

CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents the theories needed to support this research. Researcher divide the theory into several points. The researcher will discuss teaching English, teachers' strategies in teaching speaking, teacher's problems in teaching English, bilingual language, Teaching Bilingual Speaking in Modern Islamic Boarding Schools, modern Islamic boarding schools, and previous studies.

A. Teaching Speaking

Teaching Speaking focuses on the process of teaching and learning in terms of speaking skills in a language. This shows that speaking is an important aspect of language acquisition as it enables individuals to communicate effectively with others (Dilnoza, 2023). The purpose of teaching speaking is to improve pronunciation skills, expand vocabulary, build good public speaking, increase confidence in expressing opinions, be able to receive information and communicate quickly and responsively, and improve the ability to communicate in various situations (Pakula, 2019). Speaking Skills can encourage students to develop speaking skills through structured exercises to improve clarity of pronunciation, speech intonation, and fluency.

Teaching speaking is crucial to the process of learning a language. Speaking is one of the most important language skills since it allows one to convey information, ideas, and opinions to other people. Students can learn how to interact effectively in a variety of everyday communication situations by receiving instruction in speaking skills (Miranda & Wahyudin, 2023a). Students

with confidence in their speech are better able to collaborate, form social bonds, and communicate ideas. Also, effective interpersonal communication is frequently the deciding factor in the workplace, where strong speaking abilities are essential to success (Solomon & Theiss, 2022).

Teachers can help students overcome shyness or public speaking anxiety, enhance their vocabulary and grammar, and improve their intonation and pronunciation by teaching them to speak. As a result, learning to speak incorporates non-verbal cues like body language, eye contact, and facial expressions in addition to verbal ones. Consequently, it is indisputable that teaching speaking helps students improve their communication skills and gets them ready for a variety of scenarios in their everyday lives, academic careers, and educational settings (Robert & Meenakshi, 2022).

There are many types of conversation models and demonstrating (Li et al., 2023), how to use language correctly and effectively including stimulating speaking activities. This involves classroom activities stimulating students to speak, such as role plays, debates, presentations, or group discussions. This will encourage students to speak actively in class by providing opportunities to participate in dialogue or express their opinions. Then there is the understanding of Communication Contexts and Situations.

B. Teachers' Strategies in Teaching Speaking

Teacher strategy is a series of activities planned and organized by a teacher and implemented in a learning activity that involves the use of strategies and the use of different resources or strengths in a lesson. Good strategy design

is an important way to achieve teaching objectives in schools (Mustika & Wardah, 2021). These strategies are designed to achieve specific learning objectives. To learn English skills, strategies can be useful in classroom activities and in situations outside the classroom. Educational strategies are very important because they determine the success of the educational process. Teachers' strategies should be engaging and attract students' attention. Students can benefit from using contextual clues and inferring the meaning of the content to overcome unknowns.

Teacher strategies regarding speaking skills are very important. To teach speaking skills effectively, teachers can choose from a variety of strategies. Teaching strategies are different ways or methods used by teachers in the teaching and learning process. Strategies for teaching speaking include collaborative activities, role plays, creative tasks, exercises, discussions, brainstorming, and storytelling.

1. Cooperative Activities

Cooperative learning is more than just students sitting together (Johnson, D.W. 1994). According to Brown (2001), cooperative activities provide topics that are contextual and meaningful to students. It is important to connect with what students have learned and experienced. Teachers ask students to participate in activities, and students' speaking skills are emphasized. Teachers can avoid this situation by having students work in groups, dialogue, and reorganize the steps they make as a team.

A set of criteria must be met for a truly cooperative learning experience.

These criteria are:

- Division of labor between students in the group
- Face-to-face interaction between students
- Assigning specific roles and tasks to students
- Handling tasks within the group
- Requiring all students to complete a task. Some positive interdependence
- Individual responsibility for completing self-assigned tasks
- Developing social skills through cooperative interaction
- Group rewards by the teacher

Temporary groupings help students grasp long-term concepts and practice responsibility while teachers hone their skills and receive feedback from students on how to improve their work.

2. Role Play

Getting students to talk about their feelings is not always easy. There are many issues that are difficult for them to talk about because they may fear ridicule ostracism. Role-playing can help them overcome personal issues. It allows them to be spontaneous by releasing creative energy. Role playing, on the other hand, can be a fairly simple and short technique to organize. It is also very flexible for the exercise of individual variation, initiative and imagination and role play is also included in simulations.

When implementing role-playing strategies, simulation and role-playing boost confidence by encouraging students to talk to others.

Simulation is very similar to role-playing, but the difference between simulation and role-playing is that simulation is more complex. Simulations allow students to bring objects into the classroom to create a realistic environment. For example, if a student is performing as a singer, they may bring a microphone and sing.

Role-playing is a strategy that involves meaning and imagination of vocabulary sentences and dialog. There are many different ways to evaluate students. Students can take an oral exam on the topic of role-playing. Examples of oral assessments you can give students include answering a few simple questions related to role-playing or having students act out a role-play.

3. Creative Tasks

Creative tasks assert that students develop their fluency best when engaged in tasks where all their concentration is focused on producing something. Instead of thinking about language, the students focus on creating procedures for making drawings, artworks or others, so that these activities develop fluency. According to Brown (2001), this is based on the principle that teachers pay attention to what students need, from a language-based focus on accuracy to a message-based focus on interaction, meaning and fluency. Some English teachers use creative tasks in teaching speaking whether they teach in schools or private courses.

4. Drilling

Drilling is a strategy to improve pronunciation and vocabulary. Drilling learning has several benefits. Students can pay attention to new content presented by the teacher, words, phrases, or utterances that are in the student's mind, new items are transferred from working memory to long-term memory, and articulatory learning will have the opportunity to control the language. Drilling is a technique that has been used for many years in foreign language teaching (Long & Porter, 1985). This technique is a key feature of the audiolingual approach to language teaching, which emphasizes repetition of structural patterns through oral practice. Drilling involves listening to a model given by the teacher and students and repeating what they have heard. Drilling is a technique that many teachers still use to introduce new language elements to their students. From the above theory, drilling is a technique used in foreign language teaching that emphasizes the repetition of structural patterns through oral practice to show students the ability to use certain linguistic elements in a controlled manner.

5. Discussions

Group discussions are great for improving speaking skills in large classes. In some cases, teachers may divide students into group work. This increases the number of students speaking in a limited time and also reduces the barrier for students who are uncomfortable speaking in front of the class. Group members can be assigned by the teacher. Group members can be assigned by the teacher or the students themselves.

Students can decide for themselves, but groups should be reorganized for each discussion activity so that students can learn to work with different people and be open to different ideas.

6. Brainstorming

Brainstorming encourages students to think creatively (out of the box) and encourages all students to share ideas, no matter how "outside" they may be. According to Armstrong (2006), brainstorming is a valuable process used by writers of all skill levels, regardless of experience. Therefore, brainstorming sessions can be a useful strategy to encourage true collaboration and interaction in the classroom. By developing a clearly stated problem and a well-thought-out planning strategy, it can generate meaningful ideas and develop ideas that can be used to solve problems or address issues related to a particular problem.

7. Storytelling

Students can easily summarize a story or stories they have previously heard from others, or create their own stories to tell to their classmates. Storytelling encourages creative thinking. It also helps express the idea, development, and ending of the story, including the characters and setting. Students can also tell riddles and jokes. For example, at the beginning of each lesson, a teacher might ask some students to start the conversation by telling a riddle or a short joke or prank. In this way, the teacher can not only improve students' speaking skills, but also attract the attention of the class.

In addition, there are also various strategies that teachers use in the teaching and learning process and these are called teaching strategies. Teaching strategies are the various methods used by teachers in the teaching and learning process. Used by teachers in the teaching and learning process. Activities that can be followed up such as lectures, discussions, role-playing simulations, information gaps, brainstorming, storytelling, interviews, completing stories, reporting, playing cards, telling pictures, and others exist. Describe the picture and find the difference.

C. Teacher's Problems in Teaching English

When teaching English as a foreign language, teachers must know what they have to do. English teachers face some major challenges when teaching English in the classroom. Teachers will face some problems such as:

1. Students don't want to speak or are silent.

The teacher can rearrange the tables depending on the task to be accomplished in this situation. This is also achieved through positive feedback which helps students relax and enjoy the learning process, thus making them more confident in speaking English.

2. Students make noise while learning.

A situation beyond the teacher's control is when all the students are talking to each other or making noise. In the classroom, the atmosphere is not good and teaching and learning activities are hampered.

3. Students will eventually chat in pairs or groups.

Interesting learning is varied learning. For example, working in pairs or groups. Although this can increase students' learning motivation, it is certain that some students cannot concentrate on doing group work and end up chatting with their friends. This is one of the obstacles to teaching and learning activities in the classroom.

D. Bilingual Language

Bilingual means a person who can communicate in two languages and apply them. Bilingual education begins when more than one language is used. Bloomfield, in the book Chaer and Agustina (2005: 85) Language (1933: 56), defines bilingualism as “the ability of a speaker to use two languages equally well.” The definition of the concept of bilingualism given is the able to speak both languages equally well. A possible example is: A person who is proficient in language A must not only be able to learn language A but also know language B. Bilingual education is the use of two languages as the medium of instruction for part or all of an educational program (Murtadho, 2023).

Bilingual education is a method of learning that uses the student's mother tongue along with the language of instruction (Amalia & Marzuki, 2023). The definition of bilingualism is not based on the same thinking but can be assessed based on the level of development of advanced skills and the frequency of language use (Jayanti & Sujarwo, 2019). In Indonesia, bilingual environments are set up to improve students' foreign language skills, as the need for foreign languages is increasing due to globalization. Bilingualism can be thought of as the ability to communicate in two languages, but fluent in only more than one.

Language teachers working in bilingual programs can learn how to create and manage spaces (Dikilitaş et al., 2023). In education, teachers can help students develop communication skills in the languages they know and/or are trying to develop, including English. Bilingual programs in Indonesia apply the national curriculum with international programs such as international programs as a complementary program, English as a means of communication in the classroom, and the use of foreign languages.

Based on the experts' definition of bilingualism, bilingualism involves individuals and societies that have the ability of two languages. Much of the bilingual advantage is hypothesized to stem from (no doubt) the need to suppress non-target language during bilingual language processing (Privitera et al., 2022). Speaking multiple languages brings many practical benefits in an increasingly globalized world. These benefits may seem obvious at first glance, but scientists have also shown in recent years that the benefits of bilingualism are even deeper and more fundamental than just the ability to communicate with more people. Bilingualism has a profound and positive impact on the brain, as it also improves cognitive skills even those unrelated to language.

Students in bilingual education programs receive instruction in the primary language outlined in the program and English and also receive instruction in English as a second language (ESL). Educators use the primary language of instruction to promote literacy in the primary language and support the development of listening, speaking, reading, and writing skills in English (Ehling, 2023). Bilingual education (both formal and informal) is education

provided in at least two languages. But the topic gets more complicated because bilingual education often means different things to different people. For some, bilingual education may mean teaching two languages as separate subjects, for others, it may mean teaching a foreign language as one subject with additional subjects, while others are taught in that foreign language.

In Indonesia, bilingual programs are not new. It is not only a classroom process, but bilingual education can also be implemented in modern boarding schools. Modern boarding schools are also one of the institutions that offer language programs that are said to help achieve educational goals using bilingual programs. In summary, what is meant by bilingual education is the practice in boarding school. Modern Islamic boarding school offer teaching in two languages. The basic concept is that the second language (English and Arabic) is the language of instruction for teaching the subject matter. Students in modern Islamic boarding school must be able to speak English in order to use it in daily life.

E. Teaching Bilingual Speaking in Modern Islamic Boarding School

Learning English is essential in modern times as it allows communication with more of the world's population (Sari, 2023). The existence of English language learning is for students to be able to improve student competence and language skills in terms of communicating in everyday life. Teaching bilingual speaking is one of the teaching strategies that uses two or more languages during the learning process. This allows students to develop their speaking skills in two languages simultaneously. The development of multiple speaking skills gives

students experience in a variety of situations (Rao, 2019; Richards, 2022). The experience can encourage students to switch between languages according to their needs, flexibility, and multiple speaking skills (Fox et al., 2019). The application of bilingual learning can start from group discussions or simulations of communicative situations where students have to use both languages to achieve certain goals. Such activities can encourage students to exchange ideas and experiences more quickly as they will be more receptive to information when learning with peers (Kumar et al., 2020). When starting bilingual learning it is very effective and good if the teacher gives feedback using both languages, this aims to help students understand and correct their mistakes. Media is also important as it will support the bilingual teaching process (Listiani et al., 2021).

Integrating media in learning such as video or audio will be very effective in improving students' bilingual skills. Video or audio when implemented into learning, video or audio will increase students' interest in the material presented, increasing brain stimulus in receiving new material (Winarto et al., 2020). By using bilingual languages, students will have a positive impact on their multilingual communication skills which will create an inclusive learning environment. Bilingual learning is suitable for all school settings including Islamic boarding schools (Irham, 2023).

Islamic boarding schools have unique learning structures that can take advantage of bilingual teaching. Bilingual teaching will facilitate students' understanding of religious texts (Christ & Cho, 2023). In addition, students will easily understand general subject matter beyond religious material and can

stimulate tolerance in a multicultural environment. This can improve their readiness to communicate in the world outside the Islamic boarding school. Using two languages can improve the student's competence in two languages, including vocabulary, grammar, and speaking fluency (Miranda & Wahyudin, 2023b).

In this study, the researcher used the categories adapted from Masson's strategies for the learning process in the bilingual program of the Modern Islamic boarding school. The purpose of this study is to find out the strategy teachers use in teaching English using the bilingual process.

F. Modern Islamic Boarding School

Modern Islamic boarding schools can be found throughout Indonesia. The difference lies only in the form of teaching and learning activities. However, both traditional and modern Islamic boarding schools use a dormitory system as a means of teaching formal education as well as religious or moral education. There are many Islamic boarding schools in Indonesia, but it is not uncommon for each boarding school to have its own regulations. The lesson in modern Islamic boarding schools is that it has rules in other languages such as English and Arabic. Islamic boarding school is a religious educational institution that can provide a recognized degree in the Indonesian national education system (Aneski, 2022). Islamic boarding schools as Islamic religious education institutions have a historically and culturally important role in the social life of the community (Mawardi & Sartika, 2023). The role of Islamic boarding schools in encouraging the younger generation to learn Islam turns out to be one

of the craters for generations who choose Islam. Islamic boarding schools can be classified into two types, namely traditional and modern Islamic boarding schools. Including Islamic educational institutions that are said to be able to be independent in the operation and application of culture, and learning methods and have their characteristics, being of Islamic educational institutions that are famous for the quality of teaching and excellence in language teaching, priority is given to foreign language learning, especially Arabic and English, language learning itself is not about memorizing grammar and structure but the way language is practiced. Therefore, the students who live in Islamic boarding schools are required to be able to speak English in real terms in their daily lives, therefore real speaking activities need to be carried out in Islamic boarding schools where Muslims live.

Many people think that modern education is more guaranteed for the needs in the era of globalization so Islamic boarding school education is considered old-fashioned and does not keep up with the times. In fact, in the current era, many Islamic boarding schools offer foreign language teaching, such as Arabic and English. Islamic education today should not be underestimated because humans need knowledge as a guide to life and morals as a reference in dealing with other people (Wafiroh & Indah, 2022). Students must be fluent in both languages. Mastering foreign languages is the main capital that students face in future competitions (Taib et al., 2021). This boarding school is a model for the development of *Salafiyah* and *Khalafiyah* boarding schools by helping to enrich religious knowledge and develop the

character of students and students so that they hold the title of students (Rozi et al., 2023). The goals of bilingual learning are directly related to the practical education paradigm. This means that bilingual education can be implemented using different methods depending on the learning objectives. Islamic boarding schools can adapt to environmental changes by introducing modern education system, adding secular subjects, and dynamically integrating into the national education system. The English learning model in some IBS has always influenced the social structure of the English-speaking community (Irawan & Haerazi, 2021). To discuss topics related to Islam and general issues, they form English-speaking communities. The aim is to improve English language skills and improve pronunciation.

Students in modern Islamic boarding schools find it easy to communicate in Arabic and English because they are always together in the dormitory. They are also guided by teachers in daily communication learning activities. They use both Arabic and English. In boarding schools, it is usually scheduled when they have to speak Arabic and English. There is a punishment to control the language of the students. Learning a language is not to memorize vocabulary or grammar but to practice the language itself. So, the characteristic of modern boarding schools today is not only competence in learning religious knowledge but also language skills by emphasizing the practice of daily communication in the boarding school environment.

G. Previous Studies

When conducting this research, the researcher has several previous studies as examples and research bases.

First, research was conducted by (Salim, 2021) entitled "Exploring English Speaking Program in An Islamic Boarding School in Kudus" discusses speaking skills at the Islamic boarding school Tahfidz Yanbu'ul Qur'an Menawan which requires students to use English in daily communication. This research uses a descriptive qualitative design, collecting data through observation, interviews, and documentation. The result of this study is that the boarding school aims to create a good environment to practice English, train students in correct grammar and pronunciation, and help students have enough courage to speak. There are four types of English program delivery; specifically, daily, weekly, monthly, and yearly programs and there are also advantages and disadvantages to learning English.

Second, research conducted by (Na'ma, 2024) entitled "The Analysis of English Teaching Technique and Its Implementation in the Bilingual Program at the 8th Grade of Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency" This study was conducted to identify the techniques and practices of teaching English in the 8th grade bilingual program at Darnajat Bhumiaryu Islamic boarding school. This research was motivated by students' lack of interest in English. The research method used is descriptive and qualitative. The subjects of this research are 8th grade students and English teachers at Modern Islamic Boarding School Darnajat Bumiaya. The subject of this research is the analysis

of educational techniques and practices in the bilingual program at Darnajat Bhumiayu Modern Islamic Boarding School. Data collection used observation, interviews, and documents. The research has shown that the bilingual program includes several teaching methods: free conversation, English speech, vocabulary learning songs, and group work. The similarity of the researcher is the teaching of English in a boarding school which also uses bilingual and also uses descriptive qualitative techniques to collect the data needed. The difference from researchers is that this subject is addressed to 8th grade students of Darnajat Bhumiaryu students. While researcher used eleventh grade at Ar-Rahmah modern Islamic boarding school. Data collection also uses observation, interviews, and questionnaires while this uses documentation.

Third, research conducted by (Rahman et al., 2021). The title "The Study of Bilingual Milieu Toward the Student's Speaking Performance at Modern Boarding School" discusses the bilingual environment on student speaking performance. In their research, they used qualitative research with descriptive qualitative methods and data collection techniques using questionnaires and interviews. The results of the study showed that students' perceptions of the bilingual environment turned out to be 24 (38.09%) students were very aware of the bilingual environment. 39 (61.91%) students have a good perception of the bilingual environment. For 0 (0%) students, awareness of the bilingual environment is still lacking. This study took data from the boarding school environment. In the research, there are similarities and differences between the researchers' research. The similarity with the researcher is the bilingual

environment on students' speaking in modern boarding schools and the difference of this research is the researcher wants to know the teaching speaking process using bilingual language in modern Islamic boarding school Ar-Rahmah, student difficulties in using a bilingual language and student response using the bilingual program. The research subject is the students of the boarding school.