ke miss nya yang jaga itu ya yang ngontrol tiap hari ya. Oke, kalau untuk support buat sis Ica sendiri belajar speaking ini datang dari mana? kalau boleh tau

Student : Untuk support dari guru yang mengajar dan mengontrol tiap hari ya tapia da support dai kakak saya juga meskipun tidak tiap hari, mungkin ketika di jenguk dia konrol progress speaking saya. Dan dari teman juga, jadi kalua ada kesulitan selain tanya ke gurunya juga tanya ke temen.

Researcher : Oke, jadi disini berarti help atau supported by the teacher, also your friend, and your sister ya..

Student : Iya betul sekali, karena disini guru juga sebagai contoh kita untuk ikut praktek speaking setiap hari jadi mereka tidak hanya menyuruh tapi juga memberi contoh jadi terdorong untuk melakukannya juga

Researcher : Nah, kalau gurunya itu apakah ngontrolnya tiap hari?

Student : Ya pasti, jadi mereka selalu ngontrol tiap hari, karena pasti diantara temen temen ada yang merasa susah dan nanti bisa di bantu oleh gurunya

Researcher : Oke, and then untuk sisi Ica sendiri expect atau harapan buat ke depannya tuh seperti apa?

- Student : Ya tetep Keep spirit ya and believe we can have better speaking jadi memang prosesnya beda beda tapi kalau usaha dan strateginya bagus seperti di Pesantren ini Insyaallah pasti bisa. Semoga melalui skripsi sis Sylvia bisa mempermudah teman teman yang sedang belajar bahasa Inggris khususnya speaking di Pesantren
- Researcher : Alright so the last one, after you learn English speaking as the second language do you still feel that it's difficult?
- Student : No Not difficult, easy, but easy Oke, so after, even though in the first time I say that you are unconfident and then itu susah ya, tapi ketika after learn di pesantren itu jadi easy
- Researcher : Oke, dan interesting Ya Oke, so that is all for the in-depth interview for this day, Ica So I will text you later if I need in-depth interview again with you Yes Oke, so thank you Ica
- Student : Oke anytime and see you

#Interview with students 3 (5th of March 2024)

- Researcher : Oke, selamat pagi sis. Selamat pagi. Oke, jadi sebelum itu, Sorry karena mengganggu waktunya buat interview in-depth untuk data tesis saya. Jadi di sini, sis Sylvi mau ambil data lanjutan ke sis Farah ya. Oke, jadi saya akan bertanya, Gimana dulu sis Farah untuk mulai belajar berbicara di pesantren?
- Student : Pertama, sebelum belajar berbicara, saya merasa kesusahan.
- Researcher : Oke, jadi sebelum belajar berbicara di pesantren itu memang susah gitu ya. Tapi bagaimana sih ketika belajar berbicara di pesantren? What do you think?
- Student : Betul karena memang mungkin, di mindset nya, bahasa Inggris itu sulit seperti itu kalau sekarang aku merasa lebih percaya diri, terus merasa tidak susah lagi.
- Researcher : Oke, mungkin nanti lebih dikulik lagi ya. Kenapa sih bisa lebih nggak ngerasa susah lagi gitu ya? Coba di sini kita kulik. Nah, kira-kira itu seperti apa? Kenapa bisa, kenapa ketika belajar berbicara di pesantren itu bikin sis Farah tidak ngerasa kesusahan lagi?

- Student : Karena mungkin aku punya partner untuk praktek, terus kita juga belajar bareng. Terus guru-gurunya juga mengajari dengan baik gitu.
- Researcher : Oke, jadi memang belajar di pesantren itu start from zero. Begitu ya? Oke, jadi memang karena di awal sudah difficult, kemudian masuk pesantren itu belajar dari nol. And then support by your partner and also the teacher juga. Oke, that's it. And then ketika di pesantren itu apa sih yang sis temukan di pesantren?
- Student : Ini pembelajaran yang baru, metode yang baru dan fun, metode yang lebih mudah untuk belajar bahasa Inggris.
- Researcher : Oke, so yes, itu suka nggak sebenarnya dengan bahasa Inggris yang sekarang, speaking yang sekarang?
- Student : Suka, soalnya fun, terus strategi pembelajaran juga mudah gitu.
- Researcher : Alright, jadi memang strateginya mudah ya, jadi memang gampang ditangkap itu yang bikin mindsetnya berubah dan sekarang suka dengan learning speakingnya. Oke, so, nah di sini siapa sih yang membantu sis Farah buat learning speaking itu? Kira-kira?
- Student: Di sini tuh, gurunya tuh menemani untuk belajar, untuk praktek, jadi lebih merasa bantu.
- Researcher : Terbantu gitu ya, oke. So, biasanya kalau terbantunya itu seperti apa? Karena memang ada kelas atau bagaimana?
- Student : Karena misal kalau kita melakukan kesalahan itu dikasih hukuman untuk menghafalkan vocabulary, itu mungkin lebih mudah untuk menghafal.
- Researcher : Oke, jadi memang dalam praktek mungkin di area Inggris ya, di area Inggris ketika ada student yang salah kemudian langsung di notis, dibetulkan dan dikasih punishment. Punishmentnya masih around in English, is that? Oke, jadi itu yang sis Farah temuin dari, jadi gurunya membantu juga ya selama proses. So, is there the difficulties that you find ketika learning speaking at pesantren? Ada nggak difficultiesnya? Ya, kesusahannya ada nggak?
- Student : Kesusahannya saya kurang bisa berbicara bahasa Inggris dan merasa malu gitu, dan kurang bisa menghafal kosa kata.
- Researcher : Oke, jadi memang you feel that difficult to speak English, karena mungkin do you have limit vocabulary?
- Student : Ya, karena limit vocabulary and then awalnya mungkin kesusahan karena mind set saya sendiri ntuk menghafalkan vocabulary.
- Researcher: Tapi setelah terbiasa itu masih kesusahan menghafal atau tidak?
- Student : Lebih mudah sih.

- Researcher : Oh lebih mudah, okay easier ya. Kemudian untuk solve the problem itu seperti apa?
- Student : Seperti kita praktek dengan guru, dengan teman-teman untuk belajar gitu, dan itu kita dikontrol oleh guru.
- Researcher : Oke, nah itu prakteknya sis Farah seperti apa sih kira-kira kalau sama guru atau sama teman-teman itu?
- Student : Kita juga sering ngobrol, akai bahasa Inggris dengan guru dengan teman-teman gitu biar bisa selalu praktek speakingnya.
- Researcher : Oke, jadi sangat membantu karena behavior-nya. Oke, and then yes ketika solve the problem pernah nggak sis Farah? Oke, mungkin bisa akses internet mungkin di sana?
- Student : Iya bisa, kalau kita lagi libur gitu, kita bisa buka HP, buka film gitu, buat belajar vocabulary.
- Researcher : Alright, tapi kan nggak setiap hari ya, ada di waktu-waktu tertentu saja.
- Student : Iya untuk menambah wawasan ya, entah English video atau music atau podcast juga pernah.
- Researcher : Oke, jadi itu juga sebagian dari strategi sis Farah sendiri buat solve the problem tadi ya? Oke, that's it. And then, nah di sini, ini nggak sih yang berpengaruh juga tadi kan sudah ada guru, kemudian ada friends juga. Nah guru di sini sebagai apa tadi, buat ngontrol tadi ya?
- Student : Iya buat ngontrol dan beri hukuman untuk kalau kita salah, mengawasi selama praktek atau belajar
- Researcher : Oke, and then ketika salah itu berarti langsung direct ke gurunya ya? Kalau sis Farah ada salah, mungkin nggak kalau temen-temen yang notice kemudian temennya membetulkan gitu, pernah?
- Student : Iya pernah juga gitu jadi tidak hanya gurunya
- Researcher : Oke, jadi remind each other gitu ya? Oke, and then, nah di sini karena gurunya kan selalu ngontrol, kira-kira kenapa sih gurunya selalu ngontrol atau mengapa gurunya itu seperti itu, kasih punishment, dll.
- Student : Iya mungkin kita salah speaking, ada salah kosa kata atau pengucapan
- Researcher : Oke, jadi bisa meskipun kasih punishment, tapi itu juga bisa membantu temen-temen biar mempermudah gitu ya? Oke, and then apa sih kira-kira yang menjadi support system sis Farah belajar speaking ini?
- Student : Pastinya guru ya, karena melalui guru kita termotivasi buat belajar dan

memperbaiki apa yang kurang terus di bantu temen temen juga yang saling menjadi patner praktek tiap hari

Researcher : Alright oke.. jadi di dukung guru dan teman temannya begitu ya, then Harapannya sis Farah buat ke depannya itu speaking, for your speaking, mungkin buat speaking strategi nya atau learning speaking di pesan lain itu seperti apa?

Student : Harapannya saya bisa belajar lebih baik untuk speaking gitu. Kemudian, harapannya mungkin nanti akan ada strategi di pesantren itu mungkin lebih easy lagi.

Researcher : Nah, untuk strategi di pesantren sendiri kan tadi sudah dijelaskan ada English area, kemudian ada English class juga ya, kemudian dari sis Farah juga sendiri sudah menemukan strategi-strategi baru buat learning speaking. Nah, di sini ada nggak mungkin strategi baru ya mungkin sis Farah harapkan buat temen-temen di luar sana yang mungkin mau masuk pesantren lagi, ada nggak? Mungkin biar lebih mudah lagi learning nya?

Student : Ya mungkin nanti ada strategi-strategi baru yang lebih mudah lagi buat temen-temen gitu. Mungkin lebih menyenangkan lagi untuk pembelajarannya dan strategi yang ada semga bisa menjadi ilmu baru untuk temen temen di luar sana

Researcher : Oke, tapi sekarang happy ya, maksudnya enjoy the process yang nggak pressure seperti awal ya

Student : Iya betul sekali I enjoy it

Rsearcher : Alright, jadi strategi-strategi yang diterapkan memang berhasil buat temen-temen bisa enjoy to learning speaking at pesantren gitu. Oke, so that's it sis Farah ya, thank you for the time kita cukupkan untuk interview nya sampai hari ini. Later on ketika ada data tambahan boleh saya calling lagi ya?

Student : Iya boleh.

Researcher : Oke, thank you sis Farah.

Student : Terima kasih. Oke.