CHAPTER I
INTRODUCTION

This chapter introduces the entire research. Specifically, this chapter explains the research background, research question, research purpose, research significances, limitations of the research, research framework, and previous studies.

A. Research Background

One of the difficulties that students at Islamic boarding schools (*pesantren*) have been speaking Arabic and English simultaneously (Amaliyah & Saleh. 2022). In Indonesia, a student who attends school according to the Islamic faith is referred to as a santri (Amri, 2017). The pupils must use effective language learning techniques as a result of that issue. The most crucial factor in deciding whether a student can effectively pick up a second or foreign language is their language learning techniques (Oxford, 2003). Each pupil has a unique method for studying academic content, both within and outside of the classroom. From early infancy to the end of their lives, persons or students learn a language. Therefore, kids need have learning techniques to improve their language speaking, writing, listening, and reading abilities.

Islamic boarding schools are Islamic boarding schools or educational institutions in Indonesia that focus on Islamic religious education and the teaching of Islamic principles in conjunction with general education. As a center for religious and cultural education, students live and study under the guidance of clerics known as *kyai* or *ustadz*. Islamic boarding schools, the oldest educational institutions in Indonesia, have played an important role in the nation's struggle to educate people to become whole human beings. Speech is the ability of students to speak English to communicate their ideas using correct vocabulary and pronunciation. Islamic boarding schools, or in other terms called *pesantren*, have always been identified with matters relating to religious learning. Islamic boarding schools are better known as places for students to deepen their Islamic teachings. As of January 2022, the Ministry of Religion has reported 26,975 Islamic boarding schools in Indonesia (Risdianto, 2016). Each *pesantren* has different characteristics. One of the aspects

that is most widely seen is the form of *pesantren* management. There are *pesantren* with traditional characteristics and modern *pesantren*. Islamic boarding schools have also developed and integrated an Islamic boarding school curriculum with a national curriculum. The goal is to eliminate the polarization between religion and science (Girsang, 2018).

The *pesantren* administrators provided English subjects to their students. Studies on learning English in Islamic boarding schools have been conducted by researchers over the last ten years. Several topics of study include the involvement of technology in English learning in Islamic boarding schools (Ramadhani et al. 2022). Other studies have revealed the development of and challenges in learning English in Islamic boarding schools (Semiun et al. 2022). Several researchers have also conducted studies on curriculum (Burhanudin, 2017), needs analysis (Imron et al., n.d.), syllabus (Docan-morgan, 2019), and evaluation (Lumettu, 2018).

Speaking ability refers to an individual's proficiency or skill in oral communication. The ability to speak English is one of the most popular skills and is currently becoming a trend among the younger generations. Today's young people are creating a world with a modern society that is literate in technology and foreign languages, so having English skills is also beneficial for them, so they can join a more modern society. In addition, being able to speak English is a key asset for competition at the international level (Aini, 2022). This is because of the need for an English-speaking ability to communicate and convey messages using words to the interlocutor (Burhanudin, 2017). This research utilizes the students' public speaking skills during the p*esantren* speech program at the Islamic Boarding School. It encompasses various aspects of spoken language including fluency, accuracy, pronunciation, vocabulary, and discourse coherence. The public speaking program at Islamic boarding schools is an educational initiative designed to improve students' speaking skills and confidence in delivering speeches and presentations.

This situation influences teenagers' interest in learning English. It takes a string to access social media for those who choose it to be a fun learning medium. This is arguably more effective and efficient because there are many materials that can be

learned by them, starting from the material, practice questions, and communicative social media (Ardiniwinata, 2022). One of the important abilities to develop among young people is public speaking. Currently, public speaking is one of the absolute abilities required in the global era. This was triggered by the demands of the times, and existing technology compelled individuals to be able to compete to improve their quality self (Ariwibowo, 2021).

Public speaking is categorized as an oral activity by Afrizal and As'ari (2022). Students are equipped with activities with a comprehensive overview of the discipline of interpretation studies, including its key concepts, the role of the interpreter, and practical skills, such as dividing attention Simultaneous Interpretation (SI), records in sequential mode, chuchotage, and sight translation in the connecting mode. Based on the results of Hasanudin's research (2022), some Islamic boarding school students still have concerns and feel insecure when speaking English. The interview results show several things that support students' lack of confidence, namely, the lack of discussion time for themselves, especially outside classes, and the lack of an environment conducive to speaking English.

Based on preliminary observations at the Islamic boarding school in Bandung, Indonesia, some students who did not participate in public speaking activities claimed that it was quite challenging to start speaking since then, making it difficult to transfer what they think into English. Some students also expressed that when their speaking ability improved, they faced grammatical difficulties speaking English. Speaking is an ability that cannot be distinguished from interpreting activities, in which a person or individual performs an oral translation or transfer from one language to another. This argument is based on the fact that students know how to express ideas in English in public, which may affect their public speaking skills.

Ari wibowo et al. (2020) conducted English language training for students, using a functional approach to English skills. Students were introduced to pictures along with words in English to increase their vocabulary. The English text was also given to be able to read correctly and at the same time to enhance students' understanding of the meaning. Furthermore, students were provided with English

conversation training. This training also aimed to improve the self-efficacy of students in public speaking. One of the English trainings conducted in the school focuses on speech skills.

Phan and Bui (2022) investigate a university campus in the South of Vietnam, where students are encouraged to develop their public speaking abilities. This study employs a descriptive mixed-method approach that enables data to be gathered both statistically and subjectively using questionnaires and interviews. The results demonstrated that students learning English as a second language struggled with confidence issues and a variety of public speaking issues. Recording presentations, recording video blogs, and employing circumlocution are just a few of the techniques that were discovered to assist students become more confident in their public speaking and use of body language. The study's conclusions can be used to assist students in overcoming their hindrances about speaking in front of an audience.

Therefore, this research is aiming to reveal the students' ability in speaking to deliver speeches in English in a public speaking program in *pesantren.*

B. Research Question

Based on the explanation above, this study formulated the following problem:

1. How is the students' speaking ability in the public speaking program in *pesantren*?

C. Research Purpose

Based on this research questions, the purpose of this study is:

1. To reveal students' speaking ability in the public speaking program in *pesantren.*

D. The Significances of the Research

The significances of this study are categorized both theoretically and practically.

1. Theoretically, the results of this study serve as evaluation material for the success of the public speaking program at the *pesantren*. In addition, it can also be used as a reference for previous research for further research, to be

developed into broader research not only in learning public speaking through speech.

2. Practically, the results of this study reflect students' English skills and their participation in the public speaking program and the use of public speaking, which has an important effect on students.

E.   Limitations of the Research

This research discusses one of the public speaking programs in Islamic boarding schools, namely, the speech program in Islamic boarding schools, which aims to improve students' speaking skills and develop their confidence in public speaking.

F.   Research Framework

Pesantren (Islamic boarding school) prepared *Santri* as an agent of change is an educational means aiming at developing creeds (*aqidah*) and morals (*akhlaq*) of the santri (students of *pesantren*) implemented based on *Al-Qur'an* and *Hadith* (Alwasilah, 2014; Hidayat, 2016; Sauri et al., 2018). The current forms of *pesantren* are the results of a very long and dynamic process. *Pesantren*, as the oldest educational institution in Indonesia has a significant contribution to the nation's struggle to Educate people to become fully human (Yasid, 2018; Misdar, 2017; Musthofa, 2015; Anggadwita et al., 2021).

Public speaking is a part of human activities, it refers to the speaker 's action as the centre of communication process, addresses the audiences consecutively; like presentation, speech, demonstrating ideas, work reports, teaching, promoting product and other intention (Hou, 2008, p. 67).

Islamic boarding school education is an educational institution that provides a much larger portion of religious learning than general subject learning, some even teach one hundred percent of religious lessons and do not provide general lessons even though it was still a pro and con (Sarnoto et al., 2022).

A public-speaking program in a *pesantren* (Islamic boarding school) is an educational initiative designed to enhance students' speaking skills and confidence in delivering speeches and presentations in public settings. Public speaking programs in *pesantren* typically aim to develop students' oratory skills, critical

thinking abilities, and effective communication techniques within the context of Islamic teachings and values.

Speaking ability refers to an individual's competence in oral communication. It encompasses the skills, knowledge, and techniques required to convey messages, ideas, and information effectively through spoken language. Speaking ability involves both linguistic and non-linguistic aspects of communication.

The linguistic aspects of speaking ability include the following:

a) Fluency: The ability to speak smoothly without hesitation, pauses, or frequent interruptions.

b) Vocabulary: The range and appropriate use of words to express ideas accurately and effectively.

c) Grammar and Syntax: Understanding and using correct grammatical structures and sentence formation.

d) Pronunciation: Accurate production of sounds, stress, intonation, and rhythm in spoken language.

Speaking activities generally can be categorized into seven types, such as speaking based on pictures, speaking based on sound, telling stories, interviews, discussion, debate, and giving speeches (Leong et al., 2017). According to the Oxford Dictionary (2022), speech is an official conversation or talk delivered by someone who conveys a message or mandate to participants who are present in a forum. Then, Barret in Saputra (2018:83) explains that speech is a practical individual activity. Furthermore, Flether in Saputra (2018:83) also explains that speech is a medium to express or convey ideas, facts, and express feelings, furthermore speech can also be functioned as one of the activities to influence listeners.

Therefore, it can be concluded that speech is one of the speaking activities in which the speaker conveys information clearly to the listener or interlocutor which serves to influence, change, convince or reinforce the attitude or behavior of the listener through information and ideas conveyed by the speaker.

G. Previous Studies

Several studies have been conducted on this topic. The first is research by Bahrun et al. (2017), which focuses on (1) the student's perspective on English Speech Training through the *Muhadharah* Program at IMMIM Putera Islamic Boarding School, (2) the most significant problems that challenge the students in undertaking English Speech Training through the *Muhadharah* Program, and (3) the actions that the students had already taken in an attempt to deal with the problems they had in undertaking English Speech Training through the *Muhadharah* Program. This study employed a descriptive qualitative research design. The participants of the research were two students: Grade 2, one student; and Grade 6, one student. Data were collected through interviews and observations. This was done in two ways: consulting with supervising teachers (done by junior students) and preparing everything independently (done by senior students).

The second is research by Indasari (2021), which focuses on speaking for intermediate subjects and is very useful in supporting students' speaking skills because speaking for intermediate subjects pushes students to do practice tasks to speak in front of other people and speak with new people, new environments, and new challenges. The study was conducted Descriptive methods were used to collect data in the interviews. The participants were 12 students from Class A of the third semester at the Muhammadiyah University of Makassar's Department of English Education. Data collection techniques are the most strategic step in research, and the techniques used to collect the data in an interview are as follows: The researcher then sent the interview questions, the researcher listened to students' records, the researcher made audio recordings of the students in the form of words, and the researcher specified the students' understanding of the effectiveness of speaking for an intermediate subject to support their speaking skills, depending on the interview recording of the students.

The third is research by Ari Iswanto Wibowo et al. (2020), which focuses on students' perception of their speaking ability in public-speaking classes during the pandemic Covid-19. It used a qualitative method by semi-structured interview to explain the Objectives and needs of the research. The participant of the research is

the students as respondents from Public Relation major who got a Public Speaking course for one semester in Bina Sarana Informatika University. The study stated that the authors used the video calling conference application such as Zoom, Google Meet, and others. Systematical data collection was conducted by questionnaire and interview. This research investigated the problems faced by students during online system learning.

The following research by Sulkhiyah (2023) that Implements Muhadharah (as also called speech) in building students' public speaking ability. A case study in qualitative research was the approach employed in this study. The methods for gathering the data included observation, interviews, and documentation. The research focuses on how speech implemented in school and the hindrances that students may face. Some students failed to show up for the muhadharah, while others did not prepare speeches for public speaking. When speaking in front of groups, students experience shyness and anxiety.

The other researcher Januar (2019) identify the techniques used by the tutors to teach public speaking at As-Salam Islamic Boarding School and the problems faced by the teacher in teaching public speaking. He found that the techniques used by the mentor were group discussion, memorization of vocabulary, and presentation. The research focuses on the problems students encounter in public speaking and the solutions that teacher may give. The problems faced by the mentors in teaching public speaking were influenced by the number of audience and fear due to different background of audience.

The next research was conducted by Amaliyah and Saleh (2022) that relating to language learning strategies used by santri during *pesantren* speech program for developing their speaking ability. The survey found all participants expressed that engaging in speech activities in Islamic boarding schools had a favorable impact on their speaking proficiency. The manifestation of this phenomenon becomes evident during their public speaking engagements. Individuals have the capacity to enhance their oral communication skills to a greater extent compared to their previous written compositions. Therefore, it can be inferred that speech programs have the potential to enhance students' oral communication abilities in a beneficial manner.

The other research regarding this case is also discussed by Xatarina (2018) where the primary goal of this study was to describe how to teach English through public speaking, with a secondary goal of describing the teacher's preparation, delivery, use of strategy, media usage, activities, and evaluation of students in public speaking class at Madrasah Aliyah Al-Zaytun. This research was carried out using a qualitative descriptive technique, which entails watching and describing the study's behavior without changing its subject. She concludes that the exercises in public speaking were carried out based on the participants' understanding of public speaking and English language proficiency. The evaluation made use of a rubric that had been altered to suit the needs of the students, instructor, and institution.

The other research by Mortaji (2018) who research on the effects of prolonged impromptu speaking on the development of public speaking skills. The researcher examined Moroccan college students' public speaking competency development through extemporaneous (i.e., carefully prepared and rehearsed) speech performances. For this reason, the researcher used the public speaking competency rubric (PSCR) to grade 64 extemporaneous speeches given over the course of a semester and used a weekly goal-setting technique to track the students' improvement in 90 spontaneous speaking events. The findings showed that throughout the course of the semester, goal-setting and prolonged impromptu speaking both significantly and successfully contributed to the development of public speaking skills. They also made it abundantly evident that the teacher's weekly goal-setting technique was a key factor in the improvement and confidence-building of the speakers. New public speaking competency dimensions and sub-dimensions have been identified, taking into account the linguistic and cultural backgrounds of the students participating, in addition to the speech genres and the task requirements specified by the teacher.

Based on the previous research, this present research is only different from the last because this study intends to examine students' perceptions of public speaking activities. This research utilized a descriptive qualitative research design by observing, Interviewing and questioning. It includes several questions to interview the participants answered open-ended questions. The participants were from the Al-

Mu'awanah Islamic Boarding School of Bandung. There are several questions for students regarding their perceptions of the public-speaking program. The study focuses on students' perceptions, which is different from previous research.