



**TEACHERS' PERCEPTION ON SPEAKING STRATEGIES
IN PESANTREN CONTEXT**

THESIS

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ABSTRAK

Hasbullah, Saiyidi. 2022. Persepsi Guru terhadap Strategi Berbicara di Konteks Pesantren. Tesis, Program Pendidikan Bahasa Inggris . Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Dr. Muhammad Yunus, S.Pd., M.Pd., (II) Sonny Elfiyanto, S.Pd., S.S., M.Pd., Ph.D.

Kata Kunci: Persepsi Guru, Strategi Berbicara, Kendala, Konteks Pesantren.

Strategi pengajaran adalah cara unik untuk memproses informasi yang digunakan peserta didik untuk pemahaman, pembelajaran, dan penyimpanan informasi yang lebih baik. Pembelajar menggunakan metode pembelajaran untuk melayani dalam konsepsi informasi segar kemudian penentuan tantangan bahasa. Oleh karena itu diperlukan strategi pembelajar dalam kelancaran berbicara dalam konteks pesantren. Pesantren telah berkembang ke titik di mana tidak lagi hanya skema persekolahan gaya lama yang suci dan fokus untuk dakwah, tetapi juga prinsip pengembangan kepribadian, pengembangan bakat, dan fokus persekolahan yang memungkinkan peserta didik untuk berkomunikasi secara internasional. Pesantren di Madura adalah sekolah perumahan yang mirip dengan pesantren lain yang dulunya fokus pada ilmu agama dan pendalaman agama untuk dakwah, namun saat ini lebih fokus pada pertumbuhan akademik yang dapat menyeimbangkan ilmu agama. Diharapkan pesantren mampu menjadi model pendidikan lain untuk menerapkan strategi dalam pengajaran berbicara khususnya pengajaran berbicara menggunakan strategi berbicara.

Tujuan dari penelitian ini adalah untuk menjawab pertanyaan-pertanyaan dalam pertanyaan penelitian ini. Pertanyaan penelitian adalah: 1) Bagaimana persepsi guru tentang strategi berbicara dalam konteks pesantren? 2) Apa saja tantangan dalam menggunakan strategi berbicara dalam konteks pesantren?. Pendekatan dan jenis penelitian ini menggunakan pendekatan deskriptif kualitatif. Penelitian ini dilakukan di pesantren-pesantren di Madura dengan mengambil dua orang guru berbicara di masing-masing pesantren yang telah minimal dua tahun mengajar di pesantren-pesantren di pusat bahasa Inggris. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner dengan model pertanyaan tertutup dan menggunakan wawancara. Penegasan data dalam penelitian ini penting dilakukan dengan menggunakan triangulasi teknik atau metode karena dalam proses pengumpulan datanya menggunakan dua instrumen yaitu angket dan wawancara.

Temuan menunjukkan bahwa guru menunjukkan persepsi positif terhadap persepsi guru tentang strategi berbicara dalam konteks pesantren dengan berbagai alasan seperti untuk meningkatkan keterampilan bahasa, media untuk pendidikan



masa depan dan karir. Implementasi strategi berbicara di pesantren tidak berjalan mulus, dan beberapa guru menemukan masalah yang perlu mereka atasi, seperti kesulitan dalam menemukan model yang tepat karena keragaman gaya belajar peserta didik dalam mengajar berbicara di pesantren, kurangnya motivasi siswa dan waktu yang terbatas. Tidak hanya kurangnya motivasi dan keterbatasan waktu, guru dan siswa juga kekurangan fasilitas akibat praktik belajar mengajar.



ABSTRACT

Hasbullah, Saiyidi. 2022. Teachers' Perception on Speaking Strategies in Pesantren Context. Thesis, English Language Education Study Program. Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Muhammad Yunus, S.Pd., M.Pd., (II) Sonny Elfiyanto, S.Pd., S.S., M.Pd., Ph.D.

Keywords: Teachers' Perception, Speaking Strategies, Challenges, Pesantren Context.

Teaching strategies are unique ways of processing information that learners employ to better comprehension, learning, and retention of information. Learners employ learning methods to service in the conception of fresh information then the determination of language challenges. That is why the strategy is needed by the learners on speaking fluency for students in pesantren context. Pesantren has progressed to the point where it is no longer just a holy old-style schooling scheme and focus for a *dakwah*, but also a principal of personality development, talents expansion, and the focus of schooling which enables learners toward communicate internationally. Pesantren in Madura is a residential school similar to other pesantren that once primarily focused on religious knowledge and deepening religion for *dakwah*, but today it is more focused on academic growth that can balance religious knowledge. Expecting pesantrens are able to be a model of other educations to implement the strategies in teaching speaking especially teaching speaking using speaking strategies.

The aim at this research is to answer the questions in this research question. The research questions are: 1) How is the teachers' perception on speaking strategies in the pesantren context? 2) What are the challenges of using strategies for speaking in the pesantren context?. This research approach and type uses a qualitative descriptive approach. This research was carried out in pesantrens in Madura by taking two speaking teachers in each pesantrens who had at least two years of teaching at pesantrens in the English center. The data collection technique in this study used a questionnaire with a closed-ended question model and used interviews. It is vital to confirm the data in this study using a triangulation of techniques or methods because the data collection process used two instruments, namely questionnaires and interviews.

The findings expose that teachers showed positive perception toward the teachers' perception on speaking strategies in pesantren context with various reasons such as for increasing language skill, medium for future education and career. The implementation of speaking strategies in pesantren did not go smoothly, and some teachers discovered issues that they needed to address, such as difficulty in finding an appropriate model due to the diversity of learners' learning styles in teaching speaking in pesantren, students lack of motivation, and limited time. Not only lack of motivation and limited time, but teachers and students also lacked facilities due to teaching and learning practices.

CHAPTER I

INTRODUCTION

This occasion will elaborate the research context, the research question, the research objective, the significance of the study, the scope and limitation, and the definition of key terms are all covered in this chapter.

1.1 Research Context

Gani, Fajrina, and Hanifa, (2015) English is defined as the international language and is spoken as a second language in many countries. In Indonesia, English is viewed as an extraneous language since it is used in an environment where it is not the primary means of communication and where its usage is regulated. Despite the fact that English is supposed to be difficult to learn and use, it continues to attract those who want to study it.

Hanifa (2018) asserts that the control of communication develops the absolute essential feature in education an extraneous language associated with the supplementary linguistic talents. As the stigma of people when learning a language especially English the learner can do nothing if they cannot speak English well. As the skills that show up to the surface is speaking skill. Although the learners expert in skill of reading, writing, and also listening but the learners never utterance their words to make the English conversation in the skill of speaking.

In a short, learning strategies are unique ways of processing information that learners employ to better comprehension, learning, and retention of

information. According to Gani et al. (2015) learners employ learning methods to service in the conception of fresh information then the determination of language challenges. That is why the strategy is needed by the learners on speaking fluency for multi-cultural students in pesantren context.

Pesantren has progressed to the point where it is no longer just a holy old-style schooling scheme and focus for a *dakwah*, but also a principal of personality development, talents expansion, and the focus of schooling which enables learners toward communicate internationally according to (Mahmud & Linda, 2021). It is worth noting that some pesantren graduates hold high-ranking government posts. Pesantren is a residence where various students study diverse domain knowledge, which is supplemented by some general and supported facilities to adapt to the age. pesantren does not only teach the conventional approach, but also adapts to new era methods such as employing various tactics. Filipović, Mikulec, and Cindrić (2019) states students and future teachers should be acquainted with a diversity of communication policies in addition to using them. In summary, this research is essential to conduct because pesantren now teaches an international language, English.

It also requires engaging with complicated linguistic, political, identity, and societal issues, as well as the development of educational and technical knowledge. These things can also happen in pesantren, where there are various languages spoken because of the presence of diverse populations (Rahardjo, 1985; Yasmadi, 2002). Pesantren in Madura is a residential school similar to other pesantren that once primarily focused on religious knowledge and deepening

religion for *dakwah*, but today it is more focused on academic growth that can balance religious knowledge. Even, one of pesantren of Madura has succeeded in teaching some of its thousands of students how to synchronize the knowledge of religion and languages, specifically the viral world language. In addition, this is an example of the use of other languages in the discussion of the *fiqh* book *Fathul Qorib*, which is discussed in English, which is a plus point in the world of pesantren. Because the pesantren that used to be famous for their classical book (*keetabs*) are now not only mastered classical book (*keetabs*) but also foreign languages as has been implemented by several Islamic boarding schools in Madura. Therefore, those students are not only being able to preach in the local and national world such as Madurese and Indonesia language but also being able to preach in the international world namely English. In this occasion, expecting pesantrens are able to be a model of other educations to implement the strategies in teaching speaking especially teaching speaking using speaking strategies.

Halimah, Lustyantie, and Ibrahim (2018) focuses on students' perspectives of the application in the CLL technique for training communication that is Orai Application. Hipolito-Delgado, Carlos, Cook, Avrus, and Bonham (2011) talks about the intercultural action project counselor students' multicultural competence is being developed. Azmi (2012) this article specially focuses on two skills reading and speaking in the student's language learning strategies. Mistar and Umamah (2014) here is focusing on the learners of Indonesian of English in the strategies of learning speaking skill and a contribution to speaking proficiency. Tsai (2018) this one is specially discussing about speaking anxiety and strategy of

speaking on contrasting men and women's language abilities. Khodaifi (2021) talks about teachers and students' perception about bilingual education program.

The purpose of the research is that any information about pesantren education's attempt at education may aid scholars in gaining a wider perspective on pesantren language education. The scope of this research is the use of speaking strategies and the researcher limits to this research on the teachers' perception on speaking strategy in pesantren context. Based on the research objectives listed, it may be concluded that learning to speak in a variety of ways must face some challenges. Fluency, pronunciation, and the habit of utilizing English, particularly vocabulary, are all important skills to develop. so that, in light of some of these issues, teachers who teach speaking in a pesantren environments can share their perspective on learning to speak using a variety of ways in order to obtain near-perfect results. As a result, the following research questions appear.

1.2 Research Questions

Here are the research questions that were investigated in order to narrow the scope of this study:

1. What is the teachers' perception on speaking strategies in the pesantren context?
2. What are the challenges of using strategies for speaking in the pesantren context?
3. How to overcome the challenges discovered in using strategies for speaking in the pesantren context?

1.3 Research Objectives

The major goal or objective of the analysis utilized to solve the issue is the objective of research according to Creswell, (2012). The goals of this study are based on the research problems listed above:

1. To know the teachers' perception on speaking strategies in pesantren context
2. To know the challenges of using strategies for speaking in pesantren context
3. To know the solution of challenges discovered in using strategies for speaking in pesantren context

1.4 Significance of Study

The research's significance can be divided into two categories: theoretical and practical. As a result, the researcher will provide the following explanation of the significance of this study:

1. Theoretical Significance

This research can make a contribution by giving English teachers insight on how to use strategy in speaking in the pesantren context.

2. Practical Significance

Practically, this research will help EFL teachers become more aware of the concept and classroom practice of implementing several strategies to promote speaking in pesantren context.

1.5 Scope and Limitation of Study

A limitation is the researcher's identification of probable weaknesses or issues in the research (Creswell, 2012) while the study's scope refers to the circumstances under which it was conducted (Simon & Goes, 2013). Thus, the scope of this research is the use of speaking strategy and the researcher limits to this research on the teachers' perception on speaking strategy in Pesantren context where the location of pesantrens are Al-Majidiyah Palduding, Bata-bata, Al-Mujtama', Kebun Baru, and Panyeppen.

1.6 Definition of Key Terms

In order to minimize misunderstanding among the readers of this study, the researcher defines the important terminology as follows:

1. According to Khodaifi (2021) perception is the procedure of achieving responsiveness through the sense or physical use of receptors such as the eyes, ears, and nose. The researcher can infer that perception is a method of improving receptivity by using the senses.
2. Teachers' perception is the teachers' point of view toward speaking strategies in pesantren context
3. While strategy is a set of instructions for attaining a particular goal.
4. Speaking is the process of students to use English to be spoken.
5. Speaking strategies are the strategies used in teaching speaking
6. Pesantren is a style of education recognized for focusing on *dakwah*, or Islamic religion.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter summarizes the findings and discusses them, as well as making recommendations for further research.

6.1. Conclusion

All of the participants responded positively that speaking strategies are important and needed. One participant qualified a divided level such as Flower English Center 1 (elementary level) and Flower English Center 2 (advance level). But verily, this one participant also perceived like others' perception that speaking strategies are important. The appropriate one to use the speaking strategies is Flower English Center 2. It can be inferred that teachers perceived or have positive perception on speaking strategies in pesantren context.

The implementation of speaking strategies in pesantren did not go smoothly, and some teachers discovered issues that they needed to address, such as difficulty in finding an appropriate model due to the diversity of learners' learning styles in teaching speaking in pesantren. Students lack of motivation, and limited time. Not only lack motivation and limited time, but teachers and students also lacked facilities due to teaching and learning practices. The belief that language plays a pivotal part in a student's future engagement led to a variety of activities to improve language skills, including a pesantren famous for its Islamic lessons. Speaking strategy is one of the things that can be utilized in language education, although it has generated discussion in the United States, but it did not occur in the pesantren context. Teachers from all around pesantren

support speaking strategies for a variety of motives, including potential career and educational opportunities, language enrichment, and making it easier for students to acquire other pesantren subjects.

One of participants overcame the challenges using some strategies namely using an *interview strategy* on one occasion and on another occasion using a *pantomime (gesture)* strategy and also using *the guessing word game strategy*. As the challenges purely not in the implementation of strategies but the challenges come from the internal of the students other participants stated that to overcome the challenges in teaching speaking is with using other strategies in teaching speaking such as getting the students to running around the class then come back to the previous class, play a game to refresh the students in order that the students are effective in the teaching learning process.

6.2. Suggestion

Speaking strategies are difficult to develop as one of the abilities in English since they enable students to perform well in teaching and learning as well as in daily conversations. Because the discussion of speaking strategies was not fully established in this study, it is believed that future research would be more comprehensive.

Few academics have attempted research in pesantren because it is such a unique site with so many languages processes. However, many cases appear to be engaged in research, thus scholars should pay attention to the pesantren language tradition. I suggest it should be very appropriate in conducting a research in pesantren in other skills like reading and writing skills as one of the participant in

one pesantren stated that learners in pesantren like to speak more than to write and read. So that it is effective or not in the two of skills addressed.



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