CHAPTER 2
LITERATURE REVIEW

In this chapter, the researcher explains several theories and previous research findings related to the research problem. The theories are related to The nature of speaking, How to learn English, Islamic boarding school, Challenges in speaking, and Solutions in learning English speaking.

1.1. The Nature of English Speaking

Speaking is using language verbally to convey thoughts, feelings, and views. As a result, it is crucial for disseminating information and explaining ideas, concepts, and knowledge to others. Additionally, non-linguistic components including facial expressions, body language, and gestures are necessary for delivering messages clearly. According to Brown (2001), social contact, which includes how you express through body language, eye contact, gestures, physical distance, and other nonverbal cues, is the crucial element in interactive language function. It is safe to infer that speaking is a useful ability that is expressed through both oral and nonverbal cues.

Speaking performances come in a variety of forms. Brown (2001) also identified seven different types of speaking performance: imitative, which refers to the capacity to mimic a word, phrase, or sentence; intensive, which refers to the production of brief stretches of oral language with emphasis on stress, juncture, intonation, and rhythm; responsive, which includes interaction and comprehension tests but occasionally takes the form of a very brief conversation like the standard greeting, small talk, simple request, and comments; interactive, which refers to the length and complexity of a conversation; Prolonged monologue, such as speeches, presentations, or story-telling; Transactional, including the exchange or transmission of specific information using prolonged responding language; Interpersonal, preserving social connections for the dissemination of knowledge and facts.

Although they have been in primary school, the students still find it difficult to speak in English. When speaking English, they are need to think

more frequently. Speaking depends on the intricacy of the information to be communicated, according to Brown and Yule (1999:14). Speaking is a useful talent and a means of communicating with others, as can be inferred from the definition given above. The students can grasp everything and strive to communicate because speaking's primary goal is to communicate in order to express concepts effectively.

1.2. How to Learn English

Learning to speak English can be done effectively through various speaking activities that involve hands-on practice and interaction. According to Firda's research (2022), speaking can be improved through activities that foster amicable encounters and improve speaking abilities. In addition, speaking exercises can boost students' confidence and motivation while creating an atmosphere that encourages language acquisition. As stated by Murcia Theoretically, a variety of speaking exercises can be conducted, including speeches, role plays, talks, discussions, and spoken dialogues captured on audio journals. In her article citing Lightbown and Spada (2006), Hardianti (2020) claims that learning in a natural setting can take the form of greetings or brief greetings, business dealings, such as in the school canteen, exchanging information and opinions, providing instructions to others both on and off campus, and reading English-language warnings, magazines, and posters. In accordance with Lightbown and Spada's viewpoint, which Hardiyanti (2020) cites in reference to Finocchiaro and Bonomo (1997), "dialogue" is one of the activities that may be used to acquire a language and incorporates all four language skills. Dialogs in which the listener hears the speaker and responds by either speaking to themselves (monologue) or acting in some way are ideal for practicing language in authentic communication contexts. Dialog mimics the internal communication scenario that occurs in daily life.

In connection with learning to speak English, in this study, the researcher wants to discuss the English language learning of students at modern Islamic boarding school which requires speaking English in daily

activities. In line with the constructivism theory by Vygotsky (1987), culture provides students with the cognitive environment they need to grow, and adults in students' environments provide the means through which culture can play a constructivist role. Examples include the requirement to speak Arabic and English in modern Islamic boarding schools, as a form of access and processing of electronic information, cultural history, and social context. Because the mandatory use of this language means that students must comply with existing rules, and is a unique differentiator compared to public schools. As Capel, et.al (2000) said, knowledge is unique to each learner and is influenced by their processing strategies and attitudes. Therefore, it is important to provide opportunities for students to create new knowledge in scenarios that represent real life, and ensure that such knowledge is created in an authentic context. Just like what happens in Islamic boarding schools where English is used as an everyday language. It allows students to practice getting used to everyday conversations. According to social constructivism, students actively create their knowledge through experience and social interaction (Bruner, 1966; Vygotsky, 1962)

Two key ideas in Lev Vygotsky's learning theory are scaffolding and the Zone of Proximal Development (ZPD). In order to help students improve their language, social skills, character, and leadership, Islamic boarding schools can benefit greatly from the Zone of Proximal Development (ZPD) and scaffolding. Students can overcome the difficulties they encounter and grow to their full potential in the social setting of Islamic boarding schools by depending on the social support of their teachers, peers, and caretakers as well as on the provision of suitable scaffolding or guidance. Islamic boarding schools can establish rich and vibrant learning environments that help students reach their greatest potential according to ZPD. Constructivism, a prevalent educational ideology informed by Piaget and Vygotsky's ideas, saw students as active information builders who were involved in organizing knowledge inside themselves and their processes, according to Jianguang's et. al (2023) research. Piaget believed that interactions with friends or classmates

led to cognitive growth. Vygotsky, however, believed that it resulted from interacting with peers or adults who were higher in the zone of proximal development (ZPD) and had greater knowledge (Kouicem, 2020). Both theorists support the significance of learning via a scaffolding process that depends on social interactions.

1.3. Islamic Boarding School

Etymologically, Islamic boarding school or in Bahasa it is called "Pondok", which comes from the Arabic word "funduk" which implies inn. Indonesian Islamic boarding schools are more likened to Islamic boarding schools divided environments plotted within the shaped rooms as residences for understudies. In the interim, Islamic boarding school or "Pesantren" comes from the fundamental word "Santri" which has the prefix and important postfixes to demonstrate the meaning of place (Nurcholish, 2007). Hence, Pesantren could be a put for understudies. According to Musadad (2023), Islamic boarding schools are centuries-old Islamic educational establishments in Indonesia. Pesantren is the oldest Islamic education and broadcasting institution in Indonesia. Historically, pesantren is a school institution that has been known in Indonesian society since pre-Islamic times (Meliani et al,2022). These establishments are essential for fostering morality and character in individuals as well as the dissemination of Islamic principles throughout society.

Three types of Islamic boarding schools have emerged in Indonesia: integrated boarding schools, salaf boarding schools, and khalaf boarding schools. Salaf boarding schools adhere to conventional teaching methods and are more conservative. These institutions place a strong emphasis on teaching traditional Arabic texts, sometimes known as the Kitab Kuning, including Hadist, Nahwu, Fiqh, and Tafsir. According to Steenbrink (2015) Salaf boarding schools usually prioritize religious education above modern curricula and the national education system. On the other hand, khalaf boarding schools are more up-to-date and make an effort to include current teaching strategies. These educational institutions combine the study of Islamic sciences with the

national curriculum, giving students access to a wider range of information that is more current with the times. Khalaf boarding schools educate general courses including mathematics, the natural sciences, languages, and history in addition to classical books (Raharjo, 2017). Then, an integrated Islamic boarding school integrates formal, non-formal, and informal learning into a single educational framework. Integrated Islamic Boarding Schools offer extracurricular activities, character development, and Islamic and general scientific instruction in addition to other topics. The objective is to produce graduates with the necessary abilities, know-how, and adept application of Islamic principles (Azra, 2006). Integrated Islamic boarding schools can also be called modern Islamic boarding schools because they combine formal and non-formal learning, and usually require students to use Arabic and English in their daily conversations.

Meanwhile, the Islamic boarding school discussed in this study is the Integrated Islamic boarding school type or what is called the Modern Islamic boarding school. Because in this Islamic boarding school there is formal and non-formal learning. And requires students to speak English or Arabic every week. Just as Nurjaman (2003) said in his research states that Islamic boarding school students are required to remain in the school's dorm and speak English in order to develop the language in their daily lives.

1.4. Challenges in Speaking

Speaking issues or blunders require explanations because they cannot be fixed on their own. Speaking challenges can be caused by a variety of things. According to Abrar et al. (2018), speaking English might be difficult because of problems with vocabulary, pronunciation, fluency, and grammar.

The research project entitled "Speaking difficulties encountered by young EFL learners" was carried out by Al Hosni in 2014. The study aimed to identify the primary speaking obstacles that fifth-grade pupils in Oman's basic education schools faced, as well as the contributing reasons to these difficulties. The study demonstrated that fifth-grade pupils experienced both

psychological and linguistic challenges. Pupils were unable to communicate in English due to a lack of vocabulary, grammatical knowledge, and sentence construction abilities. They were also terrified of making errors.

A study on "Factors affecting students' speaking performance at Le Thanh Hien high school" was conducted in 2015 by Nguyen & Tran. The purpose of this study was to investigate the speaking difficulties and contributing factors of high school students in Le Thanh Hien. Ten English teachers and twenty-three grade 11 students made up the participants. The questionnaire results and observations from the classroom revealed that students had a variety of issues. These included speaking very little or not at all in English, being unable to think of anything to say, using Vietnamese instead of English when discussing in groups or pairs, participating very little, being afraid of criticism or looking foolish, and having a habit of translating the material from their textbooks into Vietnamese before speaking and looking at them when speaking. The authors suggested some potential ways for teachers and students to enhance speech instruction and learning based on the aforementioned findings.

"Problems in learning English speaking skill: A study of higher secondary students in Srinagar, India" was the title of a 2016 study by Riyaz & Mullick. The study focusses on the obstacles encountered by learners at higher secondary level. 160 respondents were selected for the sample from different higher education institutions in Srinagar. The results showed that learners' overall performance in speaking skills was quite low. Their exposure to the use of the English language both within and outside of the classroom was limited. Additionally, the teachers' dominance in the classroom, the students' lack of vocabulary, and their bad grammar and pronunciation all hampered their ability to talk.

Nuraini (2016) did a study that looked at the difficulties EFL students have when speaking English. The findings indicated that speaking presents both internal and external difficulties. Motivation is one instance of an internal issue; teachers should assist students in discovering their own sources of

motivation for language acquisition, as this is crucial for achieving objectives. The number of pupils in the class is then another illustration of the external issue. An excessively large class makes it difficult for the teacher to attend to each student's needs, which makes it harder for the pupils to meet their learning objectives.

The challenge for students in spoken English lessons is that they are less confidence in their skills and are afraid of making mistakes in practice, according to Nariswari & Listyani (2021), as referenced in Mufanti, 2015; Nakhalah, 2016. Other speaking problems include inadequate knowledge of proper grammar and vocabulary, poor pronunciation, a lack of exposure to English outside of the classroom, a lack of confidence, and a lack of curriculum development that emphasizes English (Wahyuningsih & Afandi, 2020). Kara et al. (2017) outlined social factors (such as the environment, daily life, school, or family) and educational factors (such as the educational system's emphasis on teaching grammar) as potential causes of speaking difficulties for students, in addition to personal factors (motivation, fear, and barriers to communicating in another language).

1.5. Solutions in Learning English Speaking

The issues with speaking English can be resolved in a variety of ways. One of them is improving English language ability requires the creation of an immersive language learning environment. Activities that require students to actively use English in authentic contexts, such as immersion programs, can greatly enhance their language proficiency. According to Lan (2020), Students can practice speaking, listening, reading, and writing in English with these programs. Students can engage with native or fluent English speakers in a supportive setting through language exchange programs, English-speaking clubs, and language camps, which can strengthen their language abilities and increase their self-confidence. Next, is with exercises that include the SFSP (Speaking for Social Purpose) course to help students improve their speaking skills. The majority of the subjects discussed in this course relate to

experiences that both society and students typically have. Additionally, according to Santoso (2018), the SFSP course uses the idea of genuine education. Activities or simulations that mimic issues and circumstances in real life are referred to as authentic learning. In this session, students learn how to use English in daily situations. In addition to practicing with friends, students will also practice the language in front of their peers. According to this study, SFSP can be viewed as a speaking class that offers a variety of exercises and chances for students to hone their speaking abilities in authentic settings. In the Speaking for Social Purposes (SFSP) session, students engage in a variety of speaking exercises that provide them with direct practice. According to Nariswari and Listyani (2020), the SFSP course uses content derived from actual happenings in the students' surroundings to help them become better public speakers. Presentations, site plans, role plays, afternoon soirees, English dubs, and other activities are a few of the events. These exercises encourage experiential learning, which may help students become more proficient speakers. Students are encouraged to utilize the target language in context for a purpose through the practical exercise (Ozverir et al., 2017). Students' speech abilities may also be enhanced by direct instruction through role-playing (Suryani, 2015).

Naturally, students typically exhibit unique learning behaviors in speaking lessons that are meant to affect how they receive knowledge. This might be seen as a set of learning techniques that students can use. Wael et al. (2018) state that there are two types of learning techniques: direct learning methods, which include memory, cognitive, and compensatory strategies, and indirect learning strategies, which include affective, social, and metacognitive strategies. The first is called memory strategy, and it describes how students store and retrieve new information. The second is cognitive approach, which describes how EFL students acquire knowledge from a variety of sources to enhance their speaking abilities. The third is compensatory technique, which describes how students get beyond the difficulties they have when speaking English. The fourth is metacognitive; it describes how students built their

knowledge on what they already knew. The fifth technique is emotional strategy, which describes how students manage their moods and emotions while navigating the learning process. The final tactic is social strategy, which describes how students pick up knowledge through interacting with others.

As citised in Muslimin et al. (2022) Regarding learning strategies, Language Learning Strategies (LLS) are crucial to the process of learning. According to language research, learning strategies are deliberate, teachable, self-regulated, self-selected, and aware thoughts and behaviors used to acquire the target language and culture. The methods that students employ to acquire the language are one of the elements that go into improving speaking abilities. The students learn on their own in this way. Students use learning strategies to improve their own learning. Some learning tactics that students employ to improve their speaking abilities include looking for conversation partners, seeking feedback, and practicing aloud. Additionally, a key factor in the development of communicative competence is the application of suitable language learning techniques. It is reasonable to expect that using improper techniques won't significantly increase one's capacity for effective communication. Accordingly, one of the primary determinants of how and how well learners acquire a foreign language is their learning strategies (Wegner et al., 2021).

1.6. Study of Relevant Research

Based on the prior studies, Miftahurrohmah (2012) highlighted the use of English-speaking outdoor learning activities in the daily and weekly language programs at the Islamic boarding school Jawahirul Hikmah Besuki Tulung Agung. Daily language is a program that gives children more speaking opportunities throughout the day. A weekly language program is the second, where students can practice speaking on a particular day. Four exercises, including an oral test, a speech, a game, and singing, support this weekly language program. A researcher once used a daily speaking conversation software to conduct some research. The other study, Teaching

and Learning Speaking in Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek, was carried out by Ma'arif (2015). This study included descriptive data on the program over a number of times on the boarding school's regulations, along with an explanation of the activities, facilities, and program evaluation. Another research put forward by Aulia et. al (2021) regarding English daily conversation at Islamic boarding school in improving speaking skills of EFL students which was carried out at Nurul Ilmi Darunnajah 14 Islamic Boarding school, Serang-Banten. With the results it can be concluded that the English daily conversation program improved students' speaking skills.

In research conducted by Miftakhurrohmah (2012) focused on the use of and explanation about using the English-speaking outdoor learning activities in daily and weekly language at Jawahirul Hikmah Tulunggagung. This study, which concentrated on speaking exercises, describes the program's objectives as well as the English language learning activities that take place in the classroom. The study examined how English is taught in classrooms. Therefore, the goal of the language program is to prepare students to speak confidently in a good environment using proper grammar and pronunciation. The next research conducted by Ma'arif (2015) discusses the theory of teaching and learning speaking in all English language learning and teaching process at the Anwarul Haromain Baruharjo Durenan Islamic Boarding School Trenggalek. In this research focused in technique used and the explanation of the theory of teaching and learning speaking at all English learning and teaching process at Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek. And another previous research that conducted by Aulia et. al (2021) with the aims to know the effect of English daily conversation that was conducted at Nurul Ilmi Darunnajah 14 Islamic Boarding School, Serang-Banten. These findings reflect the notion that the English Daily Conversation Program enhanced students' speaking abilities program in improving students' speaking skill.

Miftahurrohmah (2012), Ma'arif (2015), and Aulia et. al (2021) talk

about speaking activities; based on their findings, speaking activities can help students become better communicators in general. The prior researchers and the current researchers both use speaking exercises as a learning approach for English speaking. Different from traditional Islamic boarding schools, these modern Islamic boarding schools try to combine traditionality and modernity of education. The classical-style formal teaching system (teaching in the classroom) such as the study of kitab kuning and the integrated curriculum were adopted with certain adjustments while still adhering to religious guidance. The researcher concludes that Islamic boarding schools can include outdoor learning activities for speaking based on the previously mentioned research. Since the majority of students have been in their dorms for a number of years, it can be used there. Islamic boarding schools are educational establishments where students typically reside in dorms. There, they study general scientific knowledge and Islamic teaching materials. Acquiring proficiency in Islamic knowledge and practices serves a purpose, in addition to broad knowledge like foreign language proficiency and other abilities.