

**THE LEARNING SPEAKING SKILLS STRATEGIES IN MY PERSONAL
EXPERIENCES: A NARRATIVE INQUIRY**

THESIS

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STATEMENT OF THESIS AUTHORSHIP

I state that the thesis I wrote to fulfill the requirement for *Sarjana Sastra* (S.S) entitled **“The Learning Speaking Skills Strategies in My Personal Experiences: A Narrative Inquiry”** is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and references. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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Nila Kartika Putri

MOTTO

Surely, there is ease after hardship. Aye surely, there is easy after hardship

(Al Inshirah: 6-7)



DEDICATION

I dedicate my thesis to my beloved family. My special gratitude is also given toward my parents. To my mother, Nurul Hidayah, S.Pd, I thank her for the sincere love and advices, for being the first teacher.



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Alhamdulillah, all praises be upon to Allah SWT, the most Gracious and the most Merciful. Allah is the one I worship and ask for help, who has given me guidance and blessing in completing this thesis, entitled **“The Learning Speaking Skills Strategies in My Personal Experiences: A Narrative Inquiry”**. Sholawat and Salam are also delivered to the Prophet Muhammad SAW who has brought Islam as the religion.

In addition, along with the process of finishing this thesis I would like to dedicate my best thank to: my pride father and mother for endless prays, loves, supports, and understandings. Also, I thank to my husband and all members of my families. A special thank is given to Vita Nur Santi, M.Pd as my supervisor who always leads and inspires me to get a better process in finishing this study. The next, to all of my close friends (Farah Adibah, Shumti Chusna, Himma Lukluil Jannah) who always remind me to finish this study based on my deadline; thank you for the spirit given to me. The last, for all friends and people who help me to finish this thesis, thank you.

Finally, I am really aware of some mistakes of this research; so that, I expect the constructive criticism and feedback for the betterment of the research in this area to help the future researchers in improving the research.

ABSTRACT

Putri, K, N. 2014. *The Learning Speaking Skills Strategies in My Personal Experiences: A Narrative Inquiry*, English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

Key Words: Learning Speaking Strategies, Narrative Inquiry, Islamic Boarding School.

As English becomes a Lingua Franca in this world, speaking English becomes crucial to learn. Further, learning speaking skills strategies is one of strategies that help the learners to reach their goals in learning speaking skills. For the last decade, experience has been used as the new object in research field. The study of learning speaking skills strategies is broadly conducted by many researches. However, the study of learning speaking skills strategies resulted in a learner experiences within the framework either inside or outside of Islamic boarding school is not conducted yet.

This study focuses on analyzing my experiences in learning speaking skills since I was a student of junior high school up to the undergraduate degree. The reason why my autobiography becomes the object is about the novelty of experience in the research field, also, the importance of learning language strategies in helping the learners to enhance their speaking skills. A descriptive qualitative method is used due to the description and explanation of learning strategies I used in learning English speaking skills. Furthermore, as my autobiography becomes the data source, thus, narrative inquiry is implied as the approach in this study.

The results of the analysis show that: first, my experience of learning English in Junior High School, Senior High School and University has played an important role in constructing my understanding learning speaking strategies. Second, I used some of learning speaking skill strategies which are proposed by Oxford (1990) when I learned English speaking skills from the junior high school up to the undergraduate degree. However, the use of the strategies is different based on its context. In the junior high school and senior high school level, I used the strategies which are classified as the direct strategies more often than other strategies. In the other hand, in undergraduate level, I mostly used indirect strategies. Further, the modern Islamic boarding schools also help me in learning English speaking skills. They provide some language activities, so that I could express English there.

It is suggested to the students of Islamic boarding school to participate consistently the languages activities and regulations provided by the Islamic boarding school. Also, the teachers of Islamic boarding school are suggested to be creative in conducting the class, therefore the students may apply either direct or

indirect strategies. For the Islamic boarding school which obliges the students to speak bilingually in their daily activities, I suggest to provide many times and place that the students can express their learning without formal instruction in order to make the students activate their direct and indirect strategies. The last, I suggest for the next researchers who interest in investigating learning strategies, you may develop this study to the broader learning strategies field, such as the effect of using learning speaking skill strategies in a modern Islamic boarding school, or the result of the use of direct and indirect strategies in either instructional or self-directed learning.



TABLE OF CONTENTS

TITLE SHEET.....	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
STATEMENT OF THE THESIS AUTHORSHIP.....	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
CHAPTER I: INTRODUCTION	
1.1 Background of Study	1
1.2 Statements of the Problem.....	7
1.3 Objectives of Study.....	8
1.4 Significance of Study	8
1.5 Scope and Delimitation	8
1.6 Definitions of Key Terms.....	9
1.7 Research Design	10
1.8 Data Source	10
1.9 Data Collection	10
1.10 Data Analysis.....	11

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 Learning Second or Foreign Language (L2) Strategies	13
2.1.1 The Substance of Learning L2 Strategies for Speaking Skills in EFL Context	14
2.2.2 Taxonomies of Learning L2 Strategies for Speaking Skills	15
2.1.3 The Autonomous in Learning Second or Foreign Language (L2).	25
2.2 The Existence of <i>Pesantren</i> in Indonesia	27
2.2.1 Traditional Islamic Boarding School Vs Modern Islamic Boarding School	28
2.2.2 <i>Pesantren</i> Based Learning for English Speaking Skills	31
2.3 Previous Studies	33
CHAPTER III: NARRATIVES AND DISCUSSION	
3.1 Junior High School Level	37
3.2 Senior High School Level	50
3.3 Undergraduate Level	66
CHAPTER IV: CONCLUSIONS AND SUGGESTIONS	
4.1 Conclusions	81
4.2 Suggestions	82
BIBLIOGRAPHIES	84

ABSTRACT

Putri, K, N. 2014. *The Learning Speaking Skills Strategies in My Personal Experiences: A Narrative Inquiry*, Jurusan Bahasa dan Sastra Inggris Fakultas Humaniora Universitas Islam Negeri Malang. Supervisor: Vita Nur Santi, M.Pd

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Peran bahasa Inggris sebagai bahasa pemersatu di dunia ini menjadikan bahasa Inggris penting untuk dipelajari. Strategi- strategi pembelajaran ketrampilan berbicara ialah salah satu alat untuk membantu peserta didik meraih tujuannya dalam pembelajaran ketrampilan berbicara. Setelah decade terakhir, pengalaman telah digunakan sebagai objek baru dalam bidang penelitian. Studi tentang strategi- strategi pembelajaran ketrampilan berbicara telah dilakukan oleh banyak peneliti. Namun, studi tentang strategi- strategi pembelajaran berbicara yang menggunakan pengalaman sebagai objek kajiannya dengan sudut pandang pembelajaran di dalam dan di luar lingkungan pondok pesantren belum diteliti.

Fokus studi ini ialah menganalisa pengalaman saya dalam belajar ketrampilan berbicara bahasa Inggris sejak saya menjadi siswi *Madrasah Tsanawiyah* sampai universitas. Pengalaman saya digunakan sebagai objek kajian dalam studi ini karena kebaruan dari pengalaman sebagai objek kajian penelitian, serta pentingnya strategi- strategi pembelajaran ketrampilan berbicara dalam membantu peserta didik untuk meningkatkan ketrampilan berbicara mereka. Sebuah metode deskriptif kualitatif digunakan karena studi ini berisi tentang deskripsi dan penjelasan strategi- strategi yang saya gunakan dalam pembelajaran ketrampilan berbicara. Selain itu, karena otobiografi saya dijadikan sebagai objek kajian, maka pendekatan yang digunakan dalam penelitian ini ialah *narrative inquiry*.

Hasil dari studi ini menunjukkan bahwa; pertama, pengalaman saya dalam belajar berbicara Inggris yang mempunyai peran penting dalam pemahaman strategi- strategi pembelajaran ketrampilan berbicara ialah pengalaman- pengalaman saya ketika bersekolah di *Madrasah Tsanawiyah*, *Madrasah Aliyah*, dan Universitas. Hasil kedua dari studi ini juga menunjukkan bahwa saya telah menggunakan beberapa strategi- strategi pembelajaran ketrampilan berbicara menurut teori yang diusulkan oleh Oxford (1990). Namun, terdapat perbedaan dalam penggunaan strategi- strategi pembelajaran ketrampilan berbicara tersebut. Ketika saya belajar di *Madrasah Tsanawiyah* dan *Madrasah Aliyah*, saya lebih banyak menggunakan strategi- strategi secara langsung (*direct strategies*). Begitupun sebaliknya, ketika saya belajar di universitas, saya lebih banyak menggunakan strategi- strategi tidak langsung (*indirect*

strategies). Selanjutnya, hasil yang terakhir menunjukkan bahwa Pondok- pondok Pesantren Modern dimana saya pernah belajar didalamnya telah membantu saya dalam belajar ketrampilan berbicara bahasa Inggris. Sebagaimana mereka menyediakan beberapa kegiatan kebahasaan, sehingga saya dapat mengekspresikan kalimat- kalimat bahasa Inggris.

Dari hasil-hasil studi tersebut saya menyarabkan kepada siswa- siswi pondok pesantren untuk berpartisipasi secara konsisten dalam kegiatan dan peraturan kebahasaan yang telah disediakan oleh pesantren. Juga, kepada guru- guru pondok pesantren disarankan untuk kreatif dalam mengajar, sehingga siswa dapat menerapkan strategi baik secara langsung maupun tidak langsung. Selanjutnya, kepada pesantren- pesantren yang mewajibkan siswa untuk berbicara dua bahasa dalam kegiatan sehari-hari mereka, saya sarankan untuk memberikan banyak waktu dan tempat untuk siswa agar mereka dapat mengekspresikan belajar mereka tanpa instruksi formal dengan tujuan siswa dapat mengaktifkan strategi langsung dan tidak langsung mereka. Terakhir, saya sarankan untuk peneliti selanjutnya yang tertarik dalam menyelidiki strategi belajar, anda dapat mengembangkan penelitian ini untuk bidang strategi pembelajaran yang lebih luas, seperti pengaruh penggunaan strategi- strategi pembelajaran keterampilan berbicara dalam pesantren modern, atau hasil penggunaan strategi langsung dan tidak langsung dalam pembelajaran baik instruksional atau secara mandiri.

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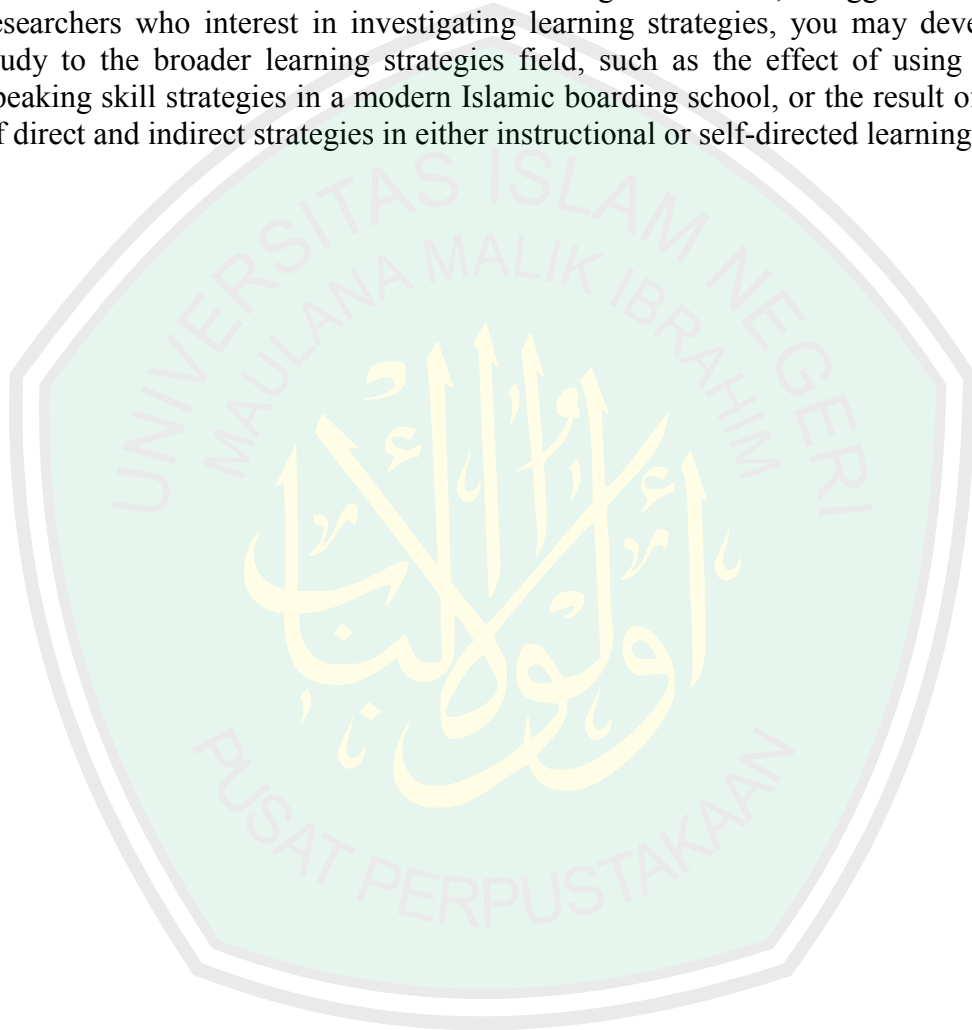
As English becomes a Lingua Franca in this world, speaking English becomes crucial to learn. Further, learning speaking skills strategies is one of strategies that help the learners to reach their goals in learning speaking skills. For the last decade, experience has been used as the new object in research field. The study of learning speaking skills strategies is broadly conducted by many researches. However, the study of learning speaking skills strategies resulted in a learner experiences within the framework either inside or outside of Islamic boarding school is not conducted yet.

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conducting the class, therefore the students may apply either direct or indirect strategies. For the Islamic boarding school which obliges the students to speak bilingually in their daily activities, I suggest to provide many times and place that the students can express their learning without formal instruction in order to make the students activate their direct and indirect strategies. The last, I suggest for the next researchers who interest in investigating learning strategies, you may develop this study to the broader learning strategies field, such as the effect of using learning speaking skill strategies in a modern Islamic boarding school, or the result of the use of direct and indirect strategies in either instructional or self-directed learning.



CHAPTER I

INTRODUCTION

This chapter elaborates background of the study, statements of the problem, objectives of the study, the significance of the study, scope and delimitation, and definition of the key terms. It also presents the research design, data sources, data collection, and data analysis.

1.1. Background of the Study

In particular circumstances, people acquire English as their Lingua Franca. Lingua Franca seems as the tool of communication between the speakers from over the world. English also becomes the conjunction to unite the various languages and cultures. According to Cook (2007, p. 29), English as Lingua Franca refers to the use of English in daily activities which depends on neither childhood acquisition nor cultural identity. The benefit of applying Lingua Franca might be seen when I (as an Indonesian) was communicating with my Australian friend in practicing *gamelan*. In this context, I explained the Javanese instructions in using *gamelan*. Also, I translated the Javanese into English to be well understood.

Regarding to the example above, the use of speaking English becomes the crucial language to learn for non native speakers of English or learners of English as the Foreign Language (EFL), such as Indonesian. Moreover, English is used not only for communication with foreigners but also it is used in business, education,

technology, and others. Hence, there are many schools provide intensive program for learning English out of the classroom such as English course. In addition, not only schools which have intensive program for learning English but also Islamic boarding schools proclaim the same English program. In some Islamic boarding schools, they apply English as the daily language to reach the successful speaker. The Islamic boarding schools create the rules of speaking which obliges the students to speak English in daily communication. For example, when I studied in Babussalam modern Islamic boarding school, I was obliged to use English for daily language in both formal and informal situation. This program has enhanced my English speaking skills as I could say some English expression to be practiced with my friends.

Furthermore, the success of English speaking skills is influenced by the use of learning strategies. The more EFL learners use learning strategies, such as; practicing speaking within friends, reading aloud, and memorizing, the easier they reach their goals. The flexibility of learning speaking strategies makes it become easily used either inside or outside of the classroom and either classroom learning or self directed learning. According to Oxford (1990, p. 1), learning strategies are instruments for active learning, self directed involvement, which is essential for developing communicative competence. Thus, if EFL learners have strategies for their learning of speaking skills, they will be easy in sharing their feeling and exploring their arguments to other people with their foreign language.

Along with the development of learning strategies, the new object of research which is called 'narrative' also develops. Narrative might mean as the collection of human stories which specifically refer to the impressing experiences. Amsterdam and Bruner (2000, as cited in Webster and Martova, 2007, p. 34) argue that stories are important for knowing how to tell and comprehend human as they give comfort, inspire, and provide human's insights. Then, narrative tells not only how someone is always in the top, but also how he falls, how his feeling is and what his effort to survive. It bridges human to explore their opinion to be listened and comprehended by others. Narrative is the representation of teller's insight which provides many lessons for other people. Its complexities become special and essential part for human life. Therefore, the value of narrative should be appreciated in both research and the practice of its disciplines.

Webster and Martova (2007, p. 7) argue that the term narrative inquiry was first used by Connely and Clandinin in 1990; it is used for describing an approach that focuses on personal storytelling to teacher education. Further, the use of narrative in educational research is actually cannot be separated with the philosophical change given by modernism and postmodernism era. In which modernism is explored by Hlynka and Belland (1991, cited in Webster & Martova, 2007, p. 28) that it is in line with reaction to the earlier twentieth century machine, while postmodernism is associated with the age of computers and electronic information design. In

modernism, truth and knowledge must be proved in a scientific logical form; it must be in empirical form. In the other hand, postmodernism rejects the notion that truth and knowledge must be empiric through rational thought or method. Hence, across with this description, Webster & Martova (2007, p. 29) state that whereas modernism gives values superficially, postmodernism values the internal or the 'I', and has greater emphasis on human-centered approach. Here is the use of narrative in educational research begins.

Furthermore, proposing narrative inquiry as an alternative research approach is not an attempt to dismiss the usefulness of quantitative method. According to Webster & Martova (2007, p. 3), the use of narrative inquiry happens because quantitative method does not have the scope to deal with complex human centered issues. The other methods tend to study subject or phenomena at certain points, while narrative inquiry attempts to capture the whole story. Referring to the use of narrative as an approach in educational research, narrative is categorized into qualitative study. It is qualitative studies because narrative studies human phenomena through the story. In line with this categorization, Connely & Clandinin (1990, p 3) argue that narrative is classified as a qualitative research because of its focus on experience and the qualities of live and education. However, although qualitative study is not close with numerical data, scored, and analyzed statistically, it does not mean that qualitative study is not fully a subjective study. According to Latief (2013, p. 87), the personal judgment which argues that qualitative is subjective can be minimized by the

repeated process of data collection, analysis, conclusion drawing, and verifying the conclusion data, data analysis, then constructing the temporary conclusion, again in several cycles until the data get saturated shows the objectivity of qualitative research. In short, the subjectivity of qualitative study can be minimized by analyzing the verbal data in detail and having crosscheck of the analysis.

As being a qualitative study, narrative also has its validity and reliability but it differs with the validity and reliability of quantitative study. In quantitative study, the validity refers to tests or measuring instrument to produce certainty and the reliability refers to the consistency and stability of measuring instrument. Divergently, Polkinghorne (1988, as cited in Webster & Martova, p. 89) notes that the validity of narrative research refers to the strength of analysis and the ease access of the data, while the reliability refers to the dependability of the data. Then, the validity of narrative is more concerned with the research which is well grounded and supportable by the data that has been collected. The reliability of narrative typically refers to the trustworthiness of the notes or transcript.

Moreover, as narrative informs the complexity of human experiences, then the data sources in the narrative research can be biographical and autobiographical writing. Biographical writing is a narrative research which uses other people stories or experiences as the data. In the other hand, autobiographical writing is a narrative research which studies on the researcher's own experiences as the data. The instruments of writing either biographical or autobiographical can be interviews,

journal records, and telling stories. Moreover, Bullough & Pinnegar (1968, p. 16-20) propose the guidelines for writing autobiographical self-study forms, such as autobiographical self-study should be truth and enable connection to others, self-studies should promote insight and interpretation, autobiographical self-study must engage the history and the author must take a honest stand, the autobiographical self-study researcher has an ineluctable obligation to seek to improve learning situation not only for the self but for the other, etc. Generally, the guidelines proposed to explore an autobiographical self-study must be an honest study and beneficial for others.

Overall, narrative inquiry seeks to elaborate and investigate individual interpretation and worldviews of human-centre events. It is proposed as an alternative method or approach in the research field for investigating narrative without attempting to dismiss the usefulness of quantitative methods. Quantitative method tends not to have the scope to deal with complex human centeredness. In the other hand, narrative inquiry is well suited to address the issues of complexity, cultural and human centeredness in research. Therefore, the essence of narrative inquiry is essential for researching the complexities of human experiences.

Thus far, the essential for learning L2 strategies has successfully made some researchers to conduct their studies in a variety of contexts, such as within learning L2 strategies used in the classroom or instructional learning strategies (e.g. Green & Oxford, 1995, Rodriguess, 2000), and outside of the classroom or autonomous

learning strategies (e.g. Murray, 2004; Ramani, 2013; Wahyudi, 2014). Further, two of them (Murray, 2004 and Wahyudi, 2014) use narrative inquiry as their approach in conducting the researches.

According to the previous studies above, most of them investigated learning strategies in general. However, this research focuses on researching learning strategies to speak English. The data will be my autobiographies in learning speaking English within the framework either inside or outside of Islamic boarding school educational system. Moreover, this research uses narrative inquiry as the approach because the data are my experiences. Considering the reasons above, therefore this study is significant to be conducted.

1.2. Statements of the Problem

In line with the background of the study in the preceding discussion, the research problems can be formulated as follow;

- a) What experiences of learning English speaking have been important to me?
- b) How do these experiences construct my understanding in learning English speaking skills toward the nature of speaking?
- c) What can I and others learn from my experiences of learning English speaking by writing them?

1.3.Objectives of the Study

Based on the problems stated previously, this study is intended to comply with the following purposes;

- a) The study is aimed to describe what experiences of learning English speaking that have been important to me.
- b) The study is aimed to describe how these experiences construct my understanding in learning English speaking skills toward the nature of speaking.
- c) The study is aimed to describe what I and others can learn from my experiences of learning English speaking by writing them.

1.4. Significance of the Study

This study is intended to give a description of the learning strategies I used in learning English speaking. The results of the study are practically expected to give the reader a contribution in presenting learning speaking strategies. The readers and I myself who read the outcomes of this study are aimed to apply the learning strategies in order to achieve the learning goals.

1.5. Scope and Delimitation

This study focuses on investigating learning strategies which I used in learning English speaking skills; specifically since I was the student of junior high school up to an undergraduate level. The setting of data is in the modern Islamic

boarding schools (PM. Babussalam & PPAI An-Nahdliyah) and university (UIN MALIKI MALANG). Moreover, as the data are my personal experiences, this study might have some biases in presenting the analysis, therefore I will accept the supportable comment for this study. Further, the complexities of the narratives makes this study is actually able to touch some fields, such as; learning strategies in classroom learning, the educational system of Islamic boarding school, and teaching-learning method either in modern Islamic boarding school or university. However, due to the limitation of time, energy, and target, I do not investigate more on those fields.

1.6. Definition of the Key Terms

To avoid misunderstanding among the readers, the terms applied in this study are defined as follow;

- Learning L2 strategy is defined as learner efforts to improve their own learning (Oxford, 1990, p. 1).
- Narrative inquiry is a research method for analyzing human life stories (Webster & Martova, 2007, p. 3).
- *Pesantren* (Islamic boarding school) is defined as a traditional Islamic institution which is used to learn, understand, and practice the Islamic lessons by emphasizing the religious moralities in the daily behaviors (Dhofier, 1994, cited in Suharto, 2011, p. 10).

1.7. Research Design

This study is qualitative research because it deals with the description and explanation of my experiences in using learning speaking skills strategies. As the qualitative research, human research instrument is used in this study; specifically, I used self-reflection to get the data. The learning speaking strategies which are obtained from my autobiography are described through the classification and categorization of learning speaking strategies proposed by Oxford (1990, p. 18-21). Furthermore, as my autobiography becomes the data source, thus narrative inquiry is implied as the approach in this study.

1.8. Data source

The data source of the study will be my autobiography; my experiences in using learning speaking strategies in the modern Islamic boarding schools and university level. Moreover, I select the some experiences which I remember the most since I was a junior high school student up to an undergraduate student.

1.9. Data Collection

In the process of obtaining the data, I use some steps as follow; first, I read and observe my experiences in my diary thoroughly. Then, I select the data which are relevant to the problems of this study (learning speaking skills strategies for speaking

skill). Afterward, I reflect the setting of data. The last, I draw the mind map and write it into narratives.

1.10. Data Analysis

The analysis of this study is performed through mechanisms and techniques for a narrative research methodology which have been proposed by Connely and Clandidnin (1990, as cited in Webster & Martova, 2007, p. 73). They offered the analysis should be provided with descriptions of the processes, negotiation, risk, and presentation of results associated with the narratives.

Regarding to the narrative research methodology above, first, I analyze the processes of the narratives. Based on Webster & Martova (2007, p. 104), processes contains of three sub-constituents; tools, criteria, and structure. They proposed tools as instruments which are available for gathering the data, criteria as facilities for the readers to access the results and stories collected by the researcher, and structure as images in which the stories took place. Therefore, in analyzing the narratives, firstly I describe the tools I used in obtaining the stories. Also, I describe the criteria and structure, such as when, where, and how the stories took place.

After describing the processes of narratives, I describe the negotiation that occurs in the narratives. Webster & Martova (2007, p. 107) define the negotiation as a relationship that relate to the researcher in conducting the research, such as collegiality, community, and collaboration. Then, secondly, I analyze the relationship which relates to this study, such as descriptions of who involve and help me in conducting this study.

The next, in analyzing the narratives also, I describe the risks that might occur in researching narratives. Webster & Martova (2007, p. 108-109) propose three risks in conducting the narratives; intersubjectivity, smoothing, and external constraints. They argue that intersubjectivity and smoothing are two potential abuses of the narrative inquiry as the researcher has a role in it, so the tendency to invoke the good results can be got easily. Further, external constraints can be the risks which relate to the researcher's environment, such as culture or education. Therefore, after giving the description of negotiation, I analyze the risks that might occur from this narrative research.

The last analysis is describing the results of this narrative research. Webster & Martova (2007, p. 109) argue that the results should be presented in order to facilitate the conclusion and understanding for the readers. Further, as the concern of this study is learning L2 strategies for speaking skills, I select the Oxford's theory (1990) which is related to learning L2 strategies for speaking skills only. The analysis results are described in order to give understanding to the readers about the learning strategies for speaking skills.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the related literature of the study which is comprised; the learning second or foreign (L2) strategies, the existence of *pesantren* in Indonesia, narrative and it's essential in the research field, and the previous studies.

2.1. Learning Second or Foreign Language (L2) Strategies

The term of learning L2 strategies has come to be discussed complementary for many years. O'Malley & Chamot's (1990, p. 1) define learning strategies as special thoughts or behaviors that is used by individuals to help them comprehend, learn, or retain new information. Across with this argument, Oxford (1990, p. 8) delineates learning L2 strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations. The most underlined of both opinions about learning L2 strategies was the interconnection between certain actions and L2 learner's goals. Either O'Malley & Chamot (1990) or Oxford (1990) proposes the definition of learning L2 strategies as certain actions which is used by language learner in order to gain their learning L2 goals. Moreover, the phrases; 'that is used by individuals' and 'specific actions taken by the learner' in the both arguments refer that learning L2 strategies must be a conscious or under-controlled actions of the L2 learner. The learners are able to answer if they are asked about what they have just done or

thought. It means that if strategies are totally unconscious, the learners are not able to identify any strategies associated with her/him. Thus, these behaviors simply are referred as a process, not a strategy (Cohen, 1996, p. 6). Regarding to these various explanations of learning L2 strategies, I make sense that actually the definition of learning L2 strategies cannot be separated with the goal of learning L2 strategies; they are interconnected. Then, learning L2 strategies can be defined as conscious or controllable actions or thoughts used by the learners in order to help them in gaining learning L2 goals, such as; understanding the material better, remembering new information, doing the task well, and speaking L2 fluently.

2.1.1. The Substance of Learning L2 Strategies for Speaking Skills in EFL Context

As has been stated previously that the concept of learning L2 strategies cannot be separated with the learning goals, then the use learning L2 strategies becomes crucial for the learners. They need to learn L2 strategies to make their language learning easier so, they can reach what their goals are. For example, learners who want to speak proficiently, they should use learning L2 strategies for speaking skills, such as; speaking English with friends, asking for corrections, seeking practice opportunities, and others. The learners who want to master other skills also should use learning L2 strategies.

Moreover, speaking English that has been a need in this era makes learning L2 strategies for speaking skills becomes crucial in helping EFL students in learning the English speaking skills. As English is not their first language, they look more difficult in learning L2 speaking than learning their first language speaking. They often collide with the limitation of vocabulary and the differences of language structure. Here, the use of learning L2 strategies for speaking skills is necessary in order to gain the communicative and proficiency goals. In line with this importance, Oxford (1990, p. 1) said that strategies are especially important for language learning, because they are behaviors for active, self-directed involvement, which are essential for developing communicative competence. Then, learning L2 strategies for speaking skills influence the success of the learners in speaking; the product of the learners who uses learning L2 strategies for speaking skills effectively will be different with the learners who do not use it.

2.1.2. Taxonomies of Learning L2 Strategies for Speaking Skills

There are various lists and taxonomies of learning L2 strategies use which has been developed for many decades. In an exploratory analysis, Vlckova, Berger, & Volkle (2013) provides the most widely used classifications of second/ foreign language learning strategies, they are; Naiman et al's (1978), Dansereau's (1985), O'Malley et al's (1985), Weinstein & Mayer's (1986), Rubin & Wenden's (1987), Oxford's (1990), Stern's (1992), Wild, Schiefele, & Winteler's (1992), Bimel & Rampillon's (2000), and Cohen & Weaver's (2006) classification of learning L2

strategies. Moreover, Oxford's (1990) taxonomies of language learning strategies which is famous as Strategy Inventory for Language Learning (SILL) is used in this study as the main theory. The consideration of using Oxford's (1990, p. 18-21) SILL is the proposed taxonomies looks more detail in explanation, especially which is related to learning L2 strategies for speaking skills. Generally, Oxford's SILL is divided to direct strategies (memory, cognitive, and compensation strategies) and indirect strategies (metacognitive, affective, and social). The following is the exploration of learning L2 strategies for speaking skills proposed by Oxford's (1990, p. 324 - 327) explicitly;

The first strategies proposed by Oxford (1990) are direct strategies. They are defined as the strategies which involve directly in the target language (Oxford: 1990, p. 37). The strategies are divided into three kinds; memory, cognitive, and compensation. Oxford (1990, p. 37) argues that these strategies actually require mental processes of the language; however, they do this processing differently and have a specific purpose for each. For example, memory strategies are used to help the learners remembering the difficult vocabularies, cognitive strategies are used to help the learners analyzing or summarizing some expressions, and compensation strategies are used to help the learners using the new language although having limitations in knowledge. The following is the explanation of these strategies;

a. Memory strategies.

Memory strategies are the first kind of direct strategies which are proposed by Oxford (1990). Generally, memory strategies are associated with reviewing or memorizing, such as students review and memorize English patterns given in their class in order to pass English examination. Moreover, Oxford (1990, p. 39) argues that actually memory strategies reflect very simple principles; arranging things in order, making association and reviewing. Then, memory strategies are more than reviewing and memorizing; it can be arranging things in order also such as making English sentences based on the patterns. Furthermore, Oxford (1990, p. 40-43) divides these memory strategies into three sets for learning speaking; creating mental linkages, applying images and sounds, and reviewing well. First, it is 'creating mental linkages'. It may be described as an effort which is used to connect the new knowledge to the context. This strategy is almost same with the second strategy which is called by 'placing new word into a context'. The second strategy also uses the context to help the learners in understanding the new information. Oxford (1990, p. 41) states that this strategy involves a form of associating or elaborating, in which the new information is connected to the context. The second set is 'applying images and sounds'. It is kind of remembering new language information by representing it to the visual images and sounds. The last strategy set for memory strategies is reviewing well. Precisely, it is structured review; reviewing in spaced intervals.

Example of this last strategy is reviewing 10 minutes after the initial learning, then 20 minutes later, an hour or two later, a day later, a week later, and so on.

b. Cognitive strategies.

The second strategies proposed by Oxford (1990) for learning speaking skills are cognitive strategies. These strategies become the most popular strategies among language learners. According to Oxford (1990, p. 43), the common function of cognitive strategies are manipulation or transformation of the target language. Transformation can be defined as a process of changing the information in accordance with the knowledge. Further, Oxford (1990, p. 38) divides cognitive learning strategies for speaking skills into three sets; practicing, receiving and sending messages, and analyzing and reasoning. The first set is practicing. Oxford (1990, p. 43) states that practice becomes the most essential strategies in cognitive strategies, however, languages learners do not always realize how important it is. Further, there are five kinds of practicing strategy for learning speaking (Oxford (1990, p. 45). The first strategy which is included into practice set is 'repeating'. This strategy can be applied by listening to something several times or imitating a native speaker many times. The second one is 'practicing formally with sounds'. It is practice of pronunciation, intonation, register, and others in various ways, but it has not been naturalistic communicative practice yet. The next practice is 'recognizing and using formulas and patterns'; it is such as being aware of and/or using routine formulas and unanalyzed pattern. The fourth strategy is 'recombining'. It is mixing

known elements in new ways to produce a longer sequence, as in linking one phrase with another in a whole sentence. The last one is 'practicing naturalistically'. It is practicing the new language in natural, realistic settings, as in participating in a conversation, reading a book/ article, listening to a lecture, or writing a letter in the new language. Further, the second set of cognitive strategies is called by 'receiving and sending messages'. There is one strategy in this set for learning speaking skills; 'using resources for receiving and sending message'. It is using print or non print resources to understand the new information, so that the learners have matters to speak or discuss. The last strategy set is 'analyzing and reasoning'. There are three strategies in this set which are used for learning speaking skills. 'Reasoning deductively' is the first strategy. It is a strategy to deliver the messages from general to specific. This strategy may help the learners to understand the meaning of new expressions or produce a new expression. The second strategy is 'translating'. It is a strategy that converts the target language to the mother tongue in order to understand and produce the expressions easily. The last strategy is transferring. Unlike with translating, transferring is direct in applying the knowledge of words, concept, or structures from one language to the other languages.

c. Compensation strategies.

The third strategies which are included into direct strategies are called by compensation strategies. It is compensation because it is used to overcome the learners' limitations in language knowledge, especially for language production. For

instance; learner who does not know how to express the subjunctive form of a verb, she might use a different form to get the message. Oxford (1990, p. 47) states that compensation strategies for production help learners to keep on using the language, thus obtaining more practice. Then, although language learners do not master the new language, they are still able to keep on the conversation across by using other strategies. Moreover, there are eight strategies that are proposed by Oxford (1990, p. 50) for overcoming limitations in speaking; switching to the mother tongue, getting help, using mime or gesture, avoiding communication, selecting topic, adjusting the messages, coining words and using the synonym. The first strategy is switching to the mother tongue. It uses the mother tongue for an expression without translating it. This strategy may also include adding word from the new language into words from the mother tongue. For example, a student of Indonesian kindergarten says 'I no eat *nasi goreng* (fried rice) *tadi* (this) morning' to express what she does not eat in a morning. The second compensation strategy is 'getting help'. This strategy can be applied by asking help to others by hesitating or explicitly in order to convey the messages. The next strategy is 'using mime or gesture'. The use of mime or gesture also helps the learners to deliver their messages to others smoothly because when they cannot express the intended message, they can convince the partners by using physical motion to indicate the meaning. The fourth strategy is 'avoiding communication partially or totally'; it is used to avoid the anticipated difficulties. This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specific expressions, or abandoning communication in mid-utterance. The fifth one is

‘selecting the topic of conversation and make sure the learner has sufficient vocabulary and grammar to converse the topic’. ‘Adjusting the message’ is the sixth compensation strategy. It alters the message by eliminating some item of information, making idea simpler, or saying something different which means almost the same thing. The next compensation strategy is ‘coining words’. It is a strategy which makes up the new words to express the other words. The last strategy is ‘using a circumlocution or synonym’. It is getting the meaning across by describing the concept (circumlocution) or using a word that means the same thing (synonym).

The second strategies are indirect strategies; they also underpin the language learning as direct strategies. It is called indirect strategies because they support and manage language learning indirectly (Oxford, 1990, p. 135). The indirect strategies do not have direct involvement to the target language, so they support the language learning out of learner’s mind. Moreover, indirect strategies are divided by Oxford (1990, p. 136) into three strategies; metacognitive, affective, and social strategies.

a. Metacognitive strategies.

According to Oxford (1990, p. 136), metacognitive is defined as beyond, beside, or with the cognitive. Simply, metacognitive is a consciousness of what has been known or in the other hand. Then, metacognitive strategies refer to the ways of consciousness in thinking process and learning applicable. Therefore, learners who use metacognitive strategies, they will be able to design, monitor, and asses what are

learned. Further, Oxford (1990, p. 136) classifies these strategies into three sets; 'centering', 'arranging and planning', and 'evaluating your learning'. The first set is 'centering your learning'. This strategy helps the learners to focus on certain language tasks, activities, skills, or materials. Further, some strategies are provided in this set; 'overviewing and linking with already known material', 'paying attention', and 'delaying speech production to focus on listening'. The first strategy is overviewing comprehensively a key concept, principle, or set of materials in an upcoming language activity and associating it with what is already known. 'Arranging and planning your learning' is the second set. This set consists of five strategies for learning speaking. 'Finding out about language learning' is the first strategies. It is making efforts to find out how language learning works by reading books, talking with other people, and then using this information to help improve one's own language learning. The second strategy is 'organizing'; understanding and using conditions related to optimal learning of the new language. It can be organizing one's schedule, physical environment, and language learning notebook. The third strategy is 'setting aims for language learning', including long-term goals (such as being able to use the language for presentation at the end of the semester) or short-term goals (such as finishing reading short stories by Sunday). The next strategy is 'deciding the purpose of a particular language task' involving listening, reading, speaking, or writing. The last strategy is 'seeking out opportunities to practice the new language in naturalistic situations', such as going to a second/ foreign language cinema or joining an international social club. The last strategy set is 'evaluating your learning'. This

set consists of two start strategies; 'self monitoring' and 'self evaluating'. Self monitoring is identifying errors in understanding or producing the new language, determining which one is important, tracking the source of important errors, and trying to eliminate such errors. Self evaluating means evaluating one's own progress in the new language, for instance; by checking to see whether one is reading faster and understands more than 1 month or 6 months ago.

b. Affective strategies.

The second indirect strategies are called by affective strategies. Based on Oxford's (1990, p. 140) opinion, the term affective refers to emotion, attitudes, motivations, and values. Then, affective strategies are strategies that are used not only for learners cognitive, but also other aspects, such as attitudes and values. By controlling the affective, learners are hoped to have a consciousness and will to have good attitudes and act based on the established norms. Oxford (1990, p. 140) also argues that the affective side of learner is probably one of the very biggest influences on language learning success or failure. Moreover, Oxford (1990, p. 141) points out that in affective strategies, self-esteem becomes the primary affective elements of affective strategies, because it can counter the negative feelings of language learners. Self-esteem refers to self judgment of worth or value. Further, these affective strategies are divided into three set strategies (Oxford, 1990, p. 140); they are 'lowering your anxiety', 'encouraging yourself', and 'taking your emotional temperature'. The first set is divided again into three strategies, they are 'using

progressive relaxation, 'using music', and the last is 'using laughter'. The function of these strategies is actually same; they are used in order to decrease learners' anxiety. By using these strategies, learners are wished to be relaxed, so they can receive the information easily. The next set is 'encouraging yourself'; this set is often forgotten by language learners, especially those who expect encouragement mainly from other people, but they do not realize that actually they can provide by themselves. This set consists of three strategies. The first strategy is 'making positive statements'; it is an effort to say or write positive statements to oneself in order to be confident in learning the new language. The second strategy is 'taking risks wisely'; it is an effort to push oneself in order to take risks in a language learning situation, even though there is a chance of making a mistake or looking foolish. The last strategy is 'rewarding yourself', it is giving a valuable reward for a particularly good performance in the new language. Moreover, the last strategy set which is named by 'taking your emotional temperature' consists of four strategies for learning speaking skills. 'Listening to your body' is the first strategy. Learners should pay attention to the signals which are given by them, such as worry, fear, anger, happy, or interest. The second, third, and fourth strategies are 'using a checklist' and 'writing a language learning diary', and 'discussing your feelings with someone else'. These strategies are used in order to discover feelings, attitudes, and motivations concerning language learning. Overall, this strategy set helps learners to assess their feelings, motivations, and attitudes, and in many cases, to relate them to language tasks.

c. Social strategies.

Language is commonly understood as a primary resource for connecting information among people. Thus, learning a language has an engagement with other people, and appropriate social strategies are very important in this process. This social strategy is divided into three sets by Oxford (1990, p. 145); ‘asking questions’, ‘cooperating with others’, and ‘empathizing with others’. The first strategy set is asking questions. It involves asking someone to correct the mistakes in a conversation. Mostly this strategy is applied in the classroom as the settings much more correction than do natural and informal social settings (Oxford; 1990, p. 145). The next is cooperating with the others. This set involves a regular training partner or temporary pair or small group and cooperating with native speakers or other proficient users of the new language. The last strategy set is empathizing with other. This set can be easily developed through trying to empathize with another person through learning about the culture. Also, observing the behaviors of others as an expression of their thoughts and feeling.

2.1.3. The Autonomous in Learning Second or Foreign Language (L2)

The existence of L2 makes the learners has different goals in their language learning, for example, in one class, some learners want to be fluent in speaking English and some others want to have well-comprehension in reading English. Because of those different goals, language learning in the classroom is often considered as less supported learning for gaining L2 learners’ goals. Here, L2

learners begin to use their own learning L2 strategies out-side of classroom learning in order to reach the goals which are expected. This explanation is in line with Oxford's (2008, p. 41) opinion that learner's responsibility or decision in using learning strategies and tactics which relate to their tasks and goals is called by the learner autonomy.

Beside of classroom learning which is considered less supported for reaching the goals, autonomous learning is also supported by the learner's environment. Mostly, the family becomes a support for L2 learners as they want to make their parents proud of them. The technology also makes L2 learners feel comfortable and enjoy with their own learning L2 strategies. The computer makes their L2 learning becomes easier. They are able to explore their learning through the internet, such as looking for an article, doing online exercise, downloading tasks, downloading e-book, and reading new information. The L2 learning facilities, such as Self-Access Center (SAC) and library also espouse the learners to be independent. Thus, technology and learning facilities which are provided in this 21th century play as an important rule for autonomous L2 learning or self-directed L2 learning. That is why, Ramani (2013, p. 60) stated in his study that self-directed learning is one of the most effective and suitable strategies which could be adopted by the 21th century L2 learners.

2.2. The Existence of *Pesantren* in Indonesia

The term of *pesantren* has been familiar in Indonesia. Epistemologically, the term of *pesantren* comes from the word *santri* which means a student. According to Poerbakawatja (1976, cited in Nurhayati, 2010, p. 48), *santri* means a student who learns Islamic religion. Then, the word has a prefix *pe* and a suffix *en*. These affixes make a *pesantren* means a place where the *santri* learns the Islamic religion. Terminologically, *pesantren* or Islamic boarding school can be defined as an educational institution which the students are mostly taught Islamic religion and placed in a dormitory. Also, Dhofier (1994, cited in Suharto 2011, p. 10) defines Islamic boarding school is a traditional Islamic institution which is used to learn, understand, and practice the Islamic lessons by emphasizing the religious moralities in the daily behaviors. Here, the traditional refers that Islamic boarding school has been in Indonesia since a hundred years; it does not mean the permanent traditional which never has adaptations as the Islamic boarding school today has more developed in educational system than before. Moreover, the aim of the Islamic boarding school is emphasized in establishing the student's moralities based on the Islamic religion. Efrizal (2012, p. 128) also states that the aims of Islamic boarding schools; mastering the science of the Islamic religion in detail and along with general sciences such as mastering a foreign language.

One of the uniqueness of Islamic boarding school is its independence among the society. It is independent because an Islamic boarding school has a relative freedom which must not follow the government in educational system. An Islamic boarding school has a freedom to develop its educational system although it does not follow the standardization given by the government. Based on Nurhayati (2010, p. 51) opinion, this independence is also influenced by the *kyai* of Islamic boarding school. The result is the educational system is based on the tendency and mission which is developed by the *kyai*. Furthermore, based on this independence of Islamic boarding school in educational system, there are two types of Islamic boarding school; traditional Islamic boarding school and modern Islamic boarding school.

2.2.1. Traditional Islamic Boarding School Vs Modern Islamic Boarding School

There are many traditional Islamic boarding schools in Indonesia which make the society enthusiastic, such as Pondok Pesantren Gading (Malang), Pondok Pesantren Sidogiri (Pasuruan), Pondok Pesantren Salafiyah (Pasuruan), and the others. These traditional Islamic boarding schools can stand in the modernism as they are independent in developing its educational system. Further, the traditional Islamic boarding school refers to the Islamic boarding school where the students are taught moralities through the Islamic classical books (*kitab*). Nurhayati (2010, p. 52) argues that traditional Islamic boarding school is an Islamic boarding school in which the teaching method uses the traditional method, such as *sorogan*, and *wetonan* without

the classes and limited ages. Thus, the successes of the learners do not depend on what class they are.

There are some teaching methods used in the traditional Islamic boarding school. Zaenia (2011, p. 25) states in her thesis, that there are five teaching methods in the traditional Islamic boarding school; *sorogan*, *wetonan*, *muhawarah*, *mudzakarah*, and *majlis ta'lim*. *Sorogan* is a method that the student read the *kitab* in front of the *kyai*. She will be listened by her other friends and the *kyai*. If she makes a mistake in reading or giving the meaning, the *kyai* will correct her. In the other hand, *wetonan* is a method that the *kyai* read the *kitab* in front of the students. The students will be focus on what they listened when the *kyai* reads, translates, explains, or discusses the *kitab*. The third one is *muhawarah*; it is an activity which the students are trained to make Arabic conversations with their friend. However today, there are many traditional Islamic boarding schools which teach also English conversations to the students. The fourth method is *mudzakarah*. It is a discussion about Islamic religion. It can be held among the students by themselves, or by the *kyai*'s instruction. The last strategy is well known by *majlis ta'lim*. It is a method of delivering Islamic lessons in the public. Relating to these traditional teaching methods, this traditional Islamic boarding school does not follow the government curriculum as it has the authority in deciding what the teaching methods and the *kitab* that are used for teaching the students. Moreover, the ability of the students does not measure by what class they are, but how they can read *kitab*.

The second type of Islamic boarding school is modern Islamic boarding school. This kind of Islamic boarding schools has been more open minded than the traditional one in fulfilling the students' need. Islamic boarding schools provide formal school, organizations, courses, and even learning international languages. In line with this description, Wahjoetomo (1997, as cited in Zaenia, 2011, p. 28) argues that modern Islamic boarding school is an Islamic boarding school that is always perceptive to the era's demand and alteration, have a future conception, and consider either affectivity or efficiency principle. Zul Asyri (1990, cited in Yasmadi, 2005) also argues that the modern Islamic boarding school accepts the new things which are considered as good things without leaving the previous tradition. Thus, the modern Islamic boarding school seems more flexible in receiving the globalization. For example; English language is used in the daily communication aimed the students are able to access the new knowledge in this era.

Moreover, in the opposite of traditional Islamic boarding school, some modern Islamic boarding schools adopt the curriculum given by the government. As they provide the learning's place for the students, they often have formal schools too. For Example, Babussalam modern Islamic boarding school which is placed in Kerjo, Kebonsari, Madiun has four kinds of formal educational institution; RA An-Najihah, MI An-Najihah, Mts. An-Najihah, and MA. An-Najihah. Yasmadi (2005) argues that Islamic educational institution should not only concern to Islamic field, but also mastery the others science, such as physics, chemistry, mathematics, and languages.

This argument is made sense as today the students need scientific knowledge to survive in outside of Islamic modern boarding school world. Further, the teaching methods are various; sometimes they are adopted from the government educational system.

2.2.2. *Pesantren* Based Learning for English Speaking Skills

In accordance with the modernism offered by modern Islamic boarding school, the language learning context there are divided into two kinds; communicative and learning context. As stated by Batsone (2002, cited in Collentine & Freed 2004, p. 155) that there are two kinds of learning context; communicative and learning context. Communicative context requires the learners use their second language or foreign language as a tool of sorts for exchanging information and participating in important or social function. In this case, modern Islamic boarding school composes the communicative context in the form of obligation to speak bilingually, either English or Arabic for daily communication either in-side or outside of classroom learning. In this communicative context, students of modern Islamic boarding school are highly expected to speak English in daily communication in order to habituate them in speaking English. Second, learning context is a context in which input and learner output are fashioned normally with the teacher. The learning context in a modern Islamic boarding school can be seen through classes learning. The students are teachable and the material of learning are given based the curriculum used.

Furthermore, most of modern Islamic boarding schools, such as Darussalam Gontor, Babussalam, Ar Risalah, and As Salam modern Islamic boarding school oblige the students to speak either Arabic or English language for daily languages. Arabic is used because Islamic religion is basically taught in Arabic language, so hopefully by using Arabic as daily language; the students can understand Islamic sciences easily. In the contrary, English is used because of the use of English as International language. According to Yasmadi (2005), English is used for the daily language because it is considered as a language to look for many sciences in this era. This argument is very agreeable as today English is mostly used in the sciences world; there are many international English journals that can enhance our knowledge. Thus, English is spoken in order to habituate the students to speak English fluently, so they can face the globalization easily.

Moreover, English is also used for teaching-learning activity and speech activity in Islamic boarding school. Teachers should explain in English if the material is related to English language. Islamic boarding school also has a speech organization in which every student has a turn to give English speech. Across with this activity exploration, Efrizal (2012, p. 128) states in his research that there are several kinds of English learning activities in the Islamic boarding school, such as morning vocabulary, language movement, morning conversation, self development, memorizing vocabulary, deepening language, language repairing, speech training, bilingual contest, and others.

Thus, the use of English in Islamic becomes special for English itself because it is respected by using it as daily communication in Islamic intuitional. The impact of using English contributes the good view for Islamic boarding school among society; it is seen to be more open minded and developed than before. It also profits the students as they have provisions to speak English after graduating from Islamic boarding school, they can talk with foreigner, or even continuing their study in abroad.

2.3. Previous Studies

The following are some studies used pretty similar topic with the presented study. In line with learning L2 strategies used in classroom, Green & Oxford (1995) conducted their research on the relation between the strategies use by gender and success in classroom language learning. The research design was also quantitative. They found that overall use of learning language strategies among more successful learners, higher strategy use by women than by men, and significant differences by proficiency level and gender in students' use of broad strategy categories on SILL. So that, it is important for teacher to recognize that some strategies may be more suited to some learners than others. This study can be included into gender study of learning strategies; it is good in giving information about learning strategies related to students' gender.

Further, Rodrigues (2000) conducted his study with the title 'Do Learning Styles, Learning Strategies, and Student's Preference for Teacher's Teaching Philosophy Predict Student Preference for Online or in Class Courses'. The purpose of the study was to investigate the extent the selected factors (the individual characteristics of learning styles, learning strategies, and teacher's teaching philosophies) contribute to the predictability of student's choice for online or in-class instruction. A descriptive design was used for this study. The findings which were related to preference for in-class instruction were; first, although the majority of classes offered at Oklahoma State University are in class, students in classes using Experimentrix do not prefer to take online classes, and second, the traditional and demographic variables that are typically used to examine factors related to learning do not explain a student preference related to online instruction. This research helps me in enhancing information about student's preference to take in-class or online classes learning. However, it does not explore more about learning strategies which are used by the students. Overall, the scope of the researches was classroom setting. Hence, I want to investigate learning strategies which are used out-side of classroom learning.

Next, related to the use of learning L2 strategies out-side of classroom or autonomous learning, Murray (2004) investigated out-of class learning by reporting on a narrative research project which uses life history methods to collect language learning stories of Japanese who have learned English without having studied or lived out-side Japan. The original intent of this study was to explore the commonly held belief that the best way to learn language is to go and live where the language is

spoken. Further, he found out that learner autonomy has become a mind-set, or a lens, through which we view all aspects of each learning experiences. Thus, language teachers has the potential to provide implicit learner training, they need to be very careful with the methods, procedures and activities promoted learner autonomy by modeling for the students which they can use in self-directed learning. I learn more about how to conduct the study narratively through this study. Although the study is about learning Japanese language however, the topic of the study is very closer with my study; autonomous learning. Then, the different language does not matter for improving my view about learning L2 strategies autonomously.

The second study was conducted by Ramani (2013); he emphasized the self directed learning L2 strategy which is an effective language learning strategy as 21th century society is an increasingly complex, diversified, globalized, and media-centered with a plethora of opportunities. In his study, he tried to oppose many doubts against as they doubt the individual's ability to learn. Moreover, he concluded that for this 21th century, self directed learning strategy is suitable to meet its standard and to reach the expectations of the parents and the teachers as students could achieve the objectives by using various sources accessible to them, such as communication, teachers, peer group, library, and internet. This study also helps me to enrich my knowledge about self directed for L2 learning which is relevant to this study.

The last, Wahyudi (2014) analyses the narrative of a successful EFL strategies in learning English. The data are taken through questionnaire sent through email and Facebook correspondence, in which the respondent answers the set of questions and

the researcher clarifies for further information. He used narrative inquiry as the approach in his research. He found that according to the questionnaire given to the EFL learner, he can be categorized as a good learner based on the characteristics proposed by Rubin (1975). However, there are some strategies that are different with characteristics of a good learner as has been stated. This research is very helpful in conducting my study as theory used in this research (Oxford, 1990) looks as the development Rubin's theory of learning strategies.

These three studies which are related to the use of autonomous learning in learning language give a contribution as a bridge to open my knowledge more about autonomous learning. The first study (Murray, 2004) and the third study (Wahyudi, 2014) are the closest relevant to this study concerning the use of narrative inquiry for autonomous L2 learning topic. However, they focus on learning L2 strategies generally. Hence, in this study I specify the analysis on learning L2 strategies for speaking skills. The influence of Islamic boarding school in learning speaking English also makes this study differs than the previous studies.

CHAPTER III

NARRATIVES AND DISCUSSIONS

This chapter is devoted to present the narrative and the discussion of the study. As the data are my autobiography of learning in speaking skills, I give a critical reflection on learning strategies for speaking skills which I used since I was a junior high school student to undergraduate student. Moreover, I provide the discussion in every sequence of my education, so that it can be understood easier.

3.1. Junior High School Level

Source:

Personal documentation (diary)

Context

The following narrative is my experience in learning English speaking skills when I was a student of junior high school in Babussalam modern Islamic boarding school, Madiun district. This Islamic institution provides facilities for the students to learn either Islamic or *modern* sciences. Further, as Babussalam modern boarding school is under the auspices of Darussalam modern Islamic boarding school, Gontor district, so that it obliges the students to speak English and Arabic language in their daily activity. The rules of speaking English and Arabic are given in both the formal education institutions and the boarding schools. There are four formal educational

institutions there; kindergarten, elementary school, junior high school, and senior high school. However, the language rules are applied in either the junior high school or the senior high school. Some language activities which very support students' language skills are provided in this Islamic boarding school, such as morning vocabularies and speech.

My Experiences of Learning Speaking Skills in Junior High School

After graduating from elementary school, I continued my study to Babussalam modern Islamic boarding school, Madiun, East Java in 2004. My interest to study there was my wish of being a student of Al-Azhar University, Egypt. I came to the boarding school happily despite my mom left me alone. I was there with my aunt who was an Arabic teacher, but she moved to Jakarta in my second year. Further, when I came to my new room, I was very afraid because everyone there spoke Arabic and English language and I couldn't speak it at all. Fortunately, the sisters of the language section gave chance to the new students to practice speaking bilingually and collect daily vocabularies as many as possible in 3 months.

*After subuh prayer in the next day, my friends and I were invited to go to a room bringing a book and a pen in our hand. There was a senior sister standing up there. She said salam to us, then she spoke an English word loudly. **The first word given by a senior sister was 'dipper'.** She also asked us to repeat after her; we repeated it loudly for many times. **Actually, I didn't understand what the goal of***

her order was; I just followed what my friend did and paid attention to the instruction hopefully I know and understand the given vocabularies. While yelling out the word, I felt enthusiastic. Next, after she made sure that everyone memorized the word, she helped us to know the meaning by sentences, for example: this thing is in the bathroom, it is used to take the water. We guessed the meaning of the given vocabulary through the sentences; however she did not allow us to translate the meaning in Indonesian. Then, we just wrote the English and our own sentences as the clue of dipper's meaning. I made the sentence based on the English patterns I could. Through this method, I could understand the meaning and remembered it well. The words that had been given would be asked again for the next day, so that we had to memorize it well. This activity was called as 'vocabulary' or 'mufrodat' in Arabic. It was done every morning at 5.00 am. The place was flexible; often we were in front of a room without a seat and sometimes we were also in the classroom. It was not only vocabularies in a week; we also had conversation class and composition class. In the conversation class, my friends and I were asked to speak about the topic given by the instructor. Often we talk in peer about the topic in English. In the composition class, we were instructed to make a composition. The composition was also based on the given topic. This activity was held consistently every day. It very supported my ability to speak English because I got many vocabularies there.

*Another language activity in this modern Islamic boarding school was speech activity. Everyone took a turn to give a speech there based on the language used during the week. This activity was successfully made me very nervous. I was not a good speaker, I was not confident to speak in front of people. My first turn was my second month after becoming a new student. I was given one chance to deliver my speech in Indonesian. My first English speech was delivered in the next month. I needed two weeks to prepare. I created a text, asked for correction, and memorized the text. I was very nervous when delivering it although I had already practiced many times. Fortunately, I was not given punishment by sisters of language section. The rule was if the speaker who didn't deliver a speech fluently, she would be given punishment. **Sometimes I got punished because of my text was too short or I didn't deliver it well. However, for several times I became the best speaker in my third year.** I kept preparing as the first time I came forward to deliver my speech, such as creating the text, memorizing, and practicing. I learned from my mistakes in delivering the speech and tried to correct it in the next turn. Also, the most influenced factor that supported me to be confident in delivering the speech was the homogeneous class; my confidence increased after several times delivering my English speech. I lived among the girls; no one boy in my boarding school. Therefore I could express my emotion freely.*

While waiting for the third month, I tried to speak English. I often switched my English with Indonesian language as I did not some English vocabularies

which I wanted to speak. In the third month of becoming a new student, I had to speak either English or Arabic for daily communication; someone who broke the rule would be given punishment by sisters of language section. There was an announcement of this rule every after maghrib prayer. If there were students who got this awful vacation, there would be just around us. Because not only a punishment for memorizing or doing something she got, but also a command to look for her friends who speak Indonesian, traditional, or unscheduled language. I was the new student who often got this terrible vacation; therefore I was always afraid of hearing the vacation. I often got punishment for memorizing English stories as I did not speak English in daily activity. I also ever got 'orange veil' to wear for three days. This 'orange veil' was the hardest punishment which given for those who often got punished from language section. I had tried to speak the language, but I still made mistakes. This was the hardest thing to do. I liked to speak, but the lack of my vocabulary made me feel limited to speak. The sisters of the language section recommended me to bring a dictionary wherever I went, but it was not a simple thing because my dictionary was big and I often forgot to bring it. Thus, I initiated to ask to my friends for the unknown vocabularies. Moreover, through this rule, I kept trying to speak English with my other friends and this effort made my English speaking skills becomes better year to year.

*I thank to Allah for replacing me in this Babussalam modern Islamic boarding school to continue my study. Here, I got not only Islamic lessons, but also the formal education as my friends who study in outside of Islamic boarding school. The existence of the language section which espoused me in speaking English and Arabic make me to learn the languages either theoretically or practically. **I liked also the discipline and cooperation among the students to use the languages in the daily communication as it supports our efforts to speak English or Arabic language. I preferred to like English more than Arabic in my third year. My wish of being Al-Azhar university student changed because I felt that English's grammar was simpler than Arabic's grammar.***

Discussion

Babussalam modern Islamic boarding school where I lived for three years provides some activities to support students' ability in learning the language, such as; *vocabulary*, speech, language stage, and bilingual drama. '*Vocabulary*' is a language activity given in every morning; there, students are trained to memorize vocabularies and apply them in either writing or conversation. Speech is an activity that every student has a turn to deliver the Arabic or English speech; it does three times in a week. Language stage and bilingual drama are an agenda held once in a year. There are some performances in language stage, such as drama, dance, speech, and comedies. Bilingual drama is either English or Arabic drama competition between classes. These activities are applied in order to give chance for the students to explore

their creativity and practice either their English or Arabic language. Further, in line with the languages activities proposed by Babussalam modern Islamic boarding school, Efrizal (2012, p. 128) states in his research that there are several kinds of English learning activities in Islamic boarding school, such as morning vocabulary, language movement, morning conversation, self development, memorizing vocabulary, deepening language, language repairing, speech training, bilingual contest, and others. However, every Islamic boarding school has the right to decide what the activities used to support the learners' language abilities, so that not all of the activities stated by Efrizal (2012, p. 128) can be found in other Islamic boarding schools.

Moreover, those activities were stimulated me to use learning speaking skills strategies. As what has been argued by Cohen (1996, p. 6) that learning strategies must be conscious or under controlled actions of L2 learners. In this case, I use all my consciousness in doing the activities, so that it can be included to the learning strategies. However, in this education sequence, I had not been an independent learner at all. According to Oxford's (2008, p. 41) opinion, an independence of learning refers to the decision made by the learners in using the learning strategies that relates to their tasks and goals. Nevertheless, my learning L2 strategies for speaking skills in this junior high school level are fully under-controlled by the institution, thus I had not been an independent learner yet.

As I was a new learner of English, memorizing was very helpful to enrich my English vocabularies because the vocabularies are different with my mother tongue language. Based on Oxford's (1990, p. 39) opinion, memory strategies enable learners to store verbal material and then retrieve it when needed for communication. Then, memory strategies help learners to save what they want to remember and give it back when they need for communication.

'*Vocabulary*' activity which was held every day in Babussalam modern Islamic boarding school plays a significant role in improving my speaking skills. However, other activities, such as speech, and even punishment of memorizing English story also help me in improving my speaking skills. Mostly, the language activities in this modern Islamic boarding school actually use memory strategies as I memorized two vocabularies every day, applied it in either oral or written sentences, reviewed the vocabularies continuously, memorized English speech text, and memorized English story as my punishment of speaking Indonesian. According to Oxford's (1990, p. 18-21) learning speaking strategies classification, the strategies I used are included into direct strategies because it involves directly in the target language, specifically the first and third sets of memory strategies, they are creating mental linkages and reviewing well. The first set is divided into three sets; they are grouped, elaborating, and placing new words into a context. Hence, since I applied the new vocabularies I got in sentences every day, the strategies can be categorized as the third one; placing new words into a context. Next, there is one strategy in the third

set of memory strategies, it is structured reviewing. This strategy also refers to the reviewing strategy I used as I memorized English vocabularies, speech text, and stories, and reviewed the vocabularies every day.

Further, Oxford (1990, p. 38) points out that memory strategies are clearly more effective when the learner simultaneously uses metacognitive strategies and affective strategies. This case can be seen when I learnt vocabularies in the morning. Not only memorizing I did, but also I focused on the instruction given by the senior and focused to memorize the speech if I had a turn to deliver it. Being focused can be categorized as metacognitive strategies for the first set strategies; centering your learning. However, I need longer time for using affective strategies. Developing my confidence was difficult, I was often nervous before speaking English or delivering English speech. Moreover, metacognitive and affective are classified as indirect strategies because they do not involve to the target language directly.

In 'vocabulary' activity also, I used the cognitive strategies. When I applied the new vocabularies into sentences, I used English sentence pattern (simple present tense, simple past, etc.) as the reference. I adopted the pattern and made the sentence based on the pattern. This strategy can be categorized as direct strategies which are specified as cognitive strategy. There are four sets of cognitive strategies; practicing, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output. The strategy I used is included in the first set; practicing which is classified again into the third strategy; recognizing and using formulas and patterns.

Moreover, when I repeated the words many times in 'vocabulary' activity, I also used cognitive strategies. It is also categorized as the first set of cognitive strategies, which is specified as repeating strategy.

The obligation of speaking English as daily communication espoused me to speak English. I was also supported by the environment which everybody was discipline in doing the rules of language section. Moreover, in the first three months of becoming a new student, I often switched the English with Indonesian because I had limited English vocabularies. This switching strategy can be categorized as compensation strategy. Oxford (1990, p. 47) points out that compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. This argument is clearly right referring to the switching strategy I used. I switched my English with Indonesian because I did not know all English vocabularies. Although I mixed the language, however I still could convey the message to my partner of speaking.

Fitting punishment to memorize English stories or even wearing 'orange' veil was the consequence of my mistakes; it was a reflection from me. I tried to be patience although it was hard. I knew that if I did not speak Indonesian or unscheduled language, I would not be given punishment from language section. This effort of receiving risks can be categorized as affective strategies, it is included into the second set of affective strategies; encouraging yourself by taking risks wisely. Moreover, Oxford (1990, p. 140) argues that the affective side of learner might be

one of the very biggest influences on language learning success or failure. Then, good language learners are often able to control their emotion and attitudes about learning. In this case, I motivated to be able to speak English was a good emotion for learning speaking English. I was encouraged by the environment which forced me to speak English. However, in another side, I have been always afraid of having mistake in speaking English. This feeling was categorized as a bad emotion as it hampers me to speak English.

Furthermore, the social strategy was actually used in this context as I lived together among my friends. I cooperated with them to communicate in daily activity. This cooperation can be categorized as social strategy for the second set; cooperating with others. The effort of asking for the vocabulary which I did not the English also can be categorized as the social strategy, specifically for the first set; asking questions.

Referring to these experiences, the Babussalam modern Islamic boarding school helps me much in learning English speaking skills. It provides me both time and place to learn English speaking skills as I was obliged to speak English whenever and wherever. Every language activities there give me benefits in presenting speaking English. Through the 'vocabulary' activity, I learn how to memorize vocabularies effectively; I must not translate it in Indonesian and have to use it as often as possible. Through the speech activity, I learn how to develop my confidence and how to deliver well the speech. Also, if I did not follow the activities continually, I could

not take the advantages from those activities. Fortunately, the language rules espoused me to always participate in the language activities, so that I could learn from my mistakes. Moreover, as the modern Islamic boarding school controls the students' language activities, so that the students mostly use the direct strategies which they involve directly to the target language; they less in using indirect strategies as every activities or even topic are managed well. However, it is good for the beginning learners who have limited knowledge about the target language.

3.2. Senior High School Level

The following are the narrative and discussion of learning speaking skills strategies I used when I was a student of senior high school in An-Nahdliyah Islamic boarding school, Malang regency.

Source:

Personal documentation (diary)

Context:

The following narrative is my experiences in learning English speaking when I was a student of senior high school in 2007 up to 2010. I studied in An Nahdliyah Islamic boarding school which locates in Jl. Raya Kepuharjo 18 A, Karangploso district, Malang. People often call this Islamic boarding school by PPAI An Nahdliyah. It has also formal educational institutions as the previous Islamic boarding school. There are Nahdlatul Ulama junior high school (MTS NU) and Nahdlatul Ulama senior high school (MA NU). Then, this PPAI An Nahdliyah combines two sciences, either Islamic or general sciences. The Islamic sciences are taught through the classical books while the general sciences are taught through the formal educational institutions. The language rules and activities are also provided in this PPAI An Nahdliyah. However, the application of languages rules and activities are rather different with the previous Islamic boarding school; the previous one is more discipline than the PPAI An Nahdliyah.

My Senior High School Experiences

Having experiences of living away from my parents made me to have many meaningful lessons. I learnt from the trifling thing, such as; washing my dresses, ironing, and making my wardrobe neat, up to the significant thing, such as; organizing time, fulfilling deadline of memorizing, and socializing among my friends. These lessons taught me to understand how important discipline was; how important

everything must be in its time and place was. Thus, being discipline was grown up me.

I lived in Babussalam modern Islamic boarding school for about three years. Actually, I wanted to continue my study there, yet I wished I could study in the language department. The availability of the department for the senior high school was not agreeable with my heart; there was a department there; social department. Then, I moved to An-Nahdliyah Islamic boarding school, Karangploso, Malang. Unfortunately, I didn't know that there was not language department there due to the limitation of information I got. Hence, I chose MAPK/ Madrasah Keagamaan Program Khusus (religious department) for my second year of senior high school.

I came there in Wednesday, 12 September 2007 at 04.00 pm. At a glance, the condition of An-Nahdliyah Islamic boarding school looked as other's Islamic boarding schools. I chose this boarding school because my mother wanted me to study there. Also, I got information from the pamphlet that although this boarding school was salafiyah (traditional Islamic boarding school) in which tended to teach the students through classic books for Islamic sciences, there was also the rule of bilingual (Arabic-English) use in daily activity. I wished that I could use the languages which I had studied before.

During the first day, I acquainted with my friend whose name was Nuril. She showed me where the bathroom was and we took a bath in the contiguous bathroom.

The conversation begun between me and Nuril; I was very shocked listening to Nuril's Arabic language when we were talking. It was ungrammatical and inappropriate use vocabulary, yet I realized that she was a new student who studied in an Islamic boarding school that obliged the students to speak bilingually. Moreover, I shocked for the second times when I arrived in my room; everybody joked in Javanese language. "Why everybody doesn't speak Arabic as the rule?" It was my question to Nuril, then she answered that we might speak Javanese or Indonesian language softly inside of the room. Here, I knew one rule of language section and I predicted that the use of the English language would not be far as the use of Arabic in my first day.

Every rule in this boarding school was far away as what I expected. Almost of students were not disciplined in doing the rules. I cried for this situation, although I realized it would not change everything. For steeling my heart, I believed that everything had its lesson. Thus, I had very hard adaptation in this Islamic boarding school. Many rules those were different with my previous Islamic boarding school.

I felt also the difficult adaptation when I and my friend were in the classroom to learn classical books. In my first year there, the 'kyai' read the book by Javanese language and we had to write what he read in ours book. I was very strange with this kind of learning as I never spoke Javanese in my previous Islamic boarding school even less learning by Javanese language. However, I could be habituated after some weeks there. The learning method changed in my third year, I and my friend had a

turn to read the book and translated it in Javanese language in front of the class and if we made a mistake, we should stand up till the end of the learning. The next student should correct her friend's mistake and if she could not correct it, the 'kyai' would correct it by him.

*There was also a language section in An-Nahdliyah Islamic boarding school. The rule was almost same with my previous boarding school. The difference was Arabic or English language had to be used in outside of the room. **Arabic and English language were spoken exchangeable in every week for daily conversation.** Moreover, there was punishment for who did not speak scheduled language. I rarely got a vacation for the punishment as I was the student who always spoke either Arabic or English. The ability of speaking bilingually was obtained from my previous boarding school. **Despite my ability of speaking bilingually which seemed more than my friends, I was influenced by the environment that was not disciplined in doing language section's rule to speak Arabic/ English. Therefore, my English speaking decreased day by day; many vocabularies I forgot. I often switched my English by Indonesian or Javanese language for speaking like my other friends.** However, I was chosen to be a member of the language section in the period 2008/2009 and a chief of language section in the period 2009/2010.*

There was also morning activity for the language time in An-Nahdliyah Islamic boarding school at 06.00 am up to 06.30 am which called by "conversation". The place was in the dormitory field. As a language section, I was obliged to provide

vocabularies for other students for the conversation activity. I learned from my experiences before; either in Babussalam Islamic modern boarding school or An-Nahdliyah Islamic boarding school. In my previous boarding school, I learnt the vocabularies from the basic one which are often used for daily conversation. I got “dipper” for my first vocabulary there; it might be given in order to borrow a dipper easily in the bathroom because there were little dippers in the bathroom. “Sister, I borrow dipper”, this sentence often said by the students. **Unlike with my previous boarding school, members of the language section of An-Nahdliyah Islamic boarding school gave us (the new students) vocabularies which seldom used for daily conversation, such as; agriculture’s vocabularies (fertilizer, mattock, tractor, irrigation, and others). They gave us five vocabularies each day. I thought at that time how could we memorize those vocabularies if it was rarely used for the daily conversation. I also felt that I could memorize easier the vocabularies when I was in the previous modern Islamic boarding school; memorizing five vocabularies which were rarely used was very hard for me. Hence, when I was a member of the language section in 2009, I proposed to give others students’ two vocabularies each day that was often used for conversation in students’ activities so that, they could easily say what they wanted to say. We divided six days becomes various day of language time; two days for vocabularies, one day for proverbs, one day for conversation, one day for writing composition, and one day for checking memorization. This idea was successfully accepted and we had conversation time as what we expected.**

I also adapted method in giving an explanation to my friends. I tried to explain the new vocabularies in English with the easiest vocabulary or the synonym therefore, my friends could catch the meaning easily in the conversation time. Also, before I close my explanation, I always asked them whether they had understood or not. If they had understood yet, I explained it again till they know what I meant. When I was a member of language section, my ability to speak English had an improvement than before. I tried to speak English as well as possible because I was an example for my friends. However, I also got many problems with them. They disliked me because I gave punishment for who didn't speak the scheduled language.

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When I was in the second year of senior high school, I was delegated to follow an English speech contest in STIT Raden Rahmat, Kepanjen, Malang Regency, and East Java. I prepared it for about three weeks; I made the text, asked to my teacher to give comment, and corrected it for a week and memorize it for two weeks. The preparation of giving speech was more difficult than creating the text. I had to memorize well the text in English. Although I made the text by myself, it was very hard to memorize. I often forgot the content as the text had been translated to English. Here, I underlined the difficult vocabularies and gave it the meaning in Indonesian. Then, while memorizing the text, I also tried to memorize and understand the content. I memorized the speech in every my part time, such as while waiting the teacher, before sleeping, and in the bathroom. After memorizing,

I practiced to give a speech in front of a mirror to see my gesture and expressions. I practiced in front of my roommates too and asked them for suggestions. Also, I asked one of my friends to scrutinize the text while I was memorizing.

*After three weeks of preparation, I went to the STIT Raden Rahmat with my ustad (teacher in Islamic boarding school) and my friends who follow Arabic speech contest. I got number three in the lottery. Although I had already practiced to memorize the text, I was very nervous at that time. However, when the chairwomen called my name, I step my feet steadily, gave the salam (Islamic greeting), and delivered my speech as well as possible. Yet, because of my nervousness, I forgot some of the texts which I memorized, so I did not deliver it. However, I pretended as nothing to worry. I also stared the juries occasionally to convince them and often saw the wall in the behind to decrease my nervous. **After delivering the speech, I went out of the room because I felt I did not do it maximally. Fortunately, when the committee announced the winner, I got the first winner of the English speech contest and a big trophy.** This was my first time to show my English speaking skill among people, despite of my nervous; I could give the best for my Islamic boarding school.*

In 2009, I followed the English speech contest for twice in DEPAG Kabupaten Malang. I practiced as in the contest before. I got number one to deliver my speech. I was not very confident in this contest because other participants came from the best schools in Malang. However, I gave my best performance. Again, I went out of the

room after performing. Fortunately, the first winner predicate fell on me. I was suggested by the juries to prepare for English speech in province level. They also gave me the guidance for English speech once in every two weeks. Ustd. Mufidah who was chosen by DEPAG was my teacher. One of her advices I remembered that delivering the speech should not be in hurry, so that the audiences could enjoy our performance.

I and my friends who were chosen as the delegation from Malang went to Blitar to participate POSPEDA (Porseni Pondok Pesantren) which was held by the Ministry of Religious in May, 2009. I practiced exchangeable with my friends in a musholla (little mosque) with our teachers. Although I followed the speech contest for twice in my town, my nervousness never lost. I was the type of person who was always not confident to show in front of people although I had many times delivered English speech in my previous Islamic boarding school. I always feel that I was not enough smart and my English speaking was not good enough. Especially when I looked at other participants, I felt that I did not have very good English like them. Therefore, when the committee called me, I delivered my speech nervously. **I thought that I would not be the winner of the English speech contest because others seemed so smart in delivering their speech. I got the best 57th among 120 participants. I could not give the best for my town and my Islamic boarding school. However, I got many lessons from the other participants.**

*In November, 2009, I followed an English speech contest again which was held by SEMA Humanities Faculty, Islamic State University of Malang Maulana Malik Ibrahim in the agenda of 'Pekan Bahasa' 2009 (Language week 2009). Actually, I did not want to perform because the time for practicing was so limited, yet my teacher forced me to participate in this contest. **I just prepared for a week. My teacher made a text for me, and I memorized it for about five days. The text was very long. Even I translated the difficult vocabularies; I still felt difficulty in memorizing.***

*Like my other contests, I was also nervous in delivering my speech. In the opening, I could make the juries and other participants paid attention to me because of my loud voice yet, in the middle of delivering my speech, I forgot the content of my speech, so I was speechless for a while for remembering what I had memorized. That situation had successfully made other participants gave me applauses. I was very embarrassed; I tried to continue my speech, and went down from the stage as soon as possible. Before leaving the stage, one of the juries asked me a question. I answered it as I can, but again, I was laughed by other participants because of my ungrammatical speaking. **Although I did not get a trophy, however through this contest, I realized that I should make and understand the text by me, myself, so that I could memorize well the text.** Also, I realized that grammar is important for speaking skill.*

Discussion

As the environment which was not disciplined enough for the language rules, my ability of speaking English skills decreased in this senior high school comparing with the previous; junior high school. The facility for speaking English could not be obeyed as what had been expected. However, the context of the Islamic boarding school which obliges the students to speak English as daily communication and follow the language activities actually can be categorized as communicative context in learning L2. According to Batstone (2002, cited in Collentine & Freed 2004, p. 155), communicative context learning requires that the learners use their second language or foreign language as a tool of sorts for exchanging information and participating in the important or social function. Then, it matches with the use of English in the learners' daily activities even though English was spoken only out-side of room in this Islamic boarding school. The learners shared information or conveyed their message to others through English. In this case, I also participated in speech contests by using English. Thus, the environment is actually communicative context regarding to the use of English in some aspects in the Islamic boarding school, such as in conversation time, speech contest, and daily activities out-side of the room.

In the conversation time, when I was a new student, the strategy of learning speaking was not far away from 'vocabulary' activity in Babussalam modern Islamic boarding school. Memory and cognitive strategies were kept having an important role for me as I memorized and making sentences based on the vocabularies and English

patterns given by language section. Moreover, my speaking skills had an improvement when I became a member of the language section in the period 2008/2009.

As I became a member of language section who had an obligation to give and explain the new vocabularies to other students, I used more strategies than before. When I explained, I tried to deliver it by English, such as by making a guessing or using the synonym of the vocabularies. I also used my gesture and mime to make my explanation becomes clearer to be understood. Furthermore, those strategies I used can be categorized as compensation strategies. Oxford (1990, p. 50) argues that compensation strategies are used in order to help learners who have difficulties in production despite limitations in L2 knowledge. In this case, I used compensation strategies, such as explaining by using synonyms or guessing, and also using my gesture and mime as I had limited English vocabularies. The use of guessing for explaining can be categorized as the first set of compensation strategies, specifically as the second strategies, it is using clues. The use of mime or gesture and synonym can be categorized as the second set of compensation strategies for the third strategies (using mime and gesture) and the eighth strategy (using circumlocution or synonym).

Compensation strategies also used when I was active in the English speech contest. I also used mime and gesture for delivering my English speech text in order to convince the juries. This use of mime or gesture is classified into the third strategy of the second set; overcoming limitations in speaking. Moreover, I also asked help to

my friend in order to give me suggestion and correction before performing. This effort of asking help also categorized as compensation strategies for the second strategy (getting help) of the second set. This strategy helps me to know my weakness by receiving my friends' comment so that, I could make it better in the next practice.

Further, when I asked for the correction to my friends, unconsciously I did the first set of social strategy, specifically the second strategy; asking correction. Although mostly this strategy is applied in the classroom as the settings much more overt correction than do natural and informal social settings (Oxford; 1990, p. 145), however I used it out-side of classroom in informal settings as I got benefits for my contests' preparation, such as suggestion to speak louder and to answer questions given by friends.

Metacognitive strategy I used in the preparation of speech contests as I always looked for opportunities for practicing my speaking. This strategy can be classified as the seventh strategy of metacognitive strategy; seeking practice opportunities. Moreover, having times for practicing speech was beneficial for me in making my English speaking fluency.

Accepting the consequences for what I did, such as having a winner or failure in the speech contest can be categorized as affective strategy. It is affective because it refers to the emotions, motivations, and values. My emotion of having winner in the speech contest was very happy as I gave the best for my Islamic boarding school. On

the other hand, when I had failed in the speech contest, I felt sad although I knew it was caused by my less preparation. However, through those opposite situation, I was motivated to be better in the next contest. Also, I could take many lessons there, such as I was not forbidden to be arrogant when I was the winner, I had to understand the text's content besides memorizing, and I had to be confident to speak English with others.

Moreover, in the Islamic boarding school's daily communication, sometimes I used compensation strategies as I switched my English with Indonesian or Javanese language. I switched the language when I did not the English vocabularies of what I wanted to speak. This switching strategy is included into the first compensation strategy in the second set. This strategy helps me in conveying the message or information to my friends although I had limited English vocabularies.

Living together among my friends espoused me to use social strategies, such as asking for corrections and cooperating with peers. Asking for the corrections to my friends I did mostly when I participated in some English speech contests. On the other hand, I cooperated with my friends every day as I lived together with them. We cooperated in using English language while communicating out-side of room, for example, I often entrusted my friends to buy breakfast food by speaking English as I was busy preparing for conversation in the morning.

Furthermore, these experiences realized me again that although the application was not really good, yet the Islamic boarding school provided language facilities to mastery either Arabic or English for the students; it helps me in learning English speaking skills too. Through becoming a member of language section, I could be creative in enlivening language activities there. Also, the given chance for participating in some English speech contests has made me to always learn from my mistakes while delivering English speech. In the first time of delivering the speech, I just depended on my memorization. However, through several times delivering the English speech, I understand that delivering a speech is not just memorization; I should understand the content, the way of delivering, and taking the audiences' attention. Through these speech activities also, I developed my confidence to speak English in front of public. Anyhow, the improvement of my English speaking skills is not out of the inspiration that comes from my previous Islamic boarding school.

3.3. Undergraduate level

The following are the narrative and discussion of learning speaking skills strategies I used when I was a student of undergraduate level in Maulana Malik Ibrahim State Islamic University of Malang.

Source:

Personal documentation (diary)

Context:

The following narrative is my experiences in learning English speaking when I was a university student in 2010 up to 2014. I studied in Maulana Malik Ibrahim State Islamic University of Malang which locates in Jl. Gajayana 50, Malang. People often call this university by UIN Malang. There are some faculties there and I study at Humanities faculty. It has also some Islamic boarding schools for the new students. Then, every new student has to live in the dormitory for a year. The students who live in the dormitories are obliged to follow the activities; either religious or languages activities.

My Learning English Speaking Experiences in the University

My wish of studying language department came true when I continued my study in Maulana Malik Ibrahim State Islamic University of Malang in 2010. Although actually I wanted to study in Education of English Language department, but I was grateful getting study in English Language and Letters Department because I still could deepen my knowledge about English as what I expected. I was also obliged to live in an Islamic boarding school called by 'ma'had' for one year. This rule helped me more to adapt among my friends and new situation.

The activity I liked most in the ma'had was 'shobahul lughoh'. It is an activity that taught either English or Arabic language exchangeable in every week. There were two classes for shobahul lughoh; indoor and outdoor classes. The

system of shobahul lughoh was near with the language activities in my previous Islamic boarding schools (vocabulary and conversation). I got many vocabularies, proverbs, songs, and others which sometimes I reviewed it once in a week. Unfortunately, there was not rule that obliged the students to speak either English or Arabic in the ma'had; the managers of ma'had (musyrifah) only suggested the students to speak those languages. Hence, I communicated by Indonesian language with my friends.

*I found the difficult adaptation in my first semester; I very shocked meeting with my new friends in English Language and Letters department. I thought that most of them were smart; seeing them delivered their arguments in the faculty's orientation fluently and bravely. They were very different with me who was not confidence and nervous while speaking English. Fortunately, I got an English Intensive Class (EIC) which was not the most excellent among other classes. So that, I still found my friends whose ability of speaking English was not far away from me. **However, although I was in the excellent class, I practiced more to speak English outside of classroom learning for developing my confidence in speaking English.***

***Often, I spoke English alone in my room.** I prepared my presentation task by speaking English in front of my laptop before sleeping. **Sometimes, I talked alone about my daily activities, my feeling, or description of what I had seen in the room or bathroom.** If I did not know the pronunciation of some words, I opened the*

dictionary in my laptop and imitated it. However, I never prepared a special time and material for my practice speaking skill.

Watching film which was my hobby also helped me in improving my speaking skills. I learned how to pronounce some words through the conversation within the actors or actress. Sometimes, I imitated the words unconsciously. I also learned the pronunciation through English song, although I did not really like listening to music. Often, if I wanted to sing English songs, I looked for the lyric in the internet and then, sang it based on the lyric that I downloaded. I could not sing a song directly after hearing some lyrics as I rarely memorize the songs' lyric.

After living for a year in ma'had, I rent a room in Jl. Sunan Kalijaga Dalam 5B, Lowokwaru, Malang. My friends and I, who were in the same department rent rooms in the same home, we often walked together to the college because our schedules were same. Sometimes, we talked in English on the way to our collage or in the other hand. I also often asked them to clarify my wrong pronunciation. I kept trying to be confident to speak English. The result was I began to be brave in asking questions in English while having the lessons. My confidence has improved in this second year of becoming an undergraduate student.

In my rented room, I still kept speaking alone, sometimes in front of a mirror. I storied to myself about my feeling, my activity, and even reviewed the material given in the class. I seldom shared my feeling with my friends in English.

However, sometimes we discussed our lessons in English because we had many same classes and often became one group for presentations.

In my third year of undergraduate students, my confidence decreased anymore. I became a silent student in the class. I rarely talked in English with my friends; sometimes I spoke with them after having lesson in the college as I came to the college from my home. However, I changed my practice speaking by talking alone while riding my motorcycle on the way to the college or in the other hand. I also still kept speaking in the bathroom. Unfortunately, my speaking was not coherent; I needed more practice to speak coherently. Sometimes I also read an English book loudly before sleeping to check my pronunciation.

There were many problems I faced in learning speaking English at this university. The biggest problem was my confidence. I did not have enough confidence to speak English with others; I was always nervous and felt that my pronunciation was so bad. Also, the environment which was entire me did not espouse me to speak English. I realized that if I were forced to speak English, I could speak it as well as when I was in junior high school. The last problem was my lack of English vocabularies. This problem always came to me since the first I learn to speak English; therefore my lack of English vocabularies became the limitation of my speaking English skill.

Reflecting to the learning speaking strategies I used, I ought to have the consistent time for practice speaking English. Also, I should force myself to be confident to speak in front of others. I shall believe that it is normal if everybody had the mistake. However, I just followed my urge; I did not want to speak English in every conversation with my friends because I was afraid if my pronunciation was wrong. Hence, if I could turn back the time, I would try to speak English as maximal as possible. So that, my speaking English skill could represent that I was a good graduation of English Language and Letters Department.

Discussion

When I lived in the university boarding school for one year, I interested in language activity which is called as *shobahul lughoh*. This activity remained me about language activities which were done every morning in my previous boarding schools; *vocabulary* and *conversation* activity. Moreover, the same learning L2 strategies with the previous activities are implied in this *shobahul lughah*. I memorized the given vocabularies, made sentences, and reviewed the vocabularies before having examination. These strategies are included in memory strategies proposed by Oxford (1990, p.18-21) as I review the given vocabularies in every week. The cognitive strategies are also used in this activity as I using formulas and patterns for structuring English sentences.

Another activity that I did was speaking alone in my room, my bathroom, or even on my motorcycle. In this activity, I mostly used affective strategy as I often discussed about my feeling with myself; the feeling could be what I felt in the classroom language learning, within family and friends, and my problem. Moreover, Oxford (1990, p. 140) points out that learner's feeling can influence language success or failure. Negative feeling can stunt progress in learning the language. On the other hand, positive feeling and attitudes can make language learning more effective and enjoyable. In this case, I often felt that I was not confident enough to speak English among others; mostly, I felt that I had the bad English pronunciation. Thus, what have been stated by Oxford is right. Because of this feeling, I was not brave to speak in front of my friends or even my lecturer. On the other hand, when I felt that I need more practice to improve my speaking skills, I became spirit to practice my speaking skills although I had to speak in front of my lecturer.

Furthermore, in practicing speaking English either in talking about my feeling or reviewing my English lessons, the cognitive strategies are applied unconsciously. Regarding to Oxford (1990, p. 43), strategies for practicing are among the most important cognitive strategies. This opinion means that practice has a special value as practice can help learner to reach their goals. Related to cognitive strategies, there are some cognitive strategies, such as; repeating, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Moreover, while practicing to speak English, I often thought how to speak English grammatically based on its

context, for example; using simple present tense when I talked about something happened in the present or using the simple past tense when I storied about something in the past, or using the conditional tense to share my wish. Here, the strategy of recognizing and using formulas and patterns. Also, I often translated from Indonesian to English by looking at dictionary if I did not know the English words or on the contrary. The translation method that I used is also included to cognitive strategies, specifically in the third sets of cognitive strategies.

In practicing speaking English also, compensation strategies are used consciously. Oxford (1990, p. 47) argues that compensation strategies for production help learners to keep on using the language. In this case, I compensate my English speaking practice by getting help from my friends; sometimes, I asked them to clarify my wrong pronunciation. I liked to do this as I got the directly correction from my mistake. Also, when I talked about my feeling, reviewed my English lessons, or described what I seen is actually I selected topic for my English speaking practice unconsciously. Again, it is included in compensation strategies as I talked based on my interest, so that speaking English becomes enjoyable for me. Moreover, Referring to Oxford's classification, these strategies are included in the second sets of compensation strategies; overviewing limitations in speaking and writing.

The next strategies in learning speaking skills are metacognitive strategies. For the strategy of setting goals and objectives can be seen when I decided to practice my speaking skills in order to improve my confidence. This objective is developed because I felt that I had less ability than my other friends in English and Letter department. Seeking opportunities to practice speaking was also I did, although I did not have a consistent time. I practiced when I remembered the importance of practice and when I had learning tasks from university, such as; delivering speech and presentation. The other metacognitive strategy also can be seen when I paid attention to the material I spoken while I was practicing it, however, I less in having self-monitoring. I did not have a special evaluation for my practice speaking skills.

Watching film and listening to music are included in affective strategies. These were what I often did when I was bored with doing something. These strategies helped me in learning speaking skills as watching films and listening to music made me enjoy in learning. Also, when I talked in English with my friends on the way to campus, we often laughed in our discussion. Therefore, I learned speaking skills based on my interest. These strategies made me feel enjoy and happy while practicing, so that practice speaking skills could not be a fear for me. Moreover, Oxford (1990, p. 141) argues that in affective strategies, self-esteem becomes the primary affective elements of affective strategies, because it can counter the negative feelings of language learners. Self-esteem refers to self judgment of worth or value. In this case, I often judged myself and talked to my friend that I did not enough

confident as my pronunciation was not good for speaking English. However, through this self-esteem, I inspired myself to practice more. Moreover, this self-esteem is included into affective strategy which is called by Oxford as discussing your feeling with someone else.

The last strategies I used in this undergraduate level are social strategies. It can be seen when I talked with my friends on the way to campus or in the other hand. Here, my cooperation with my friends refers to the social strategy based on Oxford's (1990, p. 18-21) classification of learning speaking strategies. Also, the strategy of asking for corrections I used when I asked my friends to clarify my wrong pronunciation. This strategy can be classified either in affective or social strategies.

Reflecting to these experiences, my effort of learning English speaking skills is actually cannot be separated with my background as the student of modern Islamic boarding schools. Especially, when I talked in English with my friends, I adapted it from my previous experiences by wishing that my English speaking skills is never lost. However, my independence in learning grows when I was a student of this undergraduate level.

The independence or autonomous in learning is defined by Oxford (2008, p. 41) as the learner's responsibility or decision in using learning strategies and tactics that relate to their tasks and goals. In this case, my independence can be seen when I decided to learn English speaking more in outside of classroom learning in order to

develop my confidence and speak English fluently. Although I did not had a special time for practicing, I still kept practicing English speaking skills, such as speaking alone, watching the English movies, and listening to English music.



CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

After having presented the narratives and discussions in the previous chapter, the work of this research is closed by the conclusions and suggestions. It is projected to the readers particularly for who concern with learning L2 strategies for speaking skill. The results are also proposed to the next researchers who are interested in conducting research in this field.

4.1. Conclusions

This study is aimed to describe how I learned the English speaking skills by using learning speaking skills strategies. This study also describes my reflection in learning English speaking skills. Based on these objectives, the following presents the conclusions of the research.

The first result shows that there are some of my experiences that are important in constructing my understanding about learning speaking strategies; especially, when I learnt English speaking in Junior High School, Senior High School, and University either inside or outside of the Islamic boarding school context.

Furthermore, the second result yields that I used some strategies proposed by Oxford (1990, p. 18-21) in learning speaking skills. The strategies include direct strategies; they are memory, cognitive, and compensation strategies and indirect

strategies; they are metacognitive, affective, and social strategies. However, the use of the strategies is different based on its contexts. In the junior high school and senior high school level, I used the strategies which are classified as the direct strategies more often than other strategies. Further, in undergraduate level, I mostly used indirect strategies.

Finally, I realize through those experiences that the modern Islamic boarding schools help me in enhancing my English speaking skills. They provide both time and place for the students to learn and practice speaking ability. The most influential activity for learning English speaking were vocabularies and speech activity. The vocabularies activity supports me to memorize the English vocabularies effectively; I must not translate it to Indonesian and practice it in the communication, so that it lasts for so long in my memory. Unlike with the previous activity, speech activity helps me in building my confidence to speak English in front of public.

4.2. Suggestions

Based on the narratives and discussions of this study, I would like to suggest for some points relates to the use of learning speaking skills strategies;

Firstly, for the students of Islamic boarding school, especially who are the new students, I suggest you to participate the language activities provided by your Islamic boarding school consistently. If you feel difficult to learn the language, it is

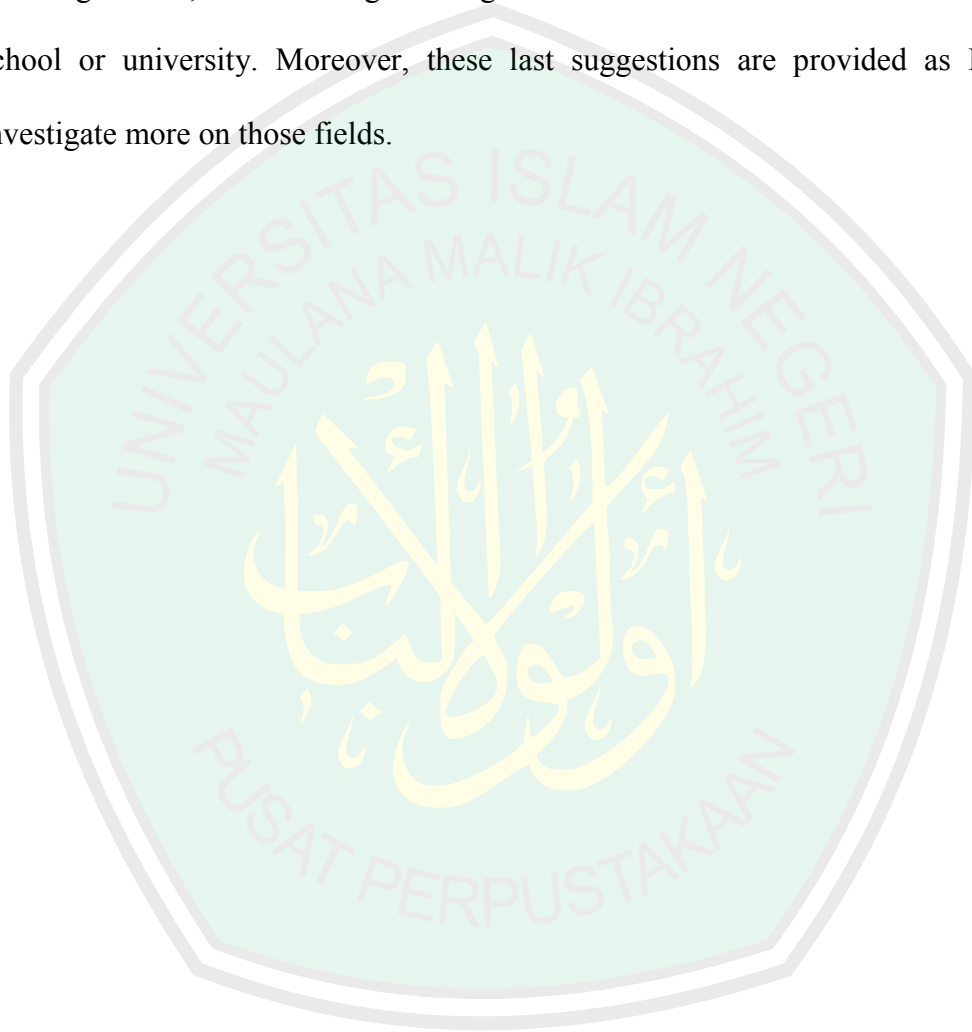
normal, so that you should not give up, study hard, and be discipline in obeying the language regulations.

Secondly, for the teachers of Islamic boarding school who teach a foreign language, I suggest you to be creative in teaching a foreign language to your students. They will not be bored if the teaching method has a lot of variations, for example, the teacher gives a topic to the students to look for the related vocabularies as much as possible by themselves. Thus, if the teaching methods are various, the use of learning speaking skills strategies may be various too; the students can use both of direct and indirect strategies.

Thirdly, for the Islamic boarding schools which oblige the students to speak bilingually in the daily activities, you should be discipline in performing your rules. The given rules must be consistent and considered to give benefits for the students. Also, besides controlling all of language activities, you should give some times and places in which the students can express their emotion in English or Arabic. Therefore, either direct or indirect strategies can be applied equally.

The last, for the next researchers who are interest in investigating learning language strategies, you may develop this study to the broader learning strategies field, such as by analyzing the effect of using learning speaking skill strategies in a modern Islamic boarding school, or the result of the use of direct and indirect strategies in either instructional or self-directed learning. Also, the researchers who

are interest to investigate narratives in Islamic boarding school may investigate the learning strategies in *pesantren* classroom learning, the educational system of Islamic boarding school, and teaching-learning method either in modern Islamic boarding school or university. Moreover, these last suggestions are provided as I cannot investigate more on those fields.



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APPENDIX



**KEMENTERIAN AGAMA
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