



## ENGLISH LEARNING STRATEGIES USED IN THE PESANTREN NURUL IMAN AL HASANAH TO INCREASE STUDENTS SPEAKING SKILL

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### Abstract

*The objectives of the research are to find out what is the English learning strategies used in the Pesantren Nurul Iman Al Hasanah to increase students speaking skill, and to what extent does the strategies help the students to increase students speaking skill in Pesantren. The writer conducted this research in terms of strategies of English that used in the Pesantren. In this research, the writer used descriptive qualitative method, and purposive sampling. This study used observation and interview for data collecting technique and was conducted from June 1th, 2022 until June 29th, 2023. The result shows the strategies that used in the Pesantren Nurul Iman Al Hasanah helps the students to increase their speaking skill. All the strategies that used in the Pesantren can helping them to increasing student's speaking skill. The strategies that used in the Pesantren make the teacher easier to achieve learning goals.*

**Keywords:** *English Learning Strategies, Pesantren, Speaking Skill.*

### Introduction

One of the countries that uses English as a foreign language is Indonesia. English is a global language. The study of English is crucial for students in Indonesia. English is an international language used to communicate among the people entire the world, Given the importance of English as a language of communication throughout the world, therefore in learning English it is very important for students to be able to master language skills, one of them is speaking skill. Speaking is very important. It is Because speaking is the ability that is most frequently employed when someone wants to transmit information or a message.

Speaking is one of the difficult skills, but speaking is a skill that must be mastered when learning a foreign language. Students usually find

difficulties when speaking English and everyone has their own difficulties in speaking English. The problem that learners face is usually students struggle to express their ideas, how to speak using grammar, vocabulary and pronunciation when they have to talk to their interlocutors. In addition, students lack confidence, feel anxious and have difficulty when they have to say sentences correctly.

English as one of the subjects taught in several educational institutions in Indonesia is one of the important aspects to enrich the knowledge of Indonesian students, not least in the Pesantren environment. Learning in a Pesantren environment usually prioritizes religious learning over other learning. In terms of language, learning in Pesantren prioritizes mastery of Arabic. Therefore, some difficulties will be experienced by students when students study in a Pesantren environment, especially learning English. The students will find it difficult to understand the material in English because they learn more religious lessons. Then, most students will be confused and have difficulties in speaking English. Some students will definitely feel that they still lack a lot of English vocabulary. This may be due to the tight learning schedule at the Pesantren.

For mastering these skills, teachers must find out the strategies to help and guide the students to solve their problems in learning English especially in speaking. One of the most important skills that teachers should have in teaching and learning process is the ability to use various teaching strategies. Teachers should be able to use some kinds of teaching strategies that enable students to learn in order to obtain the expected results. If teachers cannot use a proper teaching strategy, teaching and learning process would not run effectively. Teachers have an obligation to design learning strategies that will be applied in student learning. There are many learning strategies that can be used by teachers and developed in teaching and learning activities. That means a teacher must know and master various learning strategies in the learning process. Teachers must choose the right strategy to teach students in all conditions such as in the classroom at school or in the Pesantren.

Learning strategies of speaking English must be adapted to students who have a busy schedule, therefore later this Pesantren-based English language learning strategy can increase language learning efficiency, language skills, self-confidence, mental activities, and various spoken language bilingual behavioral activities in the dormitory. Each teacher has their own learning strategies and each student has their own problems in learning the language, so the teacher must pay attention to all aspects that can influence students to increase their language skills, especially in the Pesantren environment. Islamic Pesantrens have a well-structured and well-packaged learning strategy in supporting the vision and mission of the Pesantren itself. Thus, this will be a challenge for teachers who teach in Pesantren in making their learning strategies to increase speaking skills in English.

In relation to teacher strategies, especially in Islamic Pesantren, the writer reviews several studies that have relevance to this study. There is researcher from Egar Zulkarninda with the title "English Language Learning Methods at the Junior High School Level at Nuraida Islamic Pesantren Bogor". In his research, he explained that there are still many Islamic educational institutions that have not placed importance on English language learning, one of which is in Pesantren educational institutions. In the formal and informal education curriculum in Islamic Pesantrens, especially those that are still salafiyah, English lessons are still not taught and become the main subject for students to learn. It will be different from Pesantrens that have implemented modern-based. In modern-based Pesantrens, English is included in the learning curriculum system, becomes the main language of the students and can even be one of the advantages of the Pesantren.

Based on the explanation above, the writer conducted a research with the title "English Learning Strategies Used In The Pesantren Nurul Iman Al Hasanah to know how strategies students Increase their Speaking Skill". Pesantren Nurul Iman Al Hasanah is one of the Pesantren that has implemented a modern salafy-based Pesantren. Which means that in addition to this Pesantren focusing on book learning, the Pesantren has also paid attention to teaching languages, one of them is English. This modern salafy-based Pesantren certainly has a lot and various kinds of learning strategies in managing between book learning and English learning so that both can still be carried out properly and achieve their goals. Therefore, the writer chose this Pesantren where the writer will examine the strategies used at the nurul iman al hasanah Pesantren in increasing students' speaking skills.

This research aims to study what English learning strategies are used by the Pesantren in increasing students' speaking skills and helping students achieve English learning goals, especially in speaking in the Pesantren environment.

## **Literature Review**

### **Learning Strategies**

#### **A. Definition of learning strategies**

Procedures that simplify a learning task are known as learning strategies. The majority of times, strategies are intentional and goal-driven, especially when starting out on a task involving a foreign language. When a learning approach is employed often, it can be automatically realized by students, but most students are still unable to bring it into their conscious awareness when a strategy is needed. Learning strategy is an activity chosen by the teacher or lecturer in the learning process that can help and facilitate the learners towards the achievement of specific teaching. Deciding to choose a learning strategy must consider learning objectives, materials and subject matter, effective in selecting learning strategies (whether one or more strategies is sufficient).

The teacher will use a variety of learning resources to motivate and increase students' interest in learning so that learning goes according to the learning plan. Learning strategies that ignore students' learning styles will be far from the essence of education itself. In conclusion, a learning strategy is an effort or method used by teachers to help achieve goals in carrying out the learning process based on the methods, efforts, procedures used by teachers in transferring knowledge to their students.

The Learning strategies also can be said to be a plan or series carried out by a teacher or an educational institution in learning so that learning can run effectively by using strategies in the process of delivering material to students. Language learner strategies, usually pay more attention on identifying what a good language learner reports to learn a second language or even in some cases it is observed while learning a second or foreign language. In conclusion, learning strategies are efforts or ways used by teachers or an institution to help achieve goals in carrying out the learning process based on the methods, efforts, procedures used by teachers in transferring knowledge to their students.

## **B. Types of learning strategy**

The writer takes reference to the types of learning strategies in Oxford which are reinforced by journals and articles that the writer reads which also analyze that Oxford classified the strategies are divided into two main strategies learning strategies that have been identified by Oxford, namely direct and indirect strategies.

### **1. Direct Strategies**

The direct strategies are language learning strategies that directly involve the target language. Direct strategies are also divided into parts of strategies in learning that require mental processing of language, such as memory strategies, cognitive strategies, and compensatory strategies. Memory strategies refer to strategies used by students to help them remember new language. Oxford stated that this strategy could be facilitated for learners in entering information into longterm or short-term memory and retrieving information when needed for some learning activities.

Based on data from Wael, Ashar and Ibrahim, watching random videos or movie which using English language include in this type. Auditory and visual connections provide information related to some of the new vocabulary they received, which will then be remembered Some people feels that it's easier to capture or receive information through visual media, such as movies, songs, and even random videos. The large number of vocabularies received will make a person feel more confident and easier to convey the intent and purpose.

Learning new or different ways to complete a task is a compensatory strategy. Individuals or groups can benefit from compensatory methods by practicing new skills that will minimize the effects of their speech, language, and communication difficulties. A variety of compensating strategies can be

available, depending on the current situation. Compensatory strategies cover a range of techniques since they involve changing both behavior and the environment. But every instance of disability requires a particular set of strategies. The compensation strategy is useful to make up for an inadequate repertoire of grammar and especially vocabulary. There are two other strategies that are involved in this strategy, namely guessing intelligently in listening and reading and overcoming limitations in speaking and reading. Compensation strategies are a strategy that helps the learners for either comprehension or producing to overcome knowledge in the target language.

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formal. Cognitive methods are practical strategies for helping students who struggle with learning. This strategy consists of several sets, such as practicing, receiving and sending messages, analyzing and reasoning, and creating for input and output. It can be summarized that of the 3 strategies above, direct strategies are made up of strategies that contribute directly to learning.

## **2. Indirect Strategies**

Indirect strategy means a language learning strategy that supports and manages language learning without (in many instances) directly involving the target language. Strategies that indirectly influence learning are known as indirect learning strategies. Metacognition, affective, and social strategies are subdivisions of indirect learning techniques. Prospecting for training and production operations is one indirect learning strategy.

Metacognitive strategies are strategies used by students to manage their own learning, these strategies help students in increasing their concentration, considering what they already know against what they still need to learn, identifying thinking errors, and creating effective learning habits. This fact leads the researchers to conclude that the more successful students are probably able to exercise greater metacognitive control over their learning. Metacognitive refers to thinking outside of or in addition to the brain. Metacognitive strategies are acts that extend beyond primarily cognitive tools and give students a means to organize their learning. Metacognitive strategies include three strategy sets, namely centering learning, arranging and planning learning, and evaluating learning.

Affective strategies refer to emotions, attitudes, motivations, and values. Learning strategies known as affective strategies are concerned with controlling emotions, both good and negative. A favorable affective environment helps learning generally, while the relationship between affective tactics and learning is unclear. By creating a generally upbeat environment in the classroom, affective tactics might be used. This can be accomplished through supporting and guiding learners, assisting them in

setting realistic goals and working toward autonomous learning, personalizing activities, and utilizing pair and group work. Affective strategies are divided into three main sets are lowering anxiety, encouraging self, and taking emotional temperature.

Social strategies can be stated that they are related to social to mediating activity and transacting with others. Oxford suggests three sets of social strategies:

1) ask questions for clarification or verification and for correction, 2) cooperate with others which covers cooperating with peers and cooperating with proficient users of the new language, 3) empathize with others which includes developing cultural understanding and becoming aware of others' thoughts and feelings.

#### **a. The Steps of strategies**

##### **1) Environment Analysis**

According to Yusanto and Karebet, Analysis of environment is the first process in management. This process focuses on internal and external environments. This analysis usually considers about activities analysis SWOT (Strengths, Weaknesses, Opportunities, and Threats) as definition below:

##### **a) Strength**

Is the power in the institution, by knowing the strength, the institution can know and understand how to plan the strategy globally?

##### **b) Weakness**

The limitations and weaknesses of the institution, by knowing the weakness of institution it can make the institutions are expected to anticipate that these weaknesses are not an obstacle to achieving a global plan

##### **c) Opportunities**

By knowing the opportunity of the institution is expected to make potentially in delivering to main destinations.

##### **d) Threats**

The institution should be known the threats. By knowing that, the institution should take measures in order to overcome the threats as soon as possible.

The result of analysis Strength, Weakness, Opportunities, Threats (SWOT) will show the quality of the institution which give contribute to choose the strategy in resources for the institution.

#### **2) Speaking Skills**

In speaking, constructing a sentence is highly needed because oral communication dominates when someone writes a sentence. Based on the previous definitions of speaking, the writer concludes that speaking is a process of conveying purpose, to carry out our feeling through words, and conversations with other people two or more people which involve producing, receiving, and processing information in various contexts.

### 3) Components of speaking

There were various elements of speaking that were important to learners. According to Huges, factors like fluency, grammar, vocabulary, pronunciation, and comprehension are used to gauge speaking ability. In addition, Fulcher and Davidson state that there are five components of speaking skills that can be defined as follows:

a) Pronunciation

The way a language is pronounced is how it is expressed; however, people need to use proper intonation and pronunciation in particular circumstances to avoid misunderstandings in colloquialism. Based on Harmer, pronunciation teaching not only makes students able to differentiate sounds and sound features, but also improves their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sounds.

b) Grammar

The unity of grammar teaches students how to become proficient in a language through speaking and in writing. Harmer cites that grammar is illustrating the way in which word can change their type and can be integrated into an independent clause in that language. The statement clarifies that good grammar can convey and share the information correctly. Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms.

c) Vocabulary

Vocabulary is the knowledge of the meaning of words. Depending on Harmer, if the students have more vocabularies or at least 1000 words, they can communicate fluently. A smoothness of people to speak is when they have many words to know, which are used to reveal the desired meaning. Without a proper vocabulary, one cannot successfully communicate or express their ideas in both writing and oral form. In other words, vocabulary refers to the suitable diction employed in communication.

d) Fluency

If a person has the words they want to say, they can talk clearly even if they make pronunciation or grammar mistakes. Fluency can be defined as the ability to speak fluently and accurately. Fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “errs”. These signs indicate that speakers do not have spent a lot of time searching or the language items needed to express the message.

e) Comprehension

Comprehension is an ability to acknowledge and process stretches of discourse, to formulate representations of the sentences meaning. Purwati states that comprehension is a person’s ability to interpret, translate, or express something in its own way about knowledge that has been received.

#### **4) Learning speaking activities**

in "The Practice of English Language Teaching" by Jeremy Harmer, Speaking is one of skill in English language subject. If students want to speak fluently, they have to be able to pronounce correctly. In addition, they need intonation and conversation either transactional or interpersonal conversation. Harmer stated some types of speaking activities as follow:

a) Information- gap activities

An information- gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures.

b) Story Telling

In this activity, the students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.

c) Favorite objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to tell about the characteristics of their favorite thing, while other students or the audiences try to guess what the favorite thing is.

d) Meeting and Greeting

Student role-plays a formal or business social occasion where they meet a number of people and introduce themselves. It is usually taught in the beginner level of language learners. The students try to use meeting and greeting expression in front of the class with two or more students.

e) Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person

f) Students presentation

Individual students give talk on given topic or person. The students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation. Some like interview that interview is for honing organizational and planning skills

- g) Debate  
Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare. Moreover, it should be 15 applied for the advance level for language learners such as senior high school level upper.
- h) Describing pictures  
Each group has a picture that each member can see the picture. They have a certain minute to say as many as they can that describe it. The sentences must be appropriate to the picture. It can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures.
- i) Picture differences  
The students are in pairs. Each member of the pair has to find out the differences of the pictures that are given. The pictures are almost same. The teachers must find the pictures by themselves before applying this kind of activities. In the last section, the teacher will give more descriptions about the difference of the pictures provided for the students.
- j) Things in common Students sit in pairs.  
They talk one another in order to find out as many things as they can that they have in common. These must be things that can be discovered through talking. For example, it is about animals" characteristics, school and education, and human characteristics.
- k) Solving a problem  
The students are told that they an educational advisory committee, which has to advice the principle of a school on problem with the students. They should discuss the recommendation together with the principal.
- l) Discussion  
The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given times to discuss about the topic provided. The last, there will be a student who represent each group to tell about the result of the discussion 16 in front of the class. The teacher will give some correction about the students speaking

In my own perception of the elements mentioned by harmer about these types of speaking activities are very interesting and diverse. which is where many of these various activities are very fun and make language learning activities more varied. not only that, many of the activities mentioned by harmer have been used by schools to increase the speaking skills of their students.

### **Research method**

In this study, the writer used a descriptive qualitative method that focuses on the English learning strategies used in the Pesantren to increase students' speaking skill. Descriptive qualitative research is a research with an approach to understand the meaning of individual or group and exploring social or human problems. It is explained that descriptive qualitative is a study that aims to describe and analyze phenomenon, event, social activity, attitude, perception of individual or in a particular group.

### **Result/Findings**

Based on the interview given to the leader of Pesantren the results as he said: "the English language strategy implemented in the Nurul Iman Al Hasanah pesantren is quite effective, the English language learning received by students at school is not enough, therefore English language learning in the pesantren will fulfill the shortcomings of learning at school and will add as well as facilitate students' speaking skills by using English language learning strategies that have been prepared and have been well structured in the pesantren". Because in this salafy modern pesantren, language learning is one of the advantages of Nurul Iman Al Hasanah Pesantren, therefore language learning is one of the concerns that participants (L) pay attention to in order to help students speak English.

And the second question answer as he said "that Pesantren Nurul Iman Al Hasanah supports and facilitates all learning in the pesantren for students to be fulfilled in terms of facilities and learning support tools". Pesantren Nurul Iman Al Hasanah provides projectors, computer labs, and adequate internet networks. This pesantren lab will always be open every day for students who do have an English learning schedule. Even for the lab, the pesantren distinguishes special rooms for men and women so that the views of each student are maintained. not only that, sometimes English teachers provide their own learning media from games such as uno blocks or online game games to support learning and optimize students' speaking skills.

For the division of time in managing all learning in the pesantren has structured everything, whether from Arabic and English learning, kitab learning and also learning at school. In order to streamline all learning in the pesantren to be carried out and achieve learning objectives, Nurul Iman Al Hasanah pesantren divides the schedule for each student lesson, one of which is English which is focused on Saturday. When students do not communicate using English, the student will get a punishment which is certainly not physical but a punishment in the form of being crossed out using student face powder. For the division, namely 2 days for English, 2 days for Arabic and 2 days for book learning. The remaining one day on Sunday, students are given a day off, usually students are given to watch films about the struggle for independence or the struggle of Islam to watch together.

According to leader that, Pesantren Nurul Iman Al Hasanah has a lot of learning methods in English. Especially in the application of ice breaking which is usually applied by teachers at the beginning of learning. For example, using uno games, quizzes and others. For English learning strategies, especially to increase students' speaking skills in pesantren which are carried out regularly, among others: Muhadhoroh, Muhadatsah, Muhafazah, Sing A Song, Audio Lingual Method, and Grammar Translation Method.

### **Discussion**

According to the learning strategy used by the Pesantren Nurul Iman Al Hasanah which is their using an oral learning strategy is able to help students become more aware of the entire process of learning a foreign language. The learning process can be categorized that there are students interested in mastering the rules or rules of the language they learn, so that the quality of learning English is better as a result. Oxford concluded that language learning strategies language learning strategies have the following characteristics. Learning strategies (1) develop the communicative competence, (2) allow learners to become more self-directed, (3) expand the role of language teachers, (4) are problem-oriented, (5) involve many aspects, not just the cognitive, (6) can be taught, (7) are flexible, and (8) are influenced by a variety of factors. Based on the above opinions, it can be said that speech learning strategies have a significant contribution to speech quality. The contribution of speech learning strategies to speech quality is basically to achieve the main objectives of communicative competence.

The use of appropriate language learning strategies is oriented towards achieving communicative competence. Real interaction between students and contextually meaningful language use encourages the development of communicative competence, namely grammatical competence, sociolinguistic competence, discourse competence, and strategy competence. Language learning strategies help students actively participate in authentic communication. In line with the above opinion, language learning strategies encourage students to be independent in learning. Affective strategies develop the confidence and perseverance needed for students to be active in language learning. Communicative competence can be achieved with more active speaking, empathetic interaction and understanding in the use of social strategies. Some learning strategies involve direct learning, and also indirect learning.

### **Conclusion**

English learning strategies used by pesantren are direct and indirect strategies. Direct strategies include: Muhadhoroh (Public speaking), Muhafazah (Memorization), Muhadatsah (conversation), sing a song. For indirect strategies include: Grammar Translation Method, Audio-lingual method. The strategy is applied to students including activities ranging from

planning, implementing activities to the evaluation stage and follow-up programs that take place in educational situations to achieve certain goals. Not only that, the fun learning system filled with games and ice breaking is one of the factors in the success of the learning strategy at Pesantren Nurul Iman Al Hasanah.

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