



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the four essential language skills in English learning and is vital for facilitating communication in daily life. Through speaking, learners can express ideas, feelings, opinions, and information effectively. In the context of English as a Foreign Language (EFL), speaking is frequently viewed as the most difficult skill to acquire. Brown asserts (2004) that speaking requires not only linguistic knowledge but also real-time processing, making it more complex than receptive skills like listening or reading. (p. 140). In addition, psychological barriers such as anxiety, low self-confidence, and fear of making mistakes further hinder learners' speaking performance (Horwitz et al., 1986). (p. 128).

In Indonesia, particularly within Islamic boarding school, English learning often encounters several obstacles. These include limited exposure to authentic English use, insufficient instructional media, and teacher centered approaches that emphasize grammar and reading over speaking practice. To address these issues, many schools have adopted programs that promote communicative use of English. One such initiative is the Daily English Conversation (DEC) program, which provides students with routine speaking practice in various real-life contexts. This aligns with Nation and Newton's view (2009) that language learning should involve meaningful interaction in order to build fluency and confidence. (p. 112).

Al Munawaroh Islamic Boarding School in Jombang is one institution that actively implements this program. The school enforces English and Arabic as daily communication languages, rotated weekly, and conducts DEC activities three times per week. These activities are designed to encourage students to use English both inside and outside the classroom, such as in dormitories or during daily routines.

However, preliminary observations and interviews with one of the English teachers revealed that students still face significant challenges in speaking

English. These include limited vocabulary, mispronunciation, and fear of making mistakes issues that are common in foreign language settings (Richards & Renandya, 2002). (p. 204). External factors such as limited class hours, minimal access to technology, and the strong influence of the mother tongue (Indonesian and Javanese) also pose additional difficulties in fostering speaking skills.

Given these conditions, the role of the teacher becomes central. Teachers are expected to employ communicative and adaptive strategies that are suitable for their students' needs and learning environments. According to Larsen Freeman (2000), effective language instruction involves using varied methods tailored to students' learning styles and contextual factors. (p. 121). At Al Munawaroh, the teacher applied a number of strategies such as role-playing, pair work, small group discussions, spontaneous Q&A sessions, and visual-audio aids like flashcards and YouTube videos. These approaches were found to promote more active participation and reduce students' anxiety, thus fostering a supportive learning environment.

To overcome time constraints and other limitations, the teacher also made certain pedagogical adjustments, such as giving concise instructions, focusing on common daily expressions, and dividing students based on their proficiency levels. These practices are in line with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) and scaffolding, which emphasize the importance of social interaction and guided support in language learning. (p. 86).

This study employs a qualitative case study approach, which is particularly suited to exploring a specific phenomenon within its real life context (Yin, 2018). (p. 15) As elaborated in Chapter III, data were gathered through semi-structured interviews and classroom observations, and analyzed using Miles et al. (2014), which consisted of four main components: data collection, data condensation, data display, and drawing and verifying conclusions.

Accordingly, this research aims to explore the strategies used by the teacher in the DEC program to improve students' speaking skills, examine the challenges faced during its implementation, and analyze the teacher's adaptive responses. The findings are expected to contribute theoretically to the development of



effective EFL speaking instruction and provide practical insights for educators, particularly in Islamic boarding school environments.

Furthermore, the program has shown tangible impacts. Based on interviews with teacher X, many students who initially struggled with speaking have demonstrated noticeable improvements in fluency and confidence. Some alumni have even pursued higher education abroad in countries like Egypt and Sudan, suggesting that the DEC program may play a significant role in enhancing learners' communicative competence. These outcomes highlight the importance of investigating how teacher strategies influence the effectiveness of speaking programs in Islamic boarding school settings.

Based on these considerations, the researcher is interested in exploring this topic in depth through a study entitled: "A Daily English Conversation Program: Teacher's Strategies to Develop Language Skills among EFL", with the goal of investigating the teaching practices, challenges, and adaptations that contribute to improving speaking skills in an Islamic boarding school context.

1.2 Research Questions

Related to the background of the study above, the problems are formulated as follows:

- a. What teacher's strategies are implemented in daily English conversation program to develop EFL students' speaking skill?
- b. What challenges are the teacher and students faced during the implementation of daily English conversation program?

1.3 Research Objectives

Based on the statement of problems above, the objectives of the research are:

- a. To identify and to describe the teacher's strategies implemented in the Daily English Conversation program to develop EFL students' speaking skills.
- b. To explore and analyze the challenges faced by teachers and students during the implementation of the Daily English Conversation program.



1.4 Significance

This research is expected to provide both theoretical and practical contributions, especially in the context of teaching English speaking skills through the Daily English Conversation Program at Al Munawaroh Islamic Boarding School Jombang.

a. Theoretically

This study aims to enrich the theoretical understanding of teaching strategies for speaking skills in EFL classrooms, specifically within the Islamic boarding school context. It contributes to the body of knowledge related to communicative language teaching methods and adaptive teaching strategies for improving students' speaking proficiency in daily conversational settings.

b. Practically

1. For Al Munawaroh Islamic boarding school

The findings of this study can provide useful insights for the school in evaluating and developing the Daily English Conversation program. It can be a reference for improving the implementation of speaking programs, particularly in enhancing students' confidence and fluency in English within the Islamic boarding school environment.

2. For a Novice Educator in Islamic boarding school Context

This study is intended to benefit novice educators, especially those teaching English in Islamic boarding schools. As a beginner teacher, the researcher gains direct practical knowledge on how to handle speaking activities effectively, apply engaging teaching strategies, and overcome common challenges in EFL speaking classes. The study also helps novice educators become more reflective, adaptive, and aware of the specific needs of students in Islamic boarding school environments where English is not commonly used in daily life.

3. For the future researchers

The study is expected to be a useful resource for future researchers who are interested in investigating English teaching strategies, especially



in the area of speaking skill development in Islamic boarding schools. The findings may inspire further research on similar topics or encourage comparative studies between different islamic boarding schoolor educational institutions.

1.5 Scope and Delimitation

The scope of this research is focused on two primary aspects. Firstly, the study aims to explore the teaching strategies employed by the teacher in the implementation of the Daily English Conversation program, with specific attention to identifying and describing the types of strategies utilized to enhance students' engagement and participation in speaking activities. Secondly, this study concentrates on the development of students' speaking skills by examining how these teaching strategies contribute to improving various aspects of speaking performance, including students' fluency, confidence, vocabulary mastery, and overall communicative competence.

The delimitation of this research lies in its specific focus on a single English teacher and the 7th grade of students at Al Munawaroh Islamic Boarding School. This study does not extend its analysis to other language skills such as reading, writing, or listening, nor does it assess students' formal academic achievements in English. The findings are therefore contextualized within the informal speaking practices conducted during daily English conversation program in the Islamic boarding school environment.

1.6 Definition of Key Terms

To avoid misinterpretation, the following key terms are defined based on relevant theoretical perspectives:

a. **Teacher's Strategies**

The ways used by the teacher to teach English in the Daily English Conversation program. These include activities such as role-play, pair work, small group discussions, question and answer sessions, and the use of simple media to encourage students to speak actively.

b. **Speaking Skill Development**



The process of improving students' ability to speak English. This includes progress in fluency, accuracy, pronunciation, vocabulary use, and self-confidence through daily conversation activities.

c. Challenges in TEFL

The problems faced by teachers and students in teaching and learning English. In this study, the challenges include low student motivation, use of the mother tongue, lack of resources, pronunciation problems, and limited time during the Daily English Conversation program.

d. Daily English Conversation program

A speaking program to help students improve their English through regular conversation practice. At Al Munawaroh Islamic Boarding School, this program is done three times a week and is part of both classroom and daily activities, such as in the dormitory. It includes role-play, Q&A sessions, and simple speaking tasks to build an English-speaking environment.

e. EFL Students'

Students who learn English in a country where English is not the main language. In this study, EFL students' at Al Munawaroh Islamic Boarding School who join the Daily English Conversation program to improve their speaking skills.

