

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter presents: (1) findings, and (2) discussions

4.1 Findings

The findings in this chapter is based on the research questions of this study to find out what the teacher's strategies were used by English teacher in teaching English speaking skill in multilingual education at Pesantren Ar-Rahman Palembang. Based on the findings obtained from the interview, the writer had found that there were three strategies that the teacher applied during teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang. The strategies were building communication between teacher and students, building communication among students, and integrating Islamic values to speaking activities.

From the results of this study, related to the strategies used by English teacher, the writer categorized into some themes, and codes below.

4.1.1 Themes and codes for strategies in teaching English speaking skill

Themes	Codes
Building communication between teacher and students	a. The English teacher claimed that she used simple conversations to build communication between teacher and students in teaching English speaking skill.

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- b. The English teacher argued that she used code-switching in teaching speaking skill in order to make students understand what the teacher mean.
 - c. The English teacher claimed that she corrected students' pronunciation, in order to make students accustomed to pronounce words in English.
 - d. The English teacher stated that she gave support and feedback to the students in order to make students enthusiastic in learning English speaking skill.

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- Building communication among students
- a. The English teacher argued that she used games to practice students' English speaking skill through daily sentences.
 - b. The English teacher claimed that she gave students opportunity to practice English speaking skill with their classmates without
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	correcting students' errors through role-play activity.
	c. The English teacher claimed that she used learning groups in order to make students enable work together and help each other.

Integrating Islamic values to speaking activities	a. The English teacher stated that she combined teaching material related to Islamic values in teaching English speaking skill through speech (<i>Muhaadharah</i>).
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The themes and codes mentioned above in table 4.1.1 could be elaborated in details as follows:

4.1.1.1 Building communication between teacher-students

Based on the data obtained from interview, the writer found that the strategy used by English teacher in teaching English speaking skill in multilingual education at Pesantren Ar-Rahman Palembang was building communication between teacher and students through simple conversation. It is confessed by the English teacher initially S that “*Simple conversation, when they want to ask permission from me like going to the toilet or they want to borrow a book, dictionary, or something like that*”. (Personal Communication, March, 27th, 2022). In this case, communication between teacher and students had been a

strategy in teaching English speaking skill. Basically, the students in multilingual education used various languages in daily communication one of them is English. It is confessed by the English teacher initially S that *“Yes of course, because in Pesantren, we usually use English in daily communication. When I teach English speaking skill, I always ask my students to have simple conversations with me in English”*. (Personal Communication, March, 27th, 2022). Therefore, communication between teacher and students became a basic strategy in Pesantren where students active to use English. As quoted from the interview of S that *“Of course, it is very important because in teaching English speaking skill. Communication is as a basic strategy in teaching speaking skill, communication allows students to actively use English so that students are accustomed to use English in order to improve their abilities”*. (Personal Communication, March, 27th, 2022). Then, S also expressed that *“In reality, if they want to learn English, especially in learning speaking skills, of course they have to get used to using English directly, saying every word in their daily life in English”*. (Personal Communication, March, 27th, 2022). Thus, the teacher used English communication in teaching English speaking skill due to communication allowed students to use English actively.

Additionally, based on the data collected from the interview, the writer found that the teacher used code switching in teaching English speaking skill at Pesantren Ar-Rahman Palembang. The use of code switching in teaching English speaking skill is to make students understand what teacher’s said. As quoted from the interview of S that *“In Pesantren of course, they do not always understand*

what I say in English. Therefore, I have to use English and Indonesian, so after I use English, I will translate it to Indonesian, so they can understand what I mean and get about it". (Personal Communication, March, 27th, 2022). Thus, in order to make students easier understand the lesson, the English teacher at Pesantren Ar-Rahman Palembang used code switching in teaching speaking skill.

Furthermore, based on the data collected from the interview, the writer found that the teacher improved pronunciation of students in teaching English speaking skill at Pesantren Ar-Rahman Palembang. Considering, the students in multilingual education use various languages in daily communication and of them is English. Therefore, English teacher at Pesantren Ar-Rahman is very concerned about students' pronunciation. As quoted from the interview of S that *"pronunciation, is important because when explaining something, especially if there is a text that contains sentences in English, they need to do pronunciation which must be applied continuously so that they get used to say it and students' English pronunciation becomes good"*. (Personal Communication, March, 27th, 2022). Then, the English teacher at the Pesantren Ar-Rahman also believed that pronunciation is concrete evidence of students' speaking ability. As quoted from the interview of S that *"pronunciation is concrete evidence if students can speak English and also because of pronunciation we can know if the person can speak English not only when answering questions and others"*. (Personal Communication, March, 27th, 2022). Hence, pronunciation is having high concern in teaching English speaking skill in Pesantren Ar-Rahman Palembang.

In addition, based on the data collected in the interview, the writer also found that English teacher at Pesantren Ar-Rahman Palembang provided support and feedback in teaching speaking skill. The teacher believed that support and feedback can keep students enthusiastic in learning English speaking skill. As expressed by the English teacher initially S that *“I always give support and feedback to my students”*. (Personal Communication, March, 27th, 2022). Furthermore, through support and feedback, students felt if the teacher pay attention to them and encourage their enthusiastic in learning speaking skill. As English teacher initially S also expressed that *“They feel that I pay attention to them when they study so that they are enthusiastic about learning English. I really pay attention to each student, starting from how they pronounce a word, how they know the meaning of a word so that they are more enthusiastic and don't get bored quickly”*. (Personal Communication, March, 27th, 2022). For example, the used of support and feedback is giving compliments to the students. As S expressed that *“When they say something in English, I always say "good job", sometimes I give applause, and invite their classmates to give applause too”*.(Personal Communication, March, 27th, 2022). Hence, the English teacher assumed that providing support and feedback in teaching speaking skill is necessary to maintain student enthusiasm so that students enjoy and understand the lesson.

4.1.1.2 Building communication among students

Based on the data collected in the interview, the writer found that English teacher at Pesantren Ar-Rahman Palembang was building communication among

students in teaching speaking skill as a strategy in teaching speaking skill. In this case, the English teacher used games among students to practice students' English speaking skill in speaking class. As quoted from the interview of S that *"I always give my students the opportunity to practice their speaking skill. We play games and do conversations. For example, one student asks and another student answers the question and carried out in turn. I asked my students to do daily conversations in the game"*. (Personal Communication, March, 27th, 2022). Thus, game is one of the strategies that used by English teacher at Pesantren Ar-Rahman Palembang to improve students' speaking skill.

Furthermore, based on the data collected in the interview, the writer also found that English teacher at Pesantren Ar-Rahman Palembang used role play activity in teaching speaking skill in order to improve students speaking skill. As quoted from the interview of S that *"In reality, I ask my students to role play, For example, students as seniors (Ospa) and ask other students like juniors to gather for example like "please gather friend" Then, they will answer "Okay". Another example is, having a conversation such as asking and giving something using English, like "take the water please" or "do you want to come with me to the cafeteria" and something like that"*. (Personal Communication, March, 27th, 2022). In line with the statement, English teacher at Pesantren Ar-Rahman Palembang assumed that role play activity give positive impact on students' speaking skill. As S expressed that *"in my opinion, role-play activity is effective in improving students' English speaking skill in Pesantren because students practice their English speaking skill in a fun way"*. (Personal Communication, March, 27th,

2022). Hence, role play activity is one of strategies in teaching speaking to multilingual students in Islamic boarding schools, where students play roles as they were other people and then carry out conversations in English.

In addition, based on the data collected in the interview, the writer also found that English teacher at Pesantren Ar-Rahman Palembang used cooperative learning through learning groups in teaching speaking skill. The English teacher at Pesantren Ar-Rahman Palembang assumed the leaning group allowed students to help each other in understanding the lesson. As S expressed that *“Yes, sometimes I use learning groups, because when students study in groups, students will fulfill each other, such as one student will remind which part is wrong and which part is correct so that students are more enthusiastic in learning speaking skill. So, yes, of course I use learning groups”*. (Personal Communication, March, 27th, 2022). Furthermore, English teacher at Pesantren Ar-Rahman Palembang selected member for each group is based on their proficiency in order to make them enable to work together and help each other. In addition, the way of the teacher use language learning groups was determined by students' English proficiency and combined them into a group which aimed to help each other As S also expressed that *“Yes, of course, In teaching speaking skill using language learning groups, I have a method where students will fulfill and teach each other. I will mix students who have English speaking skills such as advanced level, medium, until low level will be combined into one group. in learning group, I will take group and individual score”*. (Personal Communication, March, 27th, 2022). Hence, the teacher used group learning in teaching speaking in order to make students who

have a higher proficiency of speaking can teach and help other students who are still lacking in speaking skill.

4.1.1.3 Integrating Islamic values to speaking activities

Based on the data collected in the interview, the writer found that English teacher at Pesantren Ar-Rahman Palembang was integrating Islamic values to speaking activities in teaching speaking skill with connecting teaching material with Islamic values. As S expressed that *“Yes, the Islamic values are when students will take part in a speech competition. Pesantren Ar-Rahman Palembang always celebrates big Islamic days such as Isra Miraj. In celebration of Islamic days, students are asked to do speech in English. Starting from the introduction, description, orientation, to the conclusion, students are trained to compose a speech framework to be shown in a speech competition”*. (Personal Communication, March, 27th, 2022). Furthermore, the English teacher at Pesantren Ar-Rahman Palembang also asked her students to join the speech (*Muhaadharah*) competition that is usually held to celebrate Islamic big days. As S expressed that *“Yes, of course, As I said before, apart from speech competitions such as Muhaadharah which is held to celebrate Islamic big days. Speech competitions are also held once a week, and students per dormitory are asked to take part in the competition, and students are asked to write a text speech related to Islamic values in English”*. (Personal Communication, March, 27th, 2022). In short, teacher English teacher at Pesantren Ar-Rahman Palembang usually use speech (*Muhaadharah*) to combine Islamic values with teaching material in teaching speaking skill.

Additionally, the English teacher at Pesantren Ar-Rahman Palembang assumed that combining teaching material with Islamic values gave positive impact on students' speaking skill. As S expressed that *"Yes, of course, adding Islamic values into teaching English speaking materials can improve students' English speaking skill in Pesantren. Students in boarding schools learn about Islam every day. When teaching materials for speaking English are given to students in Islamic boarding schools, of course they will learn and understand learning materials faster. So, combining English speaking material with Islamic values makes students at Pesantren Ar-Rahman Palembang accustomed and able to use English"*. (Personal Communication, March, 27th, 2022). Furthermore, combined teaching materials into Islamic values not only improve students' speaking skill but also students can learn about how to construct a good speech and learn about the grammar. As S expressed that *"Yes, Muhaadharah's activities have a positive impact on the ability to speak English, especially on students' fluency and self-confidence, because students are trained to use English in front of many people. I think, when they learn to compose a speech text, they also learn about the grammar, how the sentence structure, how to pronounce it, and how to do the speech"*. (Personal Communication, March, 27th, 2022). Thus, English teacher at Pesantren Ar-Rahman Palembang combined teaching materials with Islamic values in teaching speaking skill to improve students' speaking skill and also improve students' understanding of grammar and constructing a good speech framework.

In addition, integrated learning was used by English teacher in teaching speaking skill to students in multilingual education as strategies. In this case, the use of Islamic values as a strategy was connected Islamic values that related to the material. Hence, this strategy has emerged because students in Pesantren Ar-Rahman Palembang generally learned Islamic more than other subjects so that it was easier for them to learn English speaking skill through Islamic values.

4.2 Discussions

After analyzing the data by using a thematic analysis, based on the interview result, the writer found that there were three strategies used by English teacher in teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang. Those consisted of building communication between teacher and students, building communication among students, and integrating Islamic values to speaking activities. The research findings were discussed as follows:

The first strategy in teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang was building communication between teacher and students. The writer found that simple conversation was used by English teacher to build communication between teacher and student in teaching English speaking skill. It was based on students in multilingual education using English in daily communication. The English teacher at Pesantren Ar-Rahman Palembang assumed that communication was basic for students to speak a foreign language. According to Richards and Richard (2002), the simple conversation can be applied in teaching speaking to train students for

communication. Furthermore, Richards and Schmidt (2002), stated that conversations are used to practice speaking skill and provide examples of language use, and usually dialogues in conversations are written specifically to practice language items containing simplified grammar and vocabulary. The use of simple conversation as a strategy in teaching speaking skill is a right way to practice students' speaking skill. In line with Harmer (1990), emphasized that the role of the teacher is not only to create a warm and humanistic classroom atmosphere but also to provide each student to speak through conversation. Therefore, the simple conversation was used to build communication between teacher and students in teaching English speaking skill, considering the ability in using English to communicate is a teaching objective in Pesantren Ar-Rahman Palembang, in which students in Pesantren are required to use English each day's communication.

Furthermore, in building communication between teacher and students, English teacher was used code switching. The English teacher used code switching in teaching speaking in order to make students easier to understand the lesson. According to Milroy and Gordon (2003), code switching as a manner or form of communication which can support in the language learning environment, such as switching of code acts as a tool to manage and facilitate interaction and learning. So that using code switching by the English teacher is useful as part of communication in the classroom interaction that is the best practice to facilitate learning as new a language for students. Generally, first language is very different from English in terms of language rules, speech, and spelling. Therefore, the low

of students' mastery has become reason (Holmes, 2001). Furthermore, not all students can speak English well and not students understand every meaning of word in English, instead teacher can use code switching to make them easier. The reason is in the situation code-switching can be a good tool to underline the importance of particular piece of information, whether it is name of terms, a grammar rule, an order or repetition of learning (Gabusi, 2009). Hence, in teaching speaking skill, English teacher must pay attention of students' mastery of the language that teacher must know well, so that the teacher knows how much proportional English will be used for teaching when students learn English.

Then, the third strategy in building communication between teacher and students was improving students' pronunciation. The English teacher at Pesantren Ar-Rahman is very concerned about students' pronunciation. According to Thornbury (2005), pronunciation is the lowest of knowledge in learning speaking that learners must pay attention to it. Furthermore, The English teacher at Pesantren Ar-Rahman Palembang assumed that pronunciation is concrete evidence if students can speak English. Pronunciation is the procedure for pronouncing words with a word-for-word meaning that can be pronounced in a variety of different (Carter and Nunan, 2004). Furthermore, pronunciation includes many significant components such as rhythm, phrasing, intonation, articulation, more significant in pronunciation such as eye contact and body language (Fraser, 2001). Thus, with good pronunciation students will avoid the mistake when producing sound in the second language and also avoid misunderstanding in communication.

And the last strategy in building communication between teacher and students was provided support and feedback as a strategy in teaching speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang. According to Harmer (2003), there are six principles in teaching speaking skill one of them is to provide support and feedback to students, while the other is to help students overcome their initial reluctance to speak, encourage, provide opportunities, starting from something simple, asking students to talk about what they want to talk about, asking students to talk about what they can talk about, combining speech act teaching in teaching speaking, and combining speaking with listening and reading. In addition, through the feedback provided by the teacher, students can evaluate their success in their English language learning based on how much they feel they have improved in their spoken language proficiency (Richards and Rodgers, 2008). In line with Harmer (2007), a correction as a feedback from teacher helps students to clarify their understanding of the meaning and construction of language. Therefore, support and feedback is a good strategy in teaching speaking skill where students can evaluate their own abilities so that they realize and can improve speaking skill.

The second strategy in teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang was building communication among students. The writer found that games were used by English teacher to build communication among students in teaching English speaking skill. The English teacher assumed that it is very necessary to find out an alternative and creative way to create suitable and interesting strategy in teaching

speaking skill. Therefore, games can be a solution to provide intense and passionate involvement in communicating to students so that they can feel enjoyment and pleasure in learning (Mahmoud and Tanni, 2014). Furthermore, game is an activity in which students play and usually interact with others to express their own point of view or provide information, in game students must speak or write as in getting meaning from other people, and students must understand what people are saying (Gate, 2003). Thus, game allowed students to be active in speaking in the classroom. In line with Wright (2006), stated that game is a set of well fun of design activities that can stimulate students' interaction in the classroom to take part actively in classroom by speaking and writing in order to express students' point of view or provide information. In short, game is one of strategy in teaching speaking skill through fun way.

Furthermore, role play was used as a strategy in building communication among students. The English teacher at Pesantren Ar-Rahman assumed that role play is a fun way to improve students' speaking skill. According to Holt and Kysilka (2006), role play strategy can be fun and lead to develop learning process, the strategy can be used a student-student communication, and also role play can help students to comprehend the importance of cooperation and to have an interest in learning. The English teacher at Pesantren Ar-Rahman Palembang tried to establish an environment of a class where students have authentic activities and real-life communication that can improve speaking skill. Therefore, there are many strategies to develop speaking skill and one of them is role play (Harmer, 1984). Furthermore, English teachers can use role play as a technique to provide

opportunities for students to practice significantly improving oral language skills in the classroom (Chen-jun, 2006). Therefore, role play allows students to practice aspects and problems that have been produce during the lessons and allowed students to collaborate and work in groups in order to achieve teaching and learning objectives.

Additionally, in building communication among students, learning group was used by English teacher as a strategy in teaching speaking skill. Through learning group, students are expected to help each other and enable to work together. According to Johnson et al., (2006) in learning group, students study and work in groups on a certain activity in order to help each other accomplish the task and the group's shared goals. Furthermore, Levine (2002), stated that learning group leads to positive attitudes towards improving speaking skill resulting from social interactions among students. In addition, learning groups facilitate students' contribution to each other's learning which ultimately leads to the achievement of better speaking skill (Al-Tamimi and Attamimi, 2014). Therefore, in learning group students are expected to explain things or lesson each other, teach others, and provide each other with help, support, and encouragement.

The third strategy in teaching English speaking skill to students in multilingual education was integrating Islamic values to speaking activities. The teaching and learning process in Pesantren cannot be separated from Islamic values which were the basis of the Pesantren itself. Likewise in Pesantren Ar-Rahman Palembang, Pesantren emphasizes that the Islamic values were applied in the teaching and learning process for all subject, namely integrated learning. The

English teacher used Islamic values as strategies in teaching English speaking skill to students in Pesantren. According to Shofan (2004), integrated learning in Islamic education means combining Islamic religious values with general lessons, in other words combining new material with material that has been studied. In this case, combining new material with material that has been studied refers to combining Islamic values and English speaking material. Through integrated learning, students in Pesantren were expected to be able to participate in the era of globalization and have good morals. Additionally, Islamic education in the modern era realizes how important foreign language in education as a way to express opinions (Tafsir, 2011). Thus, the awareness of the importance of general knowledge, as well as religious knowledge was the reason for integrated learning applied to all subjects in Pesantren, especially in English as a global language.

In addition, integrated learning is also one of the variations of teachers in teaching. In line with Latief et al., (2013) stated that integrated learning is the development of varied teaching models carried out by a teacher based on the needs, personality, habits, and learning modalities of students. In this case, students in Pesantren are different from students in other public schools, where students in Pesantren were emphasized in learning religious knowledge more than any knowledge or subject. Therefore, integrating Islamic values to speaking activities was used as a strategy in teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang which aimed to create individuals who are insightful, balanced between religious and general knowledge for life.