



Language Learning Strategies Used by Santri During Pesantren Speech Program for Developing their Speaking Ability

Isyqi Amaliyah✉, Mursid Saleh

Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Accepted 09 May 2022

Approved 04 July 2022

Published 23 December 2022

Keywords:

pesantren speech program, English language strategies, speaking ability.

Abstract

Using two languages, Arabic and English, at the same place and taking turns time, is one of the problems faced by some *santri* at Islamic boarding schools or *pesantren*. This study aimed at investigating the impact of English language learning strategies used by *santri* during the *pesantren* speech program on their speaking ability. This study applied a qualitative approach, specifically case study design. Observation, interview, and documentation were conducted to collect the research data. Also, the theory of language learning strategies by Oxford (2013) was used for analyzing the research data. The result of this study showed that the 12 participants used all types of language learning strategies, namely 1) memory strategies, 2) cognitive strategies, 3) compensation strategies, 4) metacognitive strategies, 5) affective strategies, and 6) social strategies. The percentage showed that 92% of the *santri* used memory strategies, 50% used cognitive strategies, 17% used compensation strategies, 75% used metacognitive strategies, 33% used affective strategies, and the last 100% of *santri* used social strategies in *pesantren* speech activity. All participants in this study stated that speech activities at Islamic boarding schools positively enhanced their speaking ability. It can be seen when they deliver speeches in front of an audience. They can improve their spoken language more than the text they made before. Thus, it can be concluded that speech programs could positively improve students' speaking skills.

✉Correspondence Address:

Jl. Kelud Utara III No.15, Kel. Petompon, Kec. Gajahmungkur,
Kota Semarang, Jawa Tengah 50237

E-mail: isyqiamaliyah@students.unnes.ac.id

p-ISSN 2087-0108

e-ISSN 2502-4566

INTRODUCTION

Using two foreign languages, Arabic and English, at the same place and the same time, is one of the problems faced by students in Islamic boarding students (*pesantren*). Basically, a student who follows Islamic religion education is called *santri* in Indonesia (Amri, 2017). Due to that problem, the students need to use appropriate language learning strategies. Language learning strategies are the most important aspect for determining how a learner could successfully learn a second or foreign language (Oxford, 2003). Each student has their own way of learning the material subject in or out of the school. Students or people learn a language from childhood until their last age. Thus, they should have strategies in the learning process to enhance their writing, listening, reading, and also speaking skills in languages.

Language learning strategies play a vital role in learning a language since some studies show that teaching students how to apply appropriate techniques will assist students to be successful language learners (Anam, 2016; Liu, 2010). In this current research, the researchers investigated the English language learning strategies used by *santri* during the Pesantren speech program at Islamic Boarding School in order to know students' speaking ability in performing a speech. Because of the *pesantren* used English in their daily communication. Thus, speaking is becoming the highlight of many skills of English language learning for students in this field.

Mandasari and Oktaviani (2018) stated that learning English as a foreign language requires students to develop their own techniques to reach the learning goal. The strategy is regarded as an effective method for improving one's English proficiency (Liang, 2009). So, the learners have their own learning strategies.

One of the problems that researchers can investigate is the lack of the student's speaking ability. Their lack of vocabulary, proper grammar, and pronunciation can make them unable to say something during the conversion process or speech performance in this speech

program (Palupi, 2019; Rosydiah, 2018). Moreover, speaking ability is important to someone who performs orally. Speaking is essential, and language learning professionals have given several definitions of speaking.

According to Marleni (2016), speaking is vital for communicating ideas. According to Richards and Renandya (2002), effective oral communication requires the ability to utilize language effectively in social relationships, including verbal and spoken components of speech such as tone, tension, and tempo.

However, Speaking is a useful ability for language learning. It includes conversational performance and other crucial aspects such as pronunciation, intonation, grammar, vocabulary, and so on (Handayani et al., 2019). To solve this obstacle, the process involved in proficient communication and speech must be handled to enhance speaking competence. It is an English speech strategy. One of the most challenging tasks for second language learners is engaging in daily communication and speech (Wong & Hanson, 2010). They should be able to convey their understanding by delivering the subject and discussing it with their peers as a group audience (Saritwa et al., 2018).

There was the explicating of the pesantren activity to the *santri's* speaking ability and also knowing the implementation of English language learning on pesantren speech activity to the student's speaking ability in Pesantren. To know all the problems and their solving, I conducted research at the Islamic Boarding School of Pondok Pesantren Fadhlul Fadhlun Semarang.

Pondok Pesantren Fadhlul Fadlan (PPFF) is one of the pesantren with a special language program. There were English and Arabic languages. The *santri* of Pesantren speaks English in English weekly and speaks Arabic in Arabic weekly. Pesantren has regulations for their santri to speak languages in daily communication. Those who have broken the regulation will get punishment by the advisor of Pesantren. Many researchers have conducted research to show this issue. The research on English language learning at the pesantren has been conducted by Hidayat (2007) about teaching English at Pondok

Pesantren at Tarbiyah al Islamiyah Probolinggo. His study focuses on the kind of syllabus used, the material, the teaching technique, the media, and the evaluation system accomplished in the field study.

The English language is one of the languages that the *santri* used in the daily communication at pesantren. Most students at Pesantren found it difficult to learn English because it is a foreign language for them or Indonesian learners. Pondok pesantren Fadhlul Fadhlul used Arabic and English in language activities such as speech. Thus, they should have strategies to help them learn English and improve their speaking ability.

One of the studies about the language learning strategy has been conducted by Safari and Fitriati (2016) deals with the strategies used by learners with different speaking performances for developing speaking ability. They discussed learning strategies and the problem faced by low students in speaking ability and showed the result that high students in speaking almost used all of the learning strategies and had a higher motivation than low speaking performance. On the other hand, this research result didn't differentiate the participants in high or low students in performing speaking ability.

Wulandari (2018) evaluated language learning strategies used by English students. Her study mentioned that six language strategies were revealed, and the most used were effective. The teacher can evaluate the student's learning strategies by being aware that the students have various ways to learn English.

Zakaria & Azmi (2018) demonstrated that practicing strategies are the most commonly utilized strategies, and female students were more likely to use them to improve their speaking abilities. The study advises that additional strategies, such as metacognitive strategies, compensation, and communication strategies, be used more frequently in language learning centers to promote language proficiency.

This study presented English language learning used in Islamic Boarding Schools related to the activities there, especially the speech activity. This research was based on the

knowledge of English language learning which explains the pesantren activities, especially on *santri* speech activity in the Islamic boarding school by using the English language in the delivery of speech or speech performance. In addition, this study here was about speech activity. Thus, this study was conducted based on this activity that students learn and speak English in the Islamic Boarding School is speech.

The researchers described speech activity on pesantren to the student's speaking ability in English language learning, especially in learning for *santri* in Pondok Pesantren Fadhlul Fadhlul Semarang. To expose this field the purpose is to find out the appropriate strategies that are applied in the student's learning process because the learning strategies are important for students or *santris* to know what kinds of ways to develop their knowledge and language. In addition, the appropriate strategies used by *santris* will help them to enhance their English skills, especially in speaking ability. Moreover, speaking is an important thing that needs to be mastered by Islamic students or *santri* because they live in the Islamic boarding school that has a special bilingual program.

The articles about pesantren are not as many as other articles in the education field. In addition, the researchers hope this research will benefit others and additional literature dealing with English language learning in Islamic Boarding Schools or modern pesantren in Indonesia. Besides, this research hopefully can deepen the exciting data or information to help exceptional teachers, especially English subject teachers. Therefore, they have a suitable method of teaching speaking skills in English. In addition, students also know the learning strategies in many activities, such as a speech activity in or out of the classroom.

METHOD

This research applied a case study (Cresswell, 2013) design to investigate the language learning strategies used by *santri* in an Islamic boarding school. In addition to that, qualitative data is data in the form of sentences,

words, or pictures (Cresswell, 2012). This is because the purpose of this research is to know the strategies used by *santri* on the *pesantren* speech activity or performance, and also to know the speaking ability of *santri* at Pondok Pesantren Fadhlul Fadhlun.

The participants in this research were 12 students of Pondok Pesantren Fadhlul Fadhlun, who are pursuing their undergraduate degrees, and 2 teachers who teach them in the English lecture. The research was held at Pondok Pesantren Fadhlul Fadhlun (PPFF) Semarang. This Pesantren is a bilingual pesantren that uses English and Arabic for daily communication.

The researchers collected the data through observation, interview, and documentation. First, the interview was designed based on the topic that the researchers made dealing with the process of learning English, the difficulties they faced when delivering a speech, what they did in learning English, and how they give perspective toward pesantren speech program for their speaking ability. Also, the researchers gave some questions to collect data about how the students improve their speaking skills in the dormitory especially in the teaching and learning process, by doing a speech, and the data about the Islamic Boarding School social environment for more in-depth understanding and complete information.

The second instrument was the observation checklist. The researchers made field notes of observation. It assisted the researchers in noting data with the actual activity that the participants have done in the pesantren speech program every day in Boarding School.

Doing an observation monitored the English language teaching practices directly in the field. Therefore, the researchers saw the students' condition, the students' strategies in learning, and the methods used in the speech activity to know the capability of students' speaking skills at Pondok Pesantren Fadhlul Fadhlun Semarang.

The third instrument was documentation. It helped the researchers to record the *santris'* performance during the Pesantren speech program. The researchers made the checklist performance to give the score of speaking

performance, and to know the compatibility of their speech text with the spoken performance. Documentation also gave supporting data to answer the research problem and to ensure the validity of participants in this study.

The researchers took the documentation through the video performance and speech text participants sent. It deals with the *santris* speech activity as usual in the pesantren. Based on the rubric that the researchers made before, the researchers gave the speaking score to know their ability during the speaking performance.

RESULTS AND DISCUSSIONS

This study found six types of language learning strategies used by *santri* or participants in the pesantren speech activity at Pondok Pesantren Fadhlul Fadlan Semarang, namely 1) memory strategies, 2) Cognitive strategies, 3) Compensation strategies, 4) metacognitive strategies, 5) affective strategies, and 6) social strategies. This finding was suitable with the kinds of language strategies theory by Oxford (2003) I used in this study. In addition, I also found the difficulties of *santris* when they are learning English, especially during the pesantren speech activity, such as the lack of vocabulary and less confidence when performing a speech in front of an audience.

The findings showed that the English learning strategies used by *santris* in this study were found with the process of doing an observation, interview, and documentation.

First, it described a preparation stage before a speech and some difficulties faced in the *santris* learning process during the pesantren speech activity. Then, knowing the learning process and the strategies used, and the last is the implementation of English language learning strategies to the *santri's* speaking ability. In addition, the discussion presented the interpretation of the collected information.

The preparation stage before doing the speech program at *Pesantren*

To get the data for answering this question, the researchers did an observation, interview, and take documentation with all participants. The researchers found some preparations that should santri do before they perform the speech, namely 1) choose a theme, 2) look for the material based on the determined theme, 3) create or write the text, 4) check the grammar, 5) memorize the text, 6) practice before performing. The researchers gave the question related to this activity, “What did you prepare before delivering the speech?”.

Besides students preparing for speech activities, in practice, they also encounter difficulties in learning English. Based on my interview with the interviewee, the researchers found the problem faced during English speech learning at *Pesantren*. The researchers gave the question in the interview sheet. The researchers asked the students to get information about the problem or difficulties of *santri* in English language learning. Two students said as in the extract sample #1 and #2.

Extract sample #1:

The problem faced is that there is still a lack of confidence when speaking English because of a lack of understanding of pronunciation (Student #1, interview, 3 February 2023).

Extract sample #2:

The first problem is not knowing/forgetting the vocabulary to be spoken. Then the second problem is the fear of wrong grammar (Student #2, interview, 3 February 2023).

The difficulty of speaking when delivering a speech. Most of the participants have the same problems as others. The biggest problem or difficulty that appeared was with vocabulary. Then, the average problem is about the confidence to perform in public or in front of an audience. It also happened that a participant had less motivation to study hard; she seemed lazy to seek the meaning of strange words in her communication. The last is a participant who said that she mixed the languages Arabic and

English in one sentence conveyed when making a conversation with others.

Lack of vocabulary, less confidence, low motivation, and mixed languages used in English learning are the problems most *santri* in this field face. They must remember as much vocabulary as possible to equip them to speak up. Not only do they remember the vocabulary, but they have to practice it in every *pesantren* activity.

1) Lack of vocabulary.

This happened because they didn't memorize the vocabulary in the speech activity well. They also forget what they will say in performing a speech. It can be seen when they deliver speeches; they forget some sentences in front of the audience. It shows that remembering much vocabulary is important when delivering a speech. Some of the *santris* add sentences related to the theme of their speech with other sentences so they don't seem to have forgotten and are stuck on the sentences they have conveyed. Besides, they were confused to choose a suitable word. Choosing a suitable word is an important thing to indicate that a speaker masters the material well.

Many ways can do the *santris* to enrich their vocabularies, such as reading a lot and looking for strange words found, listening to music and looking up the meaning in the dictionary or other translation toll, and practising the vocabulary with simple sentences. How pronouncing it, etc. in this study, most of the *santris* have done these ways. Perhaps, every *santri* has every capability in their learning process.

2) Less confident.

Most of the *santris* felt unconfident when delivering a speech for reasons such as nervousness, fear of mispronunciation, misunderstanding, grammatical errors, etc. Those problems are common for some students who have to perform speeches. Because the main provision when delivering a speech is the confidence they have. If they are confident in speaking in public, their public speaking skills will also be good.

3) Low motivations.

Only a participant who has low motivation in English learning. It is because she felt lazy to look for references source to develop her

weaknesses. Low motivation in language also makes students unable to communicate well with their friends.

4) Mixed languages.

Mixed languages were one of the problems faced by santri in the Islamic boarding school, which used the bilingual program. This problem also happened to many other students living in this Pesantren. But only one participant mentioned that their main problem in speaking was using mixed language when communicating. Participants who feel this problem usually convey it in Arabic and English in one sentence.

Santris do the speech activity in the early morning before doing other activity, whether in or outside pesantren. I found the process of learning English, especially in the pesantren speech activity. They prepared to start by choosing a theme, looking for the material based on the determined theme, creating or composing the text material, checking the grammatically, memorizing the text, and practicing before performing.

1) Choose a theme

The first thing that should be done by *santri* is to choose the theme of the material. Choosing a theme is the basic thing that needs to be done by students in preparing for the speech program. The theme can be science, education, history, or social science. The science theme is the most chosen in this field. A percentage of 35% shows that *santris* choose the theme.

2) Look for the material based on the determined theme

Looking for material in making speech texts is one of the preparatory stages every santri must carry out. it can be done in various ways. one way is to read various books as references and scientific evidence regarding the material to be delivered.

3) Create or write the text

Making text according to the chosen material was one way all participants did this study. They composed the text by making the speech's opening, body content, and closing. However, in this study, all participants did not include the opening text even though they delivered their speech in front of an audience.

They already know it because they often listen to other friends who perform speeches at these pesantren activities.

4) Check the grammar

In this part, *santris* have to check the grammatical correction of the text. The grammatical correction is intended for students can use English as a whole. not only the vocabulary that needs attention, but the correctness in using grammar is also something that they need to do in the speech program at this pesantren.

5) Memorize the text

Memorizing a text is something that almost all students do in preparing for this speech activity. No matter how they memorize it, the ultimate goal is to be able to convey information properly and correctly. Memorizing texts well can also help students convey information well too. Even though in their appearance, not all students delivered the material exactly the same as the text that had been made before. However, there are also *santri*, who only memorize points from the text she has composed.

6) Practice before performing

Besides preparing the text to be delivered during the speech, *santris* also prepared themselves by practising it continuously. It can be done alone or with other friends. In this study, all of the participants prepare to start from pre-perform until post-perform.

Furthermore, good preparation can help the *santri* perform well. Because, the main goal of the speech practice is to print the students mentally strong, able to speak in a dignified manner, and able to express ideas and ideas to the audience, as well as adding the ability to speak both in quantity and quality vocabulary (Nurjaman, 2013).

The presentation stage of the speech program

Speech is one of the pesantren programs that all of maha santri or santri in university should do and perform. The speech program is designed to increase students' English language abilities, particularly their bravery to speak in public. Besides that, this program helps them to

think critically and present scientific ideas with concrete evidence.

This speech activity is carried out every morning after the subuh prayers at the mosque. This program is also held in the mosque and its surrounding courtyard. Students who currently attend college in undergraduate studies or have finished their bachelor's degree participate in this speaking activity. Every day, *santris* do this for around 15 minutes before continuing their activities either inside or outside the boarding school or Islamic boarding school.

In this speech activity, each group contains around 15 to 20 students, and each student can perform a speech once or twice each semester. Because they could have changed groups or rooms in the next semester, each group has one or two instructors to lead that activity. They listen to the speaker's text to determine whether the information delivered by the speaker matches the text he created.

While the other students brought pens and notebooks to listen and take notes on the important points presented by each speaker, the instructor then picked one of the students to give a conclusion after the speaker had delivered the material. Another student is assigned to answer one of the material-related questions. This is also in accordance with the results of interviews conducted with tutors in this speech program. The question is, "What things do you do to teach English, especially in speech activities?"

Extract sample #1:

(a) practice individually, (b) assist in the correction of the text in terms of both material and grammar, (c) check students' preparation before the performance, and (d) ask other non-speaker students (listeners) to listen to the speakers and make conclusions or points. (Teacher #1, interview, 3 February 2023).

Several things *santris* needs to pay attention to in this speech program. They must go through the stages of presentation properly and thoroughly. The following preparation stage on the pesantren speech program are:

1. Looking for material based on the theme

The first thing that should be done by *santri* is to choose the theme of the material. This part is a basic thing that *santris* should do. Making text

according to the material chosen was the first way all participants did this study. They composed the text by making the speech's opening, body content, and closing. However, in this study, all participants did not include the opening text even though they delivered their speech in front of an audience. They already know it because they often listen to other friends who perform speeches at these pesantren activities.

2. Compose the text material speech

Because this speech activity is an activity that must be prepared by each individual in the group, then making speech material text is one of the most effective ways to prepare *santris* before performing in front of the audience. In this part, *santris* have to check the content of the material first. Then, the advisor corrected the suitable content and the text's grammatical correction. In addition, all participants composed the text material speech before performing in front of the audience.

3. Prepare before performing

Besides having to prepare the text to be delivered during the speech, *santris* also prepared themselves by memorizing the text and practicing it continuously. It can be done alone or with other friends. In this study, all of the participants prepare to start from pre-perform until post-perform.

4. Perform in front of the audiences

The main important thing from all the preparations made by the students in this speech activity is to perform in front of the audience. The pesantren speech activity happens when the speaker and listeners are in a group. When the speaker delivered the speech, all the member groups listened to the material. Then, the advisor pointed to one of them to make a conclusion and answer the question given by the advisor.

English Language Strategies

To get the data for answering this question, "What strategies do you use to learn English, especially in speech activities?" I did an interview with all participants. I found English language learning strategies used by *santris* in doing speech activities at Pesantren are 1) memory strategies, 2) cognitive strategies, 3) compensation

strategies, 4) metacognitive strategies, 5) affective strategies 6) social strategies. I gave the question related to this activity.

Learning strategy refers to the mental and communicative strategies that learners utilize to study and use language (Chamot, 2005; O'Malley and Chamot, 1990). It deals with the way *santris* learn English at Islamic boarding schools in every activity. Oxford (1990) categorizes Language Learning Strategies into two types: direct and indirect strategies, which are further subdivided into six types: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, social strategies, and effective strategies.

Language learning strategies used in this study are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. All of the strategies were used by *santri* in Pesantren during learning and preparing their Pesantren speech activity.

This figure shows the percentage of language learning strategies used by *santris* at Pondok Pesantren Fadhlul Fadhlun Semarang.

Table 1. The number of participants

English Learning Strategies	
Strategies	Participants
Memory	11
Cognitive	6
Compensation	2
Metacognitive	9
Affective	4
Social	12

Memory Strategies.

This strategy for remembering things aids in storing information in long-term memory and obtaining information when communication is required. Memory strategies also help the students to know something from the material made.

The percentage showed that 92% of *santris* used memory strategies. It can be shown that before doing the speech, *santris* memorized and remembered what they had written in the text. It also helped the *santris* know what things they

would convey when delivering a speech. In addition, many *santris* said that this strategy is the strategy most used by *santris* in the several activities at Pesantren.

Cognitive strategies.

It is used to build and rewrite internal conceptual structures and to collect and deliver messages in the target language. This strategy also dealt with the connection to the material to be learned, such as repetition, resourcing, grouping, note-taking, etc.

The percentage showed that 50% of *santris* used cognitive strategies. It can be seen that *santris* used this strategy to resource the material during the speech-learning process.

The participants used repetition until the lips got used to the sentence. They also sourced on Google to know the pronunciation.

Compensation strategies

This strategy, along with interpreting uncertain words while listening or reading, or circumlocution in speech and writing, addresses language literacy deficits.

The percentage showed that 17% of *santris* used compensation strategies. It can be shown that *santris* used this strategy by watching the video speech of a native speaker and watching an English movie. They also listen to English songs to learn and understand the pronunciation of these English words.

Metacognitive strategies

It provided the learner "executive control" over their own learning process by allowing them to plan, organize, concentrate, and evaluate it. The percentage showed that 75% of *santris* used metacognitive strategies. *Santris* do planning before and during speech activities in this pesantren. Besides, after showing or performing the speech, the *santris* conduct a self-evaluation by seeing the wrong and comment from the advisor to improve the performance of the next speech.

Another thing the participants did in using this strategy was to check their pronunciation. The participants also assessed to ask for the

opinion of other friends before performing the speech.

Affective strategies

It assisted learners in controlling their moods, motives, and attitudes toward language acquisition. The percentage showed that 33% of *santris* used affective strategies. It showed that the feeling of *santri* influenced their learning wants. This occurs in moody students, particularly during menstruation. Because their emotions are changeable, these students' sensitive emotions cause them to be unenthusiastic regarding their activities.

The participants who used this strategy convinced themselves to dare perform in front of the audience. Eliminating fear because they are not confident is one of the strategies they have used to maximize their learning results. Unfortunately, many *santris* feel insecure about their abilities even though they are used to memorizing vocabulary and having conversations in various pesantren activities.

Social strategies

It helped facilitate interactions with others, often in discourse situations Oxford (1990). For instance, learners who study in a different language learning environment might employ different strategies. For example, learners studying in a specific language learning environment can use different strategies (Lee, 2010).

The percentage showed that 100% of *santris* used social strategies. It can be seen from the *santri*'s communication with others even in speech activity or outside the speech activity, such as communication in the daily activity because all of the *santris* have to speak by using English or Arabic language there.

The implementation of English language learning strategies for santri's speaking ability based on santris' perception

English language learning strategies used by *santri* in speech activity at pesantren can influence the *santri*'s speaking ability. I saw each participant's capability when performing the

speech in the pesantren activity. In addition, I asked the question through interviews with all the participants dealing with the English language learning process, especially regarding their speaking ability. The research found all of the participants felt that their speaking has improvisation in speech activity at pesantren.

Extract sample #3:

Speech can help improve speaking and self-confidence. If we master the material, we will be confident in delivering speeches. Besides that, we will learn to pronounce new vocabulary. So that speaking ability can be improved (Student #3, interview, 3 February 2023).

Speaking is one of the English skills that must be mastered by students when they are learning the English language. All participants in this study said that speech activities at Islamic boarding schools positively affected their speaking ability.

Extract sample #4:

Yes, in my opinion, it is very helpful, because in Speech we don't only convey material, but we also have to learn the proper pronunciation, so that what we convey can be well received by the audience, in that way it is indirectly very helpful for speaking (Student #4, interview, 3 February 2023).

It can be seen when they deliver speeches in front of an audience. They can improve their spoken language more than the text they made before. This shows that their speaking skills can improve with this speech activity at pesantren.

From the data above, we can see all of the participants said that speech activity in pesantren can improve their speaking ability. Even from the text of the speech they made, it was very short. But in delivering, it can understand listeners related to the material presented. They improved the text written in spoken words, such as the speech delivered by Ulum. Her original text said, "Second, look for a good or comfort place. Like not in a crowded area or many people". But, in her delivery speech said that "If your mood will come if you listen to music, it's okay just listening to music first. But don't listen, starting from the

beginning until the end. Later you will focus on your music and sing with your earphone”.

The other speech from Hani's speech. The title is Focus on yourself, not others. She improved by missing sentences because of forgetting the text material. On the other hand, she can continue her speech as well. They speak related to the material. We can see from the original text showed that “don't concern yourself with the opinions of ordinary people.” The sentence was missed, but she can continue the speech without any wrong and reduce the meaning. She also said that the speech activity could improve her speaking ability because, with speech, we will inevitably try to learn how to pronounce an existing English word and convey it in public.

CONCLUSION

This study discussed the English language learning strategies used by santri during pesantren speech activity for developing their speaking ability. Based on the result of the study, it can be concluded that all of the *santris* used six types of learning strategies as the participants in this study. The *santris* perform the speaking speech during pesantren activity using six strategies as proposed by Oxford (1990), namely 1) memory strategies, 2) compensation strategies, 3) cognitive strategies, 4) metacognitive strategies, 5) affective strategies, and 6) social strategies. The detail of memory strategies used 92% percentage with 11 participants used of it. The cognitive strategies used by 50% of 6 participants. The percentage showed 17% with the 2 participants used. Next are the metacognitive strategies used by 75% of 9 participants. The other percentage was 33%, with 4 participants using this strategy. The last is social strategies, which were 100% with 12 participants in this study. All participants in this study said that speech activities at Islamic boarding schools positively affected their speaking ability. It can be seen when they deliver speeches in front of an audience. They can improve their spoken language more than the text they made before.

REFERENCES

- Amri, M., Tahir, S. Z. A. Bin, & Ahmad, S. (2017). The implementation of Islamic teaching in multiculturalism society: A Case Study at Pesantren Schools in Indonesia. *Asian Social Science*, 13(6), 125.
- Anam, S., & Stracke, E. (2016). Language learning strategies of Indonesian primary school students: In relation to self-efficacy beliefs. *System*, 60, 1–10.
- Chamot, A. U. (2005). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), 14-26.
- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. 4th Ed. Sage Publication Inc.
- Creswell, J.W. (2013). *Qualitative inquiry & research design*. 3rd ed. SAGE Publications, Inc.
- Handayani, N., Buru, U. I., Bugis, R., Buru, U. I., Hanapi, H., & Buru, U. I. (2019). Blended learning approach in improving students' speaking skill. *Universitas Iqra Buru*, 1(2).
- Hidayat, M. (2007). The teaching of English at pondok pesantren Attarbiyyah Al-Islamiyyah at Paiton Probolinggo.
- Lee, C. K. (2010). An overview of language learning strategies. *Arecls*, 7, 132–152.
- Liang, T. (2009). Language learning strategies - the theoretical framework and some suggestions for learner training practice. *English Language Teaching*, 2(4), 199–206.
- Liu, J. (2010). Language learning strategies and its training model. *International Education Studies*, 3(3), 100–104.
- Mandasari, B., & Oktaviani, L. (2018). English language learning strategies: An exploratory study of management and engineering students. *Premise: Journal of English Education*, 7(2), 61.
- Marleni, L. (2018). The effect of using video as media toward students' speaking skill. *Journal of English Language and Education*, 3(1), 24–36.

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Sage Publications, Inc.
- Nurjaman, I. (2013). English learning system in Islamic. *EJournal of Sunan Gunung Djati State Islamic Univeristy*, 28(English Learning System), 500–516.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House.
- Oxford, R. L. (2003). Language learning styles and strategies: An overview. *learning styles & strategies/Oxford*.
- Palupi, F. K., & Ratna P. S. (2019). Developing speaking material for teaching speaking based on communicative language teaching for second-semester students of English education study program muhammadiyah university of metro. *Intensive Journal*, 2 (1).
- Richard, J.C., & Renandya, W.A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Rosyidah, A. N. I., & Santoso, R. B. (2018). A study on teaching of speaking skill in Muhawaroh program between male and female of the eight grade students at al 1–185.
- Safari, M. U. K., & Fitriani, S. W. (2016). Learning strategies used by learners with different speaking performance for developing speaking ability. *English Education Journal*, 6(2), 87 101.
- Saritwa, F. W., Fitriati, S. W., & Faridi, A. (2018). Lecturers and students' perception and practices of students' presentation to enhance their speaking skills. *English Education Journal*, 8(4), 508–514.
- Wong, J., & Zhang, W.H. (2010). *Conversation analysis and second language pedagogy. A guide for ESL/EFL teachers*. Routledge.
- Wulandari, B. A. (2018). An evaluation of language learning strategies used by English students. *IJEE (Indonesian Journal of English Education)*, 5(1), 16– 25.
- Zakaria, n. Y. K., Zakaria, s. N., & Azmi, n. E. (2018). Language learning strategies used by secondary school students in enhancing speaking skills. *Creative Education*, 09(14), 2357–2366.