

CHAPTER 1

INTRODUCTION

This chapter represents the following subheadings: (1) background of the research, (2) the problem of the study, (3) the objective of the study, (4) the significance of the study.

1.1 Background of the Research

The existence of English teaching and learning in Islamic boarding schools (Pesantren) is a response to globalization. The demand from the community to balance religious and general knowledge in Pesantren is a form of awareness of the importance of English nowadays (Tahir, 2017). English is also a form of Pesantren adaptation in modernization without losing its characteristics of studying religious knowledge, which is the reason why Pesantren has survived until now (Azra and Afrianty, 2005). Nowadays, the existence of English in Pesantren is as important as religious knowledge which aim to prepare the students for the era of globalization.

Along with the development of English as a second language, teaching strategies are also develop as a way for teacher teach the language. According to Brown (2000), teaching strategies as pedagogical practices on how to teach the language. Furthermore, the teaching strategy used by the teacher is defined as a method that can provide facilities and support students towards certain learning goals (Sanjaya, 2006). In addition, teaching strategy is a way to make students understand learning materials in order to achieve learning objectives (Uno, 2011).

In short, strategy is how the teacher teaches in the classroom to achieve learning objectives.

English speaking skill is a priority for students in Pesantren due to the awareness of Pesantren of mastering speaking in foreign languages is important for its students to compete in the era of globalization. According to Tsui and Tollefson (2007), if someone wants to access science and technology, they must have an understanding of the use of English. In addition, students in Pesantren use various languages in learning activities inside and outside the classroom (Mufidah, 2016). In consequence of the English curriculum in Pesantren aims to use speaking skill as a means of daily communication for the students (Tahir, 2015). The obligation to use various languages such as English or Arabic as foreign languages in Pesantren is intended to increase students' knowledge in Islamic knowledge and at the same time expand students' languages (Tahir, 2015). Thus speaking skill is needed by students in Pesantren to be used to communicate in English and as their future skill.

Therefore, teaching speaking skill is having high concern. According to Nilsen and Albertalli (2002), teaching in its broadest sense is the process in education whereby the teacher as an educator guides the learners to a higher level of knowledge or skills. Thus, the purpose of teaching speaking skill is not only to help students have the ability to speak, but students can also speak correctly and fluently (Davies and Pearse, 2000). In addition, teaching speaking aims to improve students' oral skills and familiarize students with the language being studied so that students can use the language to communicate (Al-Hosni, 2014). It

can be concluded that teaching speaking skill has a high concern in teaching language skills where the teacher must guide students to develop and to use English for communication effectively and correctly.

Regarding the importance of speaking skill in Pesantren, based on the use of various languages in the Pesantren environment, it proves that Pesantren is an educational institution that implements multilingual education (Tahir, 2015). Multilingual itself is the ability of a person or group of people to use three or more languages (De Groot, 2011). Meanwhile, multilingual education means an educational institution that teaches and uses three or more languages in the teaching and learning process and also uses those languages in communication (Hornberger, 2009). In addition, multilingual education has a positive impact in preparing the next generation to be ready to compete in the global era with the ability to use foreign languages (Hornberger, 2009). Thus, multilingual education not only develops students' language skills but also give positive influence on students' future lives.

Multilingual education in the context of Pesantren can be observed from the pattern of using several languages. For example, the use of Indonesian as the language of instruction, Arabic is used to communicate among students and teachers (*ustadz or ustadzah*) as a language that is closely related to Islamic, while English is also used to communicate which aim to develop and to maintain students' foreign language skills in the Pesantren, and the last the use of the mother tongue to interact with family, friends or teachers to be more intimate (Tahir, 2015). Thus, multilingual education in the context of Pesantren refers to

the use of various languages by students in daily communication. Therefore, indirectly speaking skill is a priority for students.

In fact, based on the results of a study conducted in high school, the study shows that most of the students cannot speak English well (Anjaniputra, 2013). Likewise in Pesantren, even though students in Pesantren use various languages in daily communication, unfortunately not all students can speak English well. Therefore, the teacher's strategy in teaching speaking cannot be denied as one of the important aspects that influence the success of students' speaking skill. In conclusion, the strategies in teaching speaking used by English teachers in Pesantren contribute to the achievement of students' speaking skills.

Attributing the existing phenomenon regarding strategies used by English teachers at Pesantren which is the site of the study. The writer did the preliminary study at Islamic boarding schools Ar-Rahman Palembang (Pesantren Ar-Rahman Palembang). Pesantren Ar-Rahman has three levels, consisting of *Madrasah Ibtidaiyah* (MI) equivalent to Elementary School (SD), *Madrasah Tsanawiyah* (MTs) equivalent to Junior High School (SMP), and *Madrasah Aliyah* (MA) equivalent to Senior High School (SMA). In this study, the writer will focus on conducting study at the *Madrasah Tsanawiyah* (MTs). Through an informal interview with one English teacher at Pesantren Ar-Rahman Palembang who teaches speaking skill to students at *Madrasah Tsanawiyah* level. The students at *Madrasah Tsanawiyah* began to learn and use English to communicate, which means students are required to use three languages in daily communication. Therefore, students in *Madrasah Tsanawiyah* need strategies to help them learn

speaking skill in order to achieve the speaking skill effectively. The interview showed that the English teacher at Pesantren Ar-Rahman Palembang used strategies in the teaching speaking to her students. With the hope of applying strategies in teaching speaking make easier for students to accept and to understand the lesson, then practice the conversation directly (Personal Communication, November 3rd, 2020). Essentially, the results of the preliminary study about the teacher's strategies in teaching speaking in multilingual education become the main concern of this study.

In addition, there are three previous studies have conducted the teacher's strategies in teaching speaking in multilingual education in Pesantren. Firstly comes from (Hakim, 2017), the study was about the teachers tried to teach students by applying several strategies to improve students' speaking skills such as being advised to apply discussions, role playing, storytelling, and also interviews. The result of the study is students' speaking ability increases after the students use various strategies that have been prepared by the teacher. Secondly comes from Tahir (2011), the study about strategies in teaching speaking English in Pesantren. The use of several strategies such as language group activities through speech practices, language camps, and club meetings among students. The results shows that English teaching and learning strategies have a positive impact on students in order to develop students' English skills, especially speaking. The last previous study comes from Wulansari (2016), the result of the study indicated that students have problems speaking English due to peer pressure, lack of motivation, and lack of linguistics. However, the strategies used by the teacher to deal the problems are

group work, using simple language, choosing interesting topics, giving clear instructions, and reminding students to speak English.

Based on the facts and previous research motivated the writer to conduct a similar study. Considering the use of various languages in multilingual education in Pesantren is the reason for speaking skills as a priority. Unfortunately, not all students are able to speak English well. It leads the writer to find out the strategies that are usually used by English teachers in teaching speaking to students at Pesantren in order to support the students in achieving teaching and learning objectives, where students are able to communicate using English well. Therefore, the writer would like to conduct a research about **"Teaching English Speaking in Multilingual Education: Teacher's Strategies at Pesantren Ar-Rahman Palembang"**.

1.1 Research Problem

Based on the discussions in the background before, this study is designed to answer the following question: What the strategies were used by English teacher in teaching speaking in multilingual education at Pesantren Ar-Rahman Palembang?

1.2 Research Objective

Based on the problems formulated above, the objectives of this study are as follows: To find out the strategies were used by English teacher in teaching speaking in multilingual education at Pesantren Ar-Rahman Palembang.

1.4 Significances of the Study

By doing this research, the writer hope that the results of this research can be useful information and positive contributions for students, teachers, and researchers. For students, it was hoped that the use of strategies by the teacher will become a bridge for students to more easily understand speaking lessons. For teachers, the writer hope that the results of this study can give benefits to teachers adding information, knowledge, and insight about the strategies implemented by teachers at Pesantren Ar-Rahman Palembang which are commonly used by English teachers in teaching English speaking skill to students in multilingual education such as Pesantren. For the researchers, the results of this study are useful as a reference to support information for other researchers who want to conduct the same study in different site.