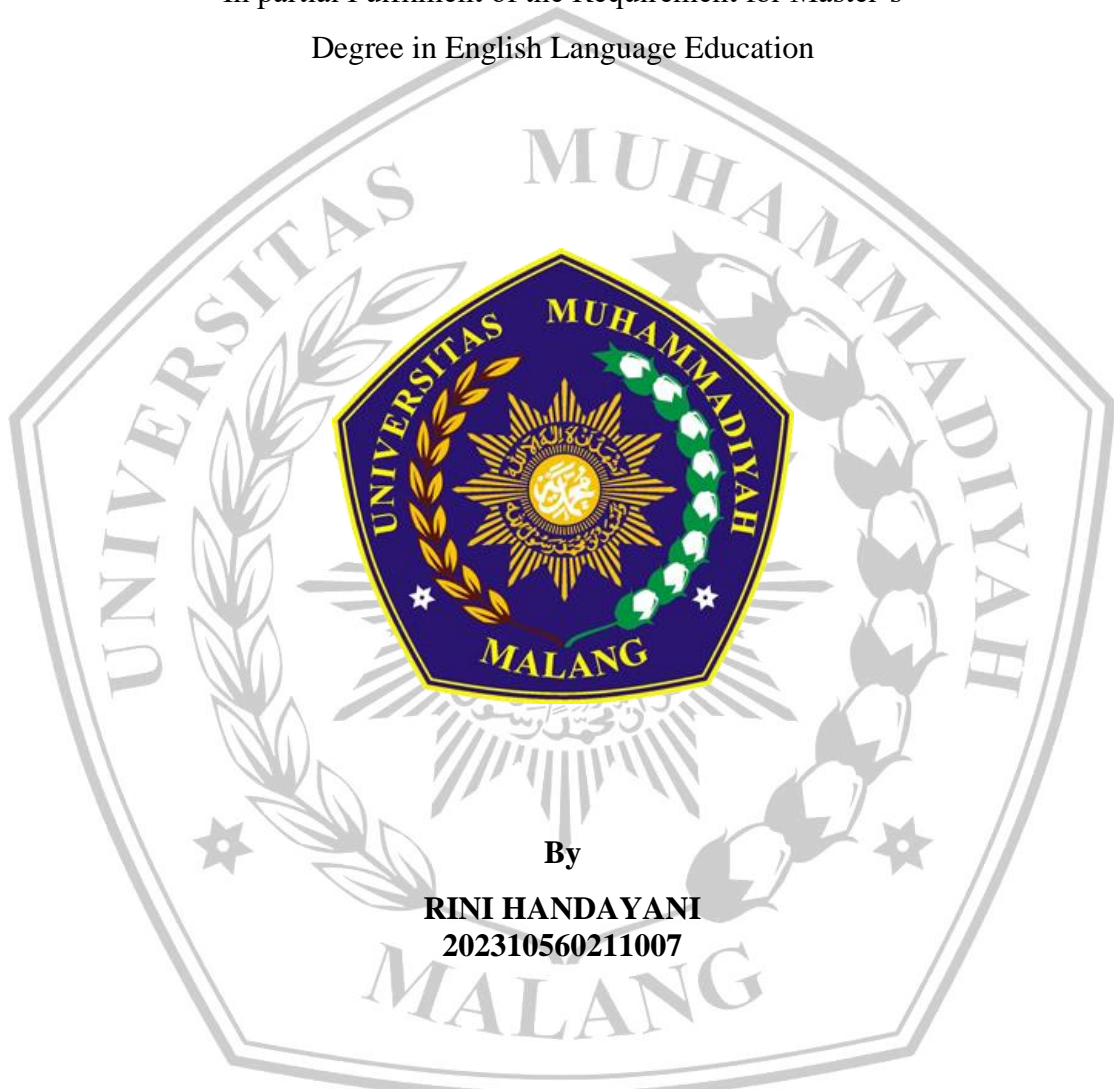**INVESTIGATING THE CHALLENGES OF ENGLISH SPEAKING FACED BY STUDENTS IN BOARDING SCHOOL**

THESIS

In partial Fulfilment of the Requirement for Master's
Degree in English Language Education

By

RINI HANDAYANI
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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE DIRECTORATE OF GRADUATE PROGRAM

UNIVERSITY MUHAMMADIYAH MALANG

2025

INVESTIGATING THE CHALLENGES OF ENGLISH SPEAKING FACED BY STUDENTS IN BOARDING SCHOOL
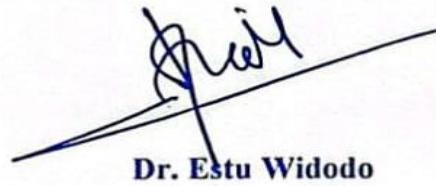
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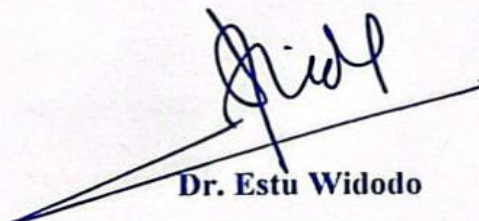Advisor I

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LETTER OF STATEMENT

I, the undersigned:

Name : **RINI HANDAYANI**
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Study Program : Masters in English Education
Hereby, declare that :

1. The thesis entitled: **INVESTIGATING THE CHALLENGES OF ENGLISH SPEAKING FACED BY STUDENTS IN BOARDING SCHOOL** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.

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Thus, this statement is made truthfully to be used as appropriate.

Malang, 3rd February 2025

The Writer,

RINI HANDAYANI

ACKNOWLEDGEMENTS

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INVESTIGATING THE CHALLENGES OF ENGLISH SPEAKING FACED BY STUDENTS IN BOARDING SCHOOL

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Abstract

This study investigates the challenges faced by English language learners, particularly focusing on students residing in a boarding school environment. The research aims to identify the specific obstacles encountered by these learners in their English-speaking learning and to explore the internal and external factors contributing to these challenges.

The participants of this study are the students of SPEAM boarding school who have been living in the dormitory for over a year, allowing for a comprehensive understanding of how their living conditions influence their language skills. The research employs purposive sampling to select participants based on specific criteria relevant to the study's objectives, ensuring that the selected individuals can provide valuable insights into the challenges of speaking English.

Findings reveal that psychological barriers, including anxiety and fear of judgment, significantly hinder students' ability to practice English. Despite these challenges, programs like English Week provide a positive impact by fostering an immersive environment for language practice. However, limitations in learning facilities and teaching methods remain obstacles to effective skill development. This research highlights the importance of a supportive learning environment, the diversification of teaching strategies, and the provision of modern learning tools to enhance students' English-speaking abilities

Keywords*: English-speaking challenges, boarding school, grammar difficulties, pronunciation issues, learning environment, language learning strategies, psychological barriers.*

INVESTIGATING THE CHALLENGES OF ENGLISH SPEAKING FACED BY STUDENTS IN BOARDING SCHOOL

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Abstrak

Penelitian ini menyelidiki tantangan yang dihadapi oleh pelajar bahasa Inggris, khususnya berfokus pada siswa yang tinggal di lingkungan sekolah berasrama. Penelitian ini bertujuan untuk mengidentifikasi hambatan spesifik yang dihadapi oleh para pelajar ini dalam pembelajaran bahasa Inggris mereka dan untuk mengeksplorasi faktor-faktor internal dan eksternal yang berkontribusi terhadap tantangan-tantangan ini. Peserta penelitian ini adalah siswa sekolah asrama SPEAM yang telah tinggal di asrama selama lebih dari satu tahun, sehingga memungkinkan untuk mendapatkan pemahaman yang komprehensif tentang bagaimana kondisi tempat tinggal mereka mempengaruhi kemampuan bahasa mereka. Penelitian ini menggunakan purposive sampling untuk memilih peserta berdasarkan kriteria khusus yang relevan dengan tujuan penelitian, memastikan bahwa individu yang dipilih dapat memberikan wawasan yang berharga mengenai tantangan dalam berbicara bahasa Inggris. Temuan menunjukkan bahwa hambatan psikologis, termasuk kecemasan dan ketakutan akan penilaian, secara signifikan menghambat kemampuan siswa untuk berlatih bahasa Inggris. Terlepas dari tantangan-tantangan ini, program seperti English Week memberikan dampak positif dengan menumbuhkan lingkungan yang imersif untuk latihan bahasa. Namun, keterbatasan fasilitas belajar dan metode pengajaran tetap menjadi hambatan bagi pengembangan keterampilan yang efektif. Penelitian ini menyoroti pentingnya lingkungan belajar yang mendukung, diversifikasi strategi pengajaran, dan penyediaan alat pembelajaran modern untuk meningkatkan kemampuan berbahasa Inggris siswa.

Kata kunci: Tantangan berbahasa Inggris, sekolah asrama, kesulitan tata bahasa, masalah pengucapan, lingkungan belajar, strategi pembelajaran bahasa, hambatan psikologis.

CHAPTER 1
INTRODUCTION

1.1. Background of The Study

English speaking skills are increasingly recognized as a critical skill in the globalized world, leading to a significant emphasis on them in the educational field. However, teaching these skills presents unique challenges, particularly in ESL and EFL contexts. Classroom activities often focus on teacher-led activities, limiting students' opportunities for active participation. Many learners perceive speaking as the most challenging English skill to master, due to factors such as lack of motivation, confidence, and exposure to English outside the classroom setting (Laila et al., 2023).

In language acquisition, learners can articulate vocally and in writing, as well as convey emotions, ideas, and experiences across diverse situations. Consequently, English as a Foreign Language (EFL) learners utilize the language they have acquired for communication, which is also connected to their emotional dimensions (Hermagustiana et al., 2021). Students in classrooms are frequently required to participate in discussions, give presentations, and work in groups, all of which necessitate effective verbal communication skills. Similarly, effective communication is required for job interviews, client interactions, and team collaborations in the professional world. As a result, the difficulties that students with a large vocabulary in spoken English face can have a significant impact on their academic performance, career prospects, and overall language development.

Students must sustain a high degree of motivation to achieve success as language learners. This elevated drive is essential since it markedly amplifies their resolve and engagement in language acquisition. Motivated students are more inclined to engage thoroughly with the topic, persevere through difficulties, and pursue further opportunities to practice and enhance their skills. The correlation between motivation and second language (L2) acquisition is extensively documented, underscoring its significance as a crucial factor in the language learning process (Khaerani et al., 2023). The investigation revealed that teaching and studying the English language in non-English-speaking nations presents significant challenges. English is included in school and university curriculum, with numerous institutions adopting it as the medium of

instruction in regions where it serves as a second or foreign language; yet, many students perceive English as a challenging topic to master (Chand, 2021).

The journal examines the difficulties encountered by English as a Foreign Language (EFL) educators in instructing oral English communication skills at the postsecondary level in Bangladesh. The predominant concerns encompass the utilization of the native language, unsuitable pedagogical approaches, passivity, insufficient motivation, absence of an oral practice environment, inadequate supporting aids, and lack of authentic resources (Seraj et al., 2021).

In the same issue of challenges in English speaking at the secondary level, the study explores English-speaking difficulties faced by students in Abu Dhabi's private schools. The research indicates that the majority of English as a second language learners in various private high schools encounter numerous prevalent speaking difficulties. Despite 13 years of English instruction, students are unable to utilize the language easily, both in and out of the classroom (Suliman, 2020). A qualitative study in West Kalimantan examined the speaking issues faced by students from Bengkayang, who frequently encounter difficulty during Speaking for Social Purposes (SFSP) sessions (Anggarini, 2024).

Anxiety in teaching foreign languages (FLTA) is a feeling experienced by non-native teachers due to their lack of proficiency in the target language. This anxiety is triggered by factors such as classroom management, specific language teaching approaches, and power dynamics, such as supervisor-teacher relationships (Anggarini, 2024). The term anxiety in teaching foreign languages was first introduced by Horwitz theory (1996).

Moreover, students at the B English center encounter a similar issue in English speaking. It discovered that pupils encountered difficulties with pronunciation, hearing, grammar, and vocabulary. The findings lacked confidence, anxiety, and opportunities for outside communication. These challenges negatively impacted their English performance and motivation. The study suggests that teachers can help overcome these challenges through engaging activities (Phan & Dang, 2021). Several internal and external factors can contribute to the difficulties that English learners faced.

SPEAM (Sekolah Pesantren Enterprenuer Al Maun Muhammadiyah) boarding school emphasizes language practice in daily communication, not only in the classroom but also outside of it. But it still runs unwell; the students cannot express their language. Every day, wherever they are, they try to communicate in Arabic and English. They must use both languages. They also have programs to help students improve their speaking English, such as *Mufradat* (students memorize vocabulary), *Muhadasah* (students do conversation every week), and *Muhadarah* (students participate in ordering speech once a week). However, students at the boarding school still had difficulty speaking English. This research will look at various potential factors to help them better understand these challenges.

In Indonesia, where English is taught as a foreign language, students rarely use the language outside the classroom. This creates a gap between theoretical knowledge and practical application (Laila et al., 2023). Boarding schools, with their structured and immersive environments, provide a unique opportunity to bridge this gap. Programs like *English Week* are designed to immerse students in English-speaking activities, encouraging them to practice the language in a supportive and interactive setting. However, the effectiveness of such programs and the challenges faced by students within these environments remain underexplored, particularly in the context of gender-specific experiences.

Research on English-speaking challenges has often focused on general schools and higher education institutions, overlooking the distinctive dynamics of boarding schools. These institutions present a unique blend of formal education and communal living, which can significantly influence students' language acquisition (Seraj et al., 2021). Furthermore, existing studies rarely differentiate between the experiences of male and female students, missing critical insights into how gender dynamics may shape language learning (Laila et al., 2023). While many studies identify barriers to speaking proficiency, few provide practical evaluations of specific programs aimed at overcoming these challenges, leaving a gap in understanding how interventions like *English Week* impact students' learning outcomes (Chand, 2021).

This study seeks to address these gaps by exploring the challenges faced by female students in a boarding school environment and evaluating their coping mechanisms. By focusing on a gender-specific group within a structured educational

setting, this research not only contributes to the existing body of knowledge on second language acquisition but also provides practical recommendations for improving English-speaking programs in similar contexts. The findings aim to support educators and policymakers in designing interventions that address the unique needs of boarding school students, ensuring they are equipped with the skills to communicate confidently and effectively in English.

1.2. The Research Questions

1. What is the primary challenge faced by students at SPEAM boarding school in English speaking?
2. How do the students resolve the issue?

1.3. The Objective of the Research

1. To determine the challenges faced by boarding school students in English speaking.
2. To explore the coping mechanisms utilized by students to overcome these challenges in speaking English.

1.4. The Significance of the Study

1. Educational improvement: understanding the difficulties that students in SPEAM boarding schools face when speaking. English speaking is critical for improving educational quality. Educators and policymaker can develop more effective language learning programs and curricula to address these issues by identifying these challenges.
2. Language Acquisition: This study may shed light on the complexities of language acquisition. It can shed light on factors other than vocabulary that influence a student's ability to use a language effectively, such as fluency, pronunciation, and cultural aspects of communication.
3. Equity in education: the findings point to disparities in educational outcome among students with strong vocabularies but limited English-speaking abilities. This can help with equity and ensure that all students have an equal chance to succeed in school.

1.5. The Scope and Limitation of Study

This study aims to identify and understand the various challenges encountered by English language learners in speaking English, as well as to examine the internal

and external factors that contribute to these challenges. The study aims to elucidate the issues students have while speaking English and to explore alternative strategies for mitigating these difficulties. This study focuses on the challenges faced by students in speaking English at SPEAM boarding school.

1.6. The Definition of Key Term

*Challenges***:** Challenge is commonly defined as a situation, task, or problem that is difficult, new, or complex, testing an individual's abilities or resources. For instance, the Oxford Learner's Dictionaries describe a challenge as a new or difficult task or situation that tests somebody's ability and skill. challenge is used to represent situations involving suffering (Horikoshi, 2023).

*Speaking English***:** Speaking is a useful language ability that allows speakers and listeners to engage in oral communication for the purpose of transferring and sharing information and developing long-term relationships. English is one of those languages that has the global demand for learners from varied L1 origins at all levels of communication (Aziz & Kashinathan, 2021).

Coping mechanisms: the strategies or techniques that people use to deal with stress, difficult emotions, or challenging situations. These mechanisms help individuals manage their feelings and improve their mental well-being. Coping refers to the conscious thoughts and actions that individuals use to handle stressful situations, both internal and external. (Agayon et al., 2022).

CHAPTER II

LITERATURE REVIEW

This chapter discusses and explains the basic concepts of the variables related to this study. It provides relevant research that investigates the challenges students face in speaking English. It also presents the combined ideas that have been developed in a conceptual framework that leads to the study hypothesis.

2.1. Some Pertinent Ideas of English-speaking challenges

2.1.1. Speaking English

Communication is crucial for delivering messages, transmitting information, and reporting. Speaking serves two main functions: transactional for exchanging meaningful information and interpersonal for building connections. Humans are born with communication abilities, spending more time vocally than writing. Speaking is the most important skill for conversation. The ability to speak English has become a pivotal factor in academic and professional success, particularly in Bangladesh, especially among students majoring in English. Although English is taught intensively from elementary school to secondary level, many students still face significant difficulties in speaking skills at the college level (Islam et al., 2022).

2.1.2. Component of Speaking

Speaking is a skill that students must master in English. It is a productive skill that generates vocalizations to convey ideas, disseminate information, and articulate meaning for interpersonal interaction. As English language learners, there are numerous crucial components that are connected to speaking English. Pronunciation, grammar, vocabulary, fluency, and comprehension are the five components of speaking skill (Arini & Wahyudin, 2022).

1. Pronunciation

Pronunciation refers to the standard of correctness and regional differences in language use, which can create misunderstandings and make it difficult to understand. It involves three areas: sounds, stress, and intonation. To improve speaking ability, Harris (1986 as cited in Pennington, 2021) rated five sets of qualities in pronunciation: 1) Pronunciation problems make speech unintelligible, 2) They are hard to understand and often require repetition, 3) They require concentrated listening and sometimes lead

to misunderstandings, and 4) They should always be intelligible and conscious of their accent.

The pronunciation of teaching has evolved over the past few decades, with a growing acceptance of mutability, understanding social and psychological factors, multilingual orientations, focusing on intelligibility and communicative effectiveness, communicative methodologies, teaching in specific contexts, focusing on advanced learners and those with employment-related needs, and the continuous development and improvement of electronic resource applications to pronunciation (Pennington, 2021).

2. Grammar

Grammar is a crucial component of English language learning and speaking skills, focusing on understanding and matching words with rules. Learners who lack language content may experience anxiety due to their inability to communicate effectively. Some students are terrified of making grammatical errors and being mocked by their peers, preventing them from speaking up (Milania et al., 2022).

3. Vocabulary

Vocabulary is a component of speaking ability, playing a significant role in English language skills. Students with a large vocabulary are more fluent and can pronounce and produce many words without confusion. However, having only a few vocabularies does not guarantee fluency and may cause difficulties in conveying desired words. Vocabulary is a collection of words, including single words, compound words, and idioms. English speaking ability has qualities that must be rated, such as extreme vocabulary limitations, misuse of words, frequent use of incorrect words, and a native speaker's use of vocabulary and idioms (Phan & Dang, 2021).

2.1.3. Challenges in Learning English

EFL learners and educators have challenges in acquiring or imparting speaking skills due to the intricacy of competences involved (Purwati et al., 2023). Propose there were three factors of challenge in teaching and learning English: linguistic factor, psychological factor, and external factor.

Linguistic factor: The variety of competences makes speaking challenging for both EFL teachers and students to acquire or teach. Grammar, phonology, lexical resources, and discourse are the four categories of language competency (Burns, 2019).

Phonological knowledge entails creating words with the proper intonation, stress, and rhythm, whereas grammar knowledge is essential for speaking any language. Instructors of English as a Foreign Language (EFL) or English as a Second Language (ESL) must possess expertise in phonology, pronunciation pedagogy, and the pronunciation of non-native English speakers. The amount of vocabulary a language learner possesses is known as lexical knowledge, and it is crucial for promoting both productive and receptive abilities. Peers, learning autonomy, and motivation are some of the elements that affect vocabulary growth in EFL classrooms like Japan. Memorization of vocabulary is another element that demotivates students during the learning process.

Psychological issues: Including anxiety, diminished motivation, and insufficient confidence, can profoundly affect an individual's capacity to learn English. Anxiety, tension, and anxiousness can adversely affect the learning process, while a deficiency in motivation might impede the enhancement of English-speaking abilities (Hermagustiana et al., 2021).

External factors such as classroom environment, negative feedback, and lack of supportive facilities can hinder the learning of speaking. A healthy environment with exposure to the targeted language significantly influences language acquisition. In Pakistan, large classes can lead to emotional stress, physical exhaustion, and professional frustration for teachers. Additionally, the size of the class can affect their professional experience, as it affects their ability to effectively teach and learn speaking. Therefore, a healthy environment is crucial for effective language learning.

2.1.4. Support and Learning Approach

This study examines the challenges and strategies associated with teaching English-speaking skills to young learners in Indonesia, specifically targeting students acquiring English as a second or foreign language (Laila et al., 2023). Involving five elementary English teachers, the research seeks to elucidate the particular difficulties encountered by educators and to identify efficacious methods for addressing these issues. Identified key concerns included student hesitation, adverse attitudes towards learning English, and poor involvement rates. Educators encountered challenges in classroom management and an absence of a conducive English learning environment. To tackle these obstacles, educators utilized solutions like as personalized education,

translation, repetition techniques, and the incorporation of games. The research offers pragmatic solutions for educators encountering analogous issues in teaching English as a second language.

Another significant challenge is motivating students to speak, especially those who may feel self-conscious or fearful of making mistakes. Creating a supportive and safe classroom environment is crucial, as it encourages students to take risks in speaking without the fear of judgment. Research suggests that fostering a positive atmosphere where mistakes are viewed as part of the learning process can significantly boost student participation. Additionally, the use of technology presents both opportunities and challenges for teachers. While technological tools, such as language learning apps or video-based conversations, have been shown to enhance students' speaking skills, incorporating these tools effectively into lessons can be difficult. Teachers must balance the integration of technology with traditional teaching methods, ensuring that it serves as a tool to supplement, rather than replace, direct interaction and conversation practice.

2.1.5. Factors Affecting Language Challenges

According to Cabrera-Solano (2020), who examined the internal factors in facing the challenges of learning English. The researchers examined the internal factors affecting the acquisition of English as a Foreign Language (EFL) in southern Ecuador. A total of 257 youngsters and eight educators participated. The results showed that motivation decreases with age and skill type, and anxiety increases with age. Students were more efficient independently and remembered what they learned. Education stakeholders should analyse these implications to help students succeed in the learning process.

Furthermore Getie (2020), stated internal factors in his research: negative attitudes towards English teachers, a lack of conducive learning environments, and resources. Social factors, such as peer groups and parents, also influence attitudes. Students may not be competent English language users (Meşe et al., 2019). It is posited that motivation is a pivotal factor influencing the success and performance of L2 learners in the language acquisition process, which is why it is of significant interest to educators and scholars.

2.1.6. Coping Mechanisms

Learning English speaking often presents unique challenges for students, especially in environments like boarding schools. Students face various obstacles, such as limited resources, lack of direct practice opportunities, or low self-confidence. To address these issues, students employ several coping mechanisms that help them improve their speaking skills. One effective coping mechanism is direct communication and feedback from teachers to students. According to Agayon et al.(2022), teachers play a crucial role in assisting students to comprehend learning instructions. This is achieved through intensive communication and attention to students' needs. As the study highlights "Teachers communicate with care ('communicare') to clarify concerns regarding modules as well as to remind parents about their role" "Teachers communicate with care ('communicare') to clarify concerns regarding modules as well as to remind parents about their role" In the context of English speaking, this type of communication is highly relevant. Teachers can provide direct guidance, help students correct their mistakes, and motivate them to speak with greater confidence. Such an approach not only enhances students' understanding but also fosters stronger relationships between teachers and students, ultimately supporting the development of speaking skills.

Another important coping strategy is monitoring students' progress, which can also be applied to English-speaking activities. Agayon et al.(2022), emphasize that teachers track students' performance through task evaluations, collected outputs, and continuous feedback. The study states the educators assess and track students' progress and performance using response sheets, retrieved modules, and feedback forms.

In the context of English speaking, teachers can use similar methods, such as observing students' progress during oral presentations, interactive dialogues, or speaking exercises. Monitoring enables students to identify areas for improvement and provides teachers with opportunities to offer more focused guidance.

2.1.7. The strategy to solve the challenges

Developing students' English-speaking skills presents various challenges, including lack of confidence, limited vocabulary, and minimal exposure to authentic English communication. To address these issues, educators employ diverse strategies aimed at improving students' fluency and accuracy. Research suggests that role-

playing and simulation create realistic speaking environments where students can practice real-life conversations, reducing anxiety and enhancing interaction (Harmer, 2001; Thornbury, 2002). Additionally, drilling and repetition exercises help reinforce pronunciation and sentence structures, allowing learners to internalize correct speech patterns (Razi et al., 2021).

William and Burden (2003 as cited in Razi et al., 2021) claimed that the key to language learning success is the strategies teachers practice. The teachers' strategy is a systematically planned sequence implemented by educators, encompassing approaches and the usage of diverse resources or strengths in the learning process. The plan is created to attain a specific learning objective. To acquire proficiency in English, the strategies are beneficial both in classroom activities and in extracurricular contexts. Teaching techniques are crucial since they dictate the efficacy of the instructional process. Learning strategies are typically characterized as the operations or processes that learners consciously or unconsciously choose and utilize to acquire the target language or assist in a language task. To improve speaking skills, teachers should focus on learning new vocabulary, correct pronunciation, understanding English flow, practicing self-talk, and downloading practice apps. These strategies help students develop their English-speaking skills and avoid monotony in their learning process (Miranda & Wahyudin, 2023).

2.2. Previous Related Research Finding

The researcher identifies several references from previous studies that can help validate this research, which is more qualified and acceptable in all fields, especially in education. The researcher finds some examples that support this research.

The first previous research overview was conducted by Anggraeni and Rachmijati (2020). The aim of this research was to develop students' English language proficiency. The research focuses on two teachers and students, using observation and interview methods. However, students face challenges with negative perceptions of English, suggesting teachers need more exposure and media exposure.

The second previous study overview was conducted by Gul et al. (2022). This research aims to identify social, psychological, and cultural factors as key challenges in English language proficiency among students in district Kohat.

The third, according to Suliman (2020), stated that despite pupils studying English for 13 years, they remain unable to use the language orally in a natural manner, both within and outside the classroom context. Upon completing the research, the investigator identified linguistic problems, language hurdles, and concern around oral communication. Determinative factors encompass educators' perceptions, pedagogical approaches, and insufficient exposure to the English language.

The fourth previous study examines the difficulties encountered by Kurdish EFL instructors in imparting English listening and speaking abilities at public colleges in Iraqi Kurdistan. Notwithstanding technological breakthroughs and pedagogical initiatives, obstacles endure, especially in delivering supportive environments and facilities. A qualitative case study was performed, comprising 10 Kurdish EFL instructors who taught English language skills at different public colleges. The results identified prevalent issues including insufficient technological resources, heterogeneous class sizes, and restricted instructional time (Nawzad Ahmed, 2021).

The fifth, the study highlights the challenges vocational high school students face in practicing English speaking skills, which stem from internal and external factors. Internally, students struggle with anxiety, low motivation, limited vocabulary and grammar knowledge, and difficulties with pronunciation, all of which hinder their confidence and ability to communicate effectively. Externally, unsupportive environments and the lack of practice partners further exacerbate these challenges, as students often lack encouragement from peers, family, and their surroundings. Despite learning English from an early age, these barriers persist, emphasizing the need for targeted strategies to enhance students' speaking abilities and confidence (Milania et al., 2022).

The sixth, the study identifies several challenges teachers faced during the implementation of modular instruction. The researcher note that teachers often modify learning activities to suit students' needs, particularly when pre-designed modules are unavailable. Students learning to speak English can adopt similar strategies by seeking creative ways to practice (Agayon et al., 2022).

The seventh, the study examined strategies used by teachers to improve students' speaking skills and the challenges they faced. The research found that teachers used role play, drilling, language games, picture describing, and storytelling

to help students practice speaking. These methods made learning more interactive and engaging. However, teachers faced challenges such as lack of student interest, difficulties in group work, and limited speaking practice outside the classroom. The study suggested that teachers should be more creative in applying strategies and encourage students to participate actively (Razi et al., 2021a). Similarly, the study by Miranda and Wahyudin (2023) focused on pre-service teachers' strategies for improving speaking skills. The key methods included learning new vocabulary, practicing pronunciation, understanding intonation, self-talk, and using digital tools. The study found that lack of confidence, low motivation, and boring teaching methods made it harder for students to develop speaking skills. To solve this, teachers should use fun and interactive techniques like music, storytelling, and role play to make learning more enjoyable.

The researcher discovered similarities and differences based on the above findings. The research design of this study is exactly the same as the previous study. Each study investigates the challenge of English speaking. The topic of the research is where the previous study and this research differ; the former was conducted in public school and university while the latter was conducted in boarding school. In addition, the variable was another area where this study differed from the previous one. Students' impressions of the classroom environment, motivation to learn English, and challenge in English speaking were the subjects of the first study. The researcher aims to investigate the problems faced by students in a boarding environment to enhance their speaking skills, as elucidated in the preceding research. including educators who continue to encounter difficulty in instructing students in English.

CHAPTER III
RESEARCH METHODS

This chapter will delineate the research technique, encompassing the research design, participants, instruments, and data analysis.

3.1. Research Design

The study utilized descriptive qualitative approaches to examine the obstacles faced by students in speaking subjects. A qualitative research is a methodology for investigating and comprehending the significance that individuals or groups attribute to a social or human issue (Creswell, 2018). The research process encompasses formulating novel inquiries and methodologies, gathering data within the participants' context, evaluating the data to derive overarching concepts from specific details, and the researcher interpreting the significance of the data. The conclusive written report possesses a malleable framework. The research design of this study is based on descriptive qualitative data. According to Poedjiastutie (2020), elucidation of descriptive data, the researcher utilizes clips from audiotapes, electronic communications, and videotapes to convey the findings. Descriptive qualitative research utilizes a meticulous and methodical methodology to elucidate a phenomena, circumstance, or particular population. This method emphasizes a comprehensive understanding of a subject via qualitative data gathering, including observation, interviews, and document analysis.

Descriptive qualitative methods are thought to be suitable for obtaining precise data and comprehension of the phenomenon under investigation. Lambert (2012, as cited in Poedjiastutie, 2020) stated that the goal of qualitative descriptive research is to comprehensively summarize, in everyday language, specific events experienced by individuals or groups of individuals. In qualitative descriptive research, codes are generated directly from the data during the study without predefined rules from the perspective of a particular discipline. The other qualitative approach, qualitative descriptive research, is based solely on data and does not rely on pre-existing rules. Simultaneous data collection and analysis are prominent features of qualitative descriptive research.

3.2. Research Participants

The subjects in this study are students at the SPEAM (Sekolah Pesantren Entrepreneur Al Maun Muhammadiyah) boarding school in Pasuruan, East Java, Indonesia. The researcher chose SPEAM boarding school because it has a strong commitment to supporting research and development. The school staff was very cooperative and helpful in providing access to the data needed, such as academic records, English test results, and class schedules. They were also willing to facilitate meetings with students and teachers and grant permission for classroom observations and extracurricular activities.

Furthermore, the strategic and accessible location of the school allowed me to conduct the research, as the researcher also lives in the dormitory. This accessibility allowed the researcher to make direct observations, conduct in-depth interviews, and gain a broader understanding of the social and cultural contexts that influence the use of English in boarding schools. The research uses purposive sampling to get participants. A purposive sample is characterized by specific traits that are pertinent to the study's objectives (Andrade, 2021).

The researcher analysed the challenges students face when speaking English, which influenced the selection of certain criteria. The selection criteria for this study were carefully determined to ensure the participants met the necessary requirements. First, the study focused on female students enrolled at SPEAM Boarding School, which operates separate campuses for male and female students. Female students were chosen as the target group due to their higher level of engagement and active participation in learning English. Second, the participants were required to be at the beginner level of English proficiency. Finally, only students who had resided in the dormitory for more than one year were included in the study. This criterion was established to explore the impact of their extended stay in the dormitory on their English-speaking abilities. The study focuses on 9th grade of students as the object of research. This group was selected because it was considered to meet the criteria of being at an appropriate stage of education and facing challenges in English speaking relevant to the research objectives. The selection process was conducted based on the inclusion criteria, specifically female ninth grade students who were actively participating in English language learning.

The researcher selected 9th-grade students as the focus of the study because the students met the criteria of having lived in the boarding school for more than one year. Furthermore, the boarding school operates a six-year educational program, spanning from 7th to 12th grade, which provides students with ample time to adapt to the boarding school environment and engage fully in its academic and spiritual programs, making them suitable subjects for this research.

This study involved three respondents who were interviewed to gain deeper insights into their experiences and challenges in learning English. The selection of these respondents was based on their varying levels of interest in studying the language, as recommended by the teacher. The first respondent demonstrated a high level of interest, the second showed a moderate level, and the third exhibited very low interest in learning English. This variation was deliberately chosen to provide a comprehensive understanding of the differing perspectives and motivations among students.

3.3. Research instruments

To collect the data the researcher will use two instruments. The instruments include observation and interviews. A detailed explanation will be presented below:

3.3.1. Observation

Observation is conducted to understand the culture, setting, or social phenomenon being studied from the perspectives of the participant (Poedjiastutie, 2020). According to Nasution (1988, as cited in sugiyono, 2021) stated that observation is the basis of all science, namely facts about the world of reality obtained through observation. The researcher aims to analyze English language teaching practices within the classroom context. Through observation the researcher scrutinized the pedagogical methods utilized by instructors, the choice of instructional materials, and the dynamics of teacher-student interactions.

Additionally, the researcher examined how teachers managed the classrooms and evaluated student performance. This study aimed to identify effective strategies in English language teaching and understand the challenges students encountered in fostering an optimal learning environment. The observation took place for 90 minutes and provided insight into the entire teaching-learning process in the classroom. To collect valid information during the data analysis procedure, the researcher recorded

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video observations. In addition, based on the observations, the researcher generated interview questions.

3.3.2. Interview

Esterberg (2020 as cited in sugiyono, 2021) stated that " interviewing is at the heart of social research. If you look through almost any sociological journal, you will find that much social research is based on interview, either standardized or more in depth".

Researchers employ interviews as a methodological approach to obtain in-depth and comprehensive insights into individuals' perspectives, experiences, and opinions. This qualitative study aims to comprehend and interpret participants' lived experiences, beliefs, and attitudes. Qualitative interviews typically involve direct interaction between the researcher and the participant(s). The interviews are informal, enabling participants to express their thoughts and feelings freely. The emphasis is on exploring the participants' subjective experiences to enhance understanding of their viewpoints. The researcher used semi-structure as the research instrument. Semi structure interview aims to find problems more in-depth (Sugiyono, 2021). The interviews were conducted verbally and recorded for a duration of 20-30 minutes to facilitate data.

The interview questions guide in this study were adapted from Zhulaycha (2022) research framework, with several modifications made to suit the specific needs of this study. To ensure the validity and relevance of the questions, they were subjected to a face validity assessment conducted by the supervising lecturer. This process ensured that the questions were clear, appropriate, and aligned with the objectives of the research.

The interviews were documented with a digital voice recorder to guarantee the precision and comprehensiveness of the material. The researcher chose voice recording due to its practicality and its non-disruptive nature on the interview flow. The researcher transcribed and thematically analysed the audio recordings post-interviews to discern emerging themes and patterns.

3.4. Data analysis

Figure 1

The flow of data analysis

Observation		Interview
⇓		⇓
Field Note		Transcription
⇓		⇓
Coding		Colour Coding
⇓		⇓
Categorizing		Categorizing

Emergent Themes	Emergent Themes

Comparison process from both observation and interview

⇓

Analyzing the data using percentage

⇓

Concluding the data analysis
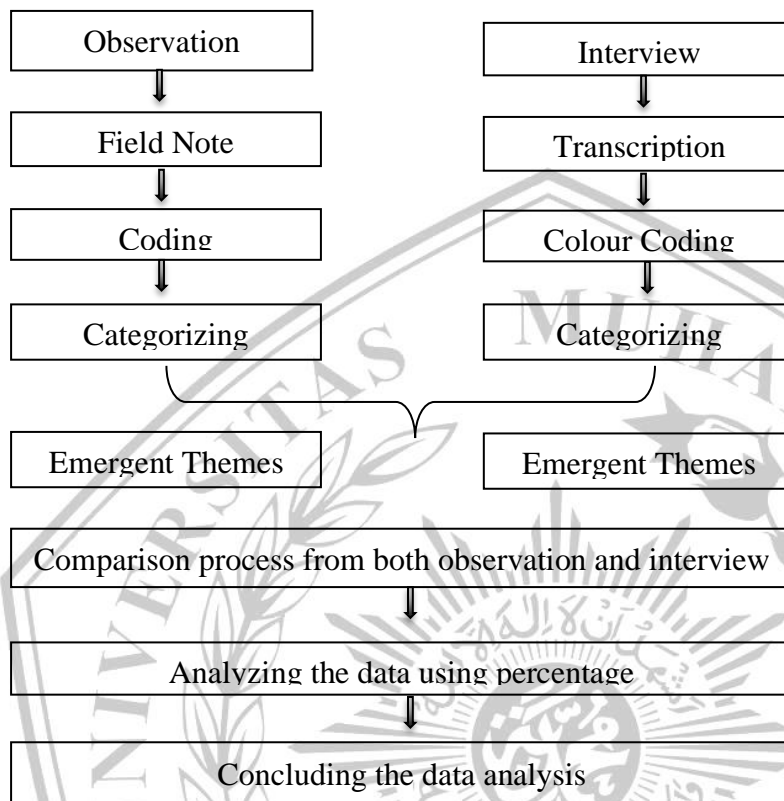
Note: These steps of data analysis were depicted in the figure above, and the flow of the data analysis figure was adapted from (Poedjiastutie, 2020).

To analyse the data, the researcher used thematic analysis to identify emerging themes and patterns in the interview data, which we then connected to existing literature and the socio-cultural context of boarding schools. Thematic analysis (TA) is the most prevalent approach for analyzing textual material in contemporary qualitative research. TA is popular among novice qualitative researchers due to its ease of use and ability to create clear and comprehensible findings from complex data sets (Wiltshire & Ronkainen, 2021). In this study, there are several steps of data analysis that will be described as follows:

1. The researcher organises data collected during observations. The researcher documents the data gathered during observation in field notes. The researcher subsequently encodes the field notes and classifies the findings to discern emergent themes.

2. The researcher transcribes the interview data. The researcher will utilise colour coding and categorisation of the transcribed data to discern emergent patterns that may align with or diverge from the observations.

3. The researcher analyses data from observations and interviews to discern developing themes.

4. The researcher employs percentages to analyse data derived from observations and interviews.

5. The researcher formulates findings derived from data analysis.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter delineates the data analysis that illustrates the findings pertaining to the research topics of this study. This study proposes two primary research questions: (1) What are the challenges faced by students SPEAM boarding in English speaking? How do the students resolve it? A classroom observation was performed to gather qualitative data on the challenges in English speaking faced by boarding school pupils. Semi-structured interviews were conducted to gather qualitative data regarding the challenges faced by students in enhancing their English-speaking proficiency.

4.1. Findings

This section explores the findings derived from the qualitative data collection, structured into two principal segments. The initial section presents the findings of observations that investigate the difficulties faced by students. The second section examines the results of interviews conducted to identify the challenges students encounter in speaking English, along with the practical solutions or coping mechanisms they utilize to improve their English communication abilities.

The data collected through observation were systematically documented using field notes guided by an observation checklist, which was adapted from McKay's model (2006 as cited in Selviani and Tanjung 2016) with some modifications to suit the context of this study. This checklist provided a structured framework for recording specific behaviours, interactions, and contextual factors related to students' challenges in speaking English. The modifications to the checklist ensured alignment with the research focus on challenges in speaking English in the context of a boarding school environment.

4.1.1. Challenges in English Speaking

Mastering English as a foreign language comes with a range of challenges, both technical and non-technical. These obstacles not only impact students' academic performance but also their overall attitude towards learning. Students face various barriers that prevent their ability to speak English. These can be grouped into:

1. **Linguistic Challenges:** These challenges involve difficulties with the technical aspects of language learning, such as grammar and pronunciation, which can prevent students from communicating effectively in English.

1.1. Grammar

The observation results show that students have difficulties in understanding and using English grammar, especially in constructing sentences with correct grammar. This includes the use of tenses such as past tense which is taught in the recount text material, students look difficult in answering simple past tense questions asked by the teacher *(L7, L25, Apx3).* While the interview results, the respondents also said some of their challenges in speaking English are grammar. Some of the interview results are evidence of this:

Researcher : *What are some of the obstacles you face when speaking in English?*

Respondent : *I struggle with grammar when speaking (Rsp[1], L8, Apx4)*

Researcher : *What are the biggest challenges you face when speaking in English? (e.g., grammar, structure, vocabulary)*

Respondent [2] : *Definitely grammar. Because organizing a correct sentence, in my opinion, is very difficult. (Rsp2, L22, Apx5)*

Researcher : *Where is the difficulty?*

Respondent [2] : *I find grammar and pronunciation difficult. (Rsp2, L16, Apx5)*

Researcher : *So, do you think there is anything that makes learning speaking possible?*

Respondent [1] : *There are often. Usually because we are afraid that when we say it, the grammar is wrong. (Rsp1, L8, Apx4)*

Students frequently struggle to relate grammar principles to their daily communication. The absence of interactive practice, such as speaking or writing tasks that utilize the grammar they have acquired, further impedes their comprehension. Moreover, educators infrequently provide avenues for students to pose inquiries or elucidate subjects they find perplexing. These challenges underscore the necessity for more inventive approaches in grammar training. Incorporating game-based learning, digital media, or contextualized tasks can improve students' understanding and use of

grammar. Furthermore, providing targeted and constructive criticism can enhance their comprehension and confidence in grammatical usage.

1.2. Pronunciation

In addition, the teacher also explains with the dominance of Indonesian, so that students are less exposed to English vocabulary directly which makes students have less opportunity to demonstrate good vocabulary according to pronunciation in English. And this is one of the students' difficulties in pronunciation *(L18, Apx3)*. During the interview, students also expressed difficulties with English pronunciation, as shown in the following interview dialog from several respondents:

Researcher   *: Are there any specific situations where you feel nervous or hesitant to speak English? (e.g., in class, with peers, in public)*

Respondent [2]   *: Of course, when I'm in front of the public, I'm always nervous because I'm afraid of making mistakes in pronunciation (Rsp2, L14, Apx5)*

Researcher   *: What do you think is the most difficult thing in speaking English?*

Respondent [3]   *: How to pronounce. (Rsp3, L14, Apx6)*

Researcher   *: Pronunciation means it's not the same as writing?*

Respondent [3]   *: Yes (Rsp3, L16, Apx6)*

The results from the interviews with participants were corroborated by observations conducted during the English learning process in the classroom. A notable finding is the frequent utilization of Indonesian by the instructor when elucidating the content. This strategy, while intended to aid pupils in understanding the topics, inadvertently restricts the enhancement of their speaking skills. The sporadic usage of English in the educational setting results in inadequate exposure for students to real English pronunciation. This deficiency in exposure reduces their opportunities to hear, replicate, and understand the accurate pronunciation. As a result, pronunciation practice in the classroom lacks adequate emphasis, causing students to forfeit essential opportunities to refine these skills in authentic contexts.

This pedagogical approach also influences pupils' confidence in speaking English. The lack of pronunciation models supplied by teachers during English instruction causes pupils to experience anxiety or dread of making errors when they try to speak. This situation introduces more challenges in the proper development of

pupils' pronunciation abilities. Consequently, an alteration in pedagogical approach is needed, wherein educators predominantly employ English as the principal medium of instruction. This transition can improve pupils' familiarity with accurate pronunciation and linguistic structures. Integrating pronunciation practice into daily classroom activities, like discussions, Q&A sessions, or simulations, enables students to enhance their confidence and proficiency in pronunciation abilities.

2. **Barriers: Psychological barriers** encompass the emotional and mental obstacles that impede students' ability to learn and use a language effectively. These barriers include feelings of anxiety, low self-esteem, and fear of being judged *(L28, L29, Apx3).* Relevant theories, such as Horwitz's Foreign Language Anxiety Theory, emphasize how these factors adversely affect performance and participation in language learning.

2.1. Low confidence

From the observations, it was clear that students felt anxious when they had to answer questions from their teachers. Their faces showed hesitation, and the answers they gave often sounded tentative or limited. In addition, they tended to be inactive in class activities such as discussing or interacting with the teacher. This reflects the students' low self-confidence. An interview with them also revealed significant responses.

Researcher : *How comfortable do you feel speaking English?*

Respondent [2] : *A little uncomfortable, sometimes also feel nervous when I want to speak English (Rsp2, L12, Apx5)*

Researcher : *You are not confident in your own abilities. Even if you are wrong, isn't the teacher scolding you?*

Respondent [3] : *No. It's just the most corrected (Rsp3, L157, Apx6)*

Researcher : *Is there a specific situation where you feel nervous or hesitant to speak English?*

Respondent [1] : *with Ustadzah. We are obliged to be in the cottage if we talk to the Ustadzah, we must use language. So, for example, if we talk to Ustadzah, we have difficulties, and finally we are nervous about talking. (Rsp1, L18, Apx4)*

Students frequently exhibit anxiety when required to communicate in English, especially in the presence of their teacher or classmates. The apprehension of committing errors, whether it is in grammar or pronunciation, considerably impedes their readiness to participate in dialogue. Moreover, the restricted opportunities for speaking practice in class exacerbate this problem. When educators depend on predominantly passive teaching approaches and infrequently promote student engagement, they cultivate an environment that undermines self-confidence.

2.2. Fear of Judgment

Observations result showed that students fear of judgment or criticism from teachers and classmates *(L30, Apx3)*. When asked to answer questions or participate in discussions, students appeared hesitant and tended to avoid opportunities to speak. This fear, which is often related to the fear of making mistakes, leads students to choose to remain silent rather than face the risk of being reprimanded or negatively evaluated in public. When the researcher asked the respondents about this, they said that there were times when their culture of using English drew judgment from classmates.

Researcher : *Are there any cultural factors or pressures that make it difficult for you to learn or speak English? (e.g., preference for the local language, fear of being judged)*

Respondent [2] : *Of course, there are, such as if we use English, sometimes we are ridiculed by our friends because we are considered pretentious, or sometimes if we are wrong, we are immediately reprimanded. (Rsp2, L50, Apx5)*

Researcher : *Well, we still taught together. If, for example, you can't do it, does anyone judge you?*

Respondent [3] : *yes, there is (Rsp3, L118, Apx6)*

Researcher : *Is there a culture here that can affect you in the process of improving your language, such as judging you when using English and making you become down and do not want to use the language anymore?*

Respondent [1] : *Sometimes the culture here is that there are some who can't speak English and don't want to improve and instead use Javanese or*

Indonesian; they follow suit and don't want to use the language that it makes them down too. (Rsp1, L68, Apx4).

Students often feel anxious about being criticized or reprimanded in public when they make mistakes in pronunciation or language structure. This highlights a culture of judgment within the learning environment. The fear of negative evaluation leads students to hesitate in speaking or attempting to use English. They tend to stay silent rather than risk making errors.

3. **Environmental Barriers:** Environmental barriers are external factors in the learning environment that hinder students' chances to practice and enhance their English-speaking skills. These barriers are especially evident in boarding school settings, where access to resources and exposure to various learning methods can be quite limited.

3.1. Restricted Access to Learning Tools.

Limited internet access and a lack of books can hinder the learning process. Observation results indicate that students in boarding schools face significant challenges due to restricted access to adequate learning tools and resources *(L21, Apx3).* Due to strict boarding rules, students are not allowed to use cell phones or the internet, which means they miss out on the opportunity to explore additional learning materials such as videos, interactive apps or other online resources that could help them learn English more effectively. Although each student has a textbook, this alone is not enough to fulfil their learning needs, especially when it comes to developing speaking and listening skills. On the other hand, teachers have also not utilized learning media such as videos or other digital tools that can make the learning process more interesting and fun. This condition makes students more dependent on traditional learning methods which sometimes feel monotonous and less interactive. The interview dialog also shows the following:

Researcher   : Do you have access to enough resources to learn English outside of class (e.g., books, internet, apps)?

Respondent [2]   : Not enough, because we are in a dormitory, so we are limited in using the internet. Only the vocabulary and grammar books in the dormitory help us to improve our English-speaking skills. (Rsp2, L44, Apx5)

Researcher	*: Do you have enough access to increase your knowledge about English? Such as internet access or access to books in the library that support English learning?*
Respondent ¹	*: If there is still a lack of internet access because we are limited to the use of the internet, access to open Google, and access to books, books are also not yet available. (Rsp¹, L58, Apx4)*
Researcher	*: Does the library not support books, such as English novels or other lessons?*
Respondent ¹	*: There is, but it is still very lacking (Rsp1, L60, Apx4)*

In this study, the researcher pointed out the difficulties that boarding students encounter, particularly concerning their limited access to the internet. These students are permitted to use the internet only during classroom learning or for specific activities in the dormitory that require a connection. This policy restricts personal technology use, allowing only laptops designated for educational purposes. Additionally, cell phone use is entirely banned. As a result, students have to rely more heavily on books as their primary source of information and learning materials. While this approach may aim to enhance focus and discipline, it also presents unique challenges in the learning process, especially given the rapid pace of technological advancement. Boarding students find themselves at a disadvantage when it comes to accessing a wider range of current information, which is often more readily available online.

3.2. Classroom Environment

During the observation process, the researcher witnessed quite a concerning reality in the classroom: many students looked bored, some even seemed to lose interest in engaging in English learning *(L4, L6, L9, Apx3)*. The classroom atmosphere, which should have been a place where they felt motivated to learn, was stiff and lifeless. This reflects that the classroom atmosphere has a huge impact on students' learning experience, especially in the context of English language learning. When the teacher is the only center of learning, with teaching methods that are mostly lectures, students just listen without being actively involved. In fact, to master a foreign language like English, students need more than just theoretical explanations. They

need space to speak, listen and use the language in real situations. Most of these challenges also come from the following interview results:

Researcher   *: How do you feel about the way English is taught in your class? Does it help you learn effectively?*

Respondent [2]   *: For the classroom, it is very less helpful because classroom activities are very limited, so I feel that my English improves while in the dormitory (Rsp2, L38, Apx5)*

Researcher   *: How do you feel about your learning progress? Are you satisfied or feel frustrated?*

Respondent [1]   *: I really feel that I am lacking in learning English. (Rsp1, L105, Apx4)*

Classroom observations revealed significant limitations in the learning environment. This is evident from the minimal student participation in discussions and the limited engagement with the material presented by the teacher. The prevalent use of a one-way teaching method worsens the situation, as it fails to create opportunities for students to interact and develop a deeper understanding. The teaching approach primarily focuses on delivering information directly from the teacher to the students, without encouraging effective feedback from them. Consequently, students often remain passive and disengaged in the learning process. The lack of interaction between teachers and students contributes to a learning atmosphere that feels dull and uninviting. This scenario undoubtedly affects the quality of students' comprehension of the subject matter, as effective learning should actively involve students through discussions, Q&A sessions, or tasks that stimulate critical and creative thinking.

4.1.2. How the students' overcome their difficulty in speaking skill

Based on the analysis of interviews with respondents, the researcher identified several solutions to overcome students' difficulty in speaking English:

4.1.2.1. Support and Learning Approach

Research indicates that the support provided by the learning environment and the strategies employed by students significantly influence the effectiveness of English language acquisition. Ninth-grade students residing in the dormitory have sufficient access to support initiatives like English Week and group study sessions. Nevertheless, they encounter challenges due to inadequate learning facilities and a less-than-ideal

individual approach. The key findings related to student support and learning methods are as follows:

1. *Environmental Support*

The dormitory setting fosters a conducive learning environment. Initiatives like English Week, which encourages students to converse in English for an entire week, play a vital role in their progress. Some of students reported feeling supported by these initiatives, both through structured programs and encouragement from peers. However, they face limitations due to insufficient facilities, such as the lack of language labs and restricted internet access.

Researcher : *How easy or difficult is it for you to find time to practice English outside of school?*

Respondent [2] : *It's easy, because we have English week where we have to speak English in the dormitory (Rsp2, L47, Apx5)*

Researcher : *It means that here in the dormitory we have an English program, which means that 1 week must be fully English. And it also has more opportunities in daily life using the English language. That's very helpful, don't you think?*

Respondent [1] : *Yes, there is a great opportunity to practice. (Rsp1, L50, Apx4)*

Students mentioned that while the English learning process in the classroom can sometimes fall short, the additional program offers them a valuable opportunity to practice and enhance their English skills. This program allows them to engage in English conversations, helping them to overcome the limitations of traditional classroom learning. This indicates that to boost students' English proficiency, a wider range of hands-on learning methods is necessary, alongside the standard classroom techniques. Therefore, the findings from these interviews highlight the significance of English language development programs outside the classroom, which can help students gain more confidence in using the language, despite the effectiveness challenges of formal classroom instruction.

2. *Diversity of Learning Strategies*

The different strategies that students adopt reflect their unique learning needs. Approaches that emphasize visual and social interaction have proven effective in enhancing English language skills. Educators and institutions can leverage this insight

to create more flexible teaching methodologies. One potential strategy is to incorporate speaking practice in real-life contexts. Students could engage in group discussions, simulations, or role-playing exercises that replicate authentic situations. This approach enables them to become accustomed to using the language naturally, reducing the focus on theoretical aspects. Additionally, technology can play a crucial role in addressing pronunciation issues. Pronunciation apps and speech recognition tools can support learners in practicing their pronunciation independently. Moreover, listening activities that focus on intonation and accent can help Students to imitate speech patterns that are closer to those of native speakers. It is vital to use a variety of multimodal learning resources, such as videos, audio materials, and interactive applications. This strategy provides flexibility, catering to visual learners who can benefit from video courses.

3. *Student Interest and Motivation*

According to observational and interview data, most students exhibit considerable enthusiasm in acquiring proficiency in English. The majority of students recognize the importance of English as a global language that provides benefits for employment, education, and intercultural contact. This inner motivation is evident in the students' declarations of their aspiration to pursue studies overseas and secure scholarships. Here are some concerns voiced throughout the interview:

Respondent [2] : When I study English, I can study abroad and get a scholarship. (Rsp2, L24, Apx5)

Respondent [1] : I Can communicate more with outsiders, and study abroad as well. (Rsp1, L34, Apx4)

Respondents [3] : Nowadays, most people use English on social media. Then whatever we use is in English. So, I can understand what they are saying. (Rsp3, L79, Apx6)

Ninth graders at boarding schools exhibit a significant motivation to learn English. Observations and interviews indicate that numerous female students exhibit a robust innate motivation to attain proficiency in the language. Their motivations are varied although tightly linked to future ambitions, like studying abroad, securing scholarships, and participating in international exchanges. Residing in a dormitory promotes an atmosphere favourable to bilingual education, particularly in English and

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Arabic. The English Week project, which promotes students to converse solely in English for a week, markedly enhances their willingness to learn. They believe this program enables them to practice speaking English in a more comfortable and pressure-free environment.

Motivation is essential in fostering students' engagement in learning English. Interviews reveal that pupils possess diverse motivations. Some perceive English as an essential conduit for realizing their aspirations of studying overseas. Second respondents emphasized the importance of English as a global lingua franca that supports the aspiration to pursue higher education abroad. Proficiency in English enhances opportunities in academia and future employment. Furthermore, securing an international scholarship is one of the objectives, serving as motivation to improve language skills.

This highlights the importance of English as a strategic tool for achieving greater aspirations. Such motivation demonstrates a strong commitment to academic success, with English functioning as a gateway to global opportunities. Proficiency in the language is essential not only for pursuing higher education abroad but also for competing internationally in both academic and professional fields. This awareness fosters a dedicated effort to enhance language skills, despite the challenges encountered.

On the other hand, respondent [1] demonstrates a personal motivation that focuses more on communication skills, particularly in building connections with individuals from diverse cultural backgrounds. Knowing English is seen as a gateway to a broader world, offering the opportunity to form meaningful connections and gain a deeper understanding of global perspectives. Additionally, there is a more practical motivation, driven by the desire to engage with and understand the English content found on social media.

4. Instructional Effectiveness

Observations and interviews reveal that the effectiveness of the English teaching methods used in the classroom has both strengths and weaknesses. The teacher's approach includes explanations of grammar concepts and recount texts, primarily using the Indonesian language, with occasional English interjections. Visual media, such as presentations, were utilized in only a few sessions. While some students

feel supported by the teacher's direct examples, their level of participation in class remains low. Some students find the formal approach to learning monotonous, stating that the classroom atmosphere is less interactive and can be boring. The majority of the students felt that the teacher's focus on direct examples, especially when explaining grammar and narrating texts, was appropriate. However, the teacher's sporadic use of visual media such as presentations is not enough to increase overall student participation. Therefore, despite some students finding it beneficial, the low level of active engagement poses a significant challenge to enhancing teaching effectiveness. It is essential to consider increasing interactivity by incorporating diverse learning methods to create a more engaging and dynamic educational environment.

4.2. Discussion

This section addresses the presentation of data acquired from observations and interviews. Based on the results of the research, there are several main findings related to English language learning in 9th grade at boarding schools, which include aspects of student motivation, learning barriers, teaching effectiveness, and learning strategies. This discussion relates these findings to the local context as well as foreign language learning theories to provide a more in-depth analysis.

4.2.1. Challenges in English Speaking

The challenges of English speaking faced by students at SPEAM boarding school include difficulties with grammar, pronunciation and low self-confidence. These findings are consistent with studies that mention that the main challenges in speaking English are often related to technical and affective limitations. The students reported that grammar was the main obstacle in speaking English. These difficulties include the use of verb forms and sentence construction. This is reinforced by the research of Mariam et al. (2022) who found that limited understanding of grammar hinders students' speaking ability in various contexts. The inability to master grammar also often leads to fear of speaking for fear of making mistakes, as expressed by Hermagustiana et al. (2021) in their research on foreign language learning anxiety (FLLA).

Furthermore, the students reported difficulties in pronunciation, mainly due to the difference between written and spoken English and lack of exposure to authentic English. The lack of interaction with spoken materials, such as dialogues or audio from

native speakers, hinders students in acquiring proper pronunciation (Kurniawan, 2022). In addition, other studies have also shown the same thing that lack of verbal interaction in the classroom exacerbates pronunciation challenges as students do not get enough practice speaking (Saragih et al., 2023). This study indicates that students in Islamic boarding schools encounter numerous challenges in English speaking. A prior study identified linguistic obstacles, including grammar, pronunciation, and restricted exposure to English beyond the school setting, as substantial impediments for boarding school students (Sofyan et al., 2023). This mirrors the findings in SPEAM, where grammar was the most mentioned difficulty, followed by pronunciation and confidence issues. The SPEAM boarding school also highlights the importance of environmental programs such as "English Week," which is similar to Sofyan's recommendations for immersive and supportive language learning environments.

Another challenge faced by boarding students is low self-confidence. From the analysed data of respondents, it showed that students identified low self-confidence as a significant challenge, especially when speaking in front of teachers or classmates. The same research was also found by Yusuf & Hilmun, (2021) research that students' confidence can be improved through organizational experiences that encourage them to speak in public. However, in formal environments such as the classroom, anxiety about criticism or mistakes is a big challenge for students to actively speak (Hermagustiana et al., 2021). Reinforced by the findings Holandyah et al. (2022) who identified various obstacles experienced by boarding school students in the life skills program. This study found that the main obstacles include lack of vocabulary mastery, pronunciation difficulties, and limited speaking ability caused by anxiety and dependence on the mother tongue. In addition, the other research showed that speaking skills can be improved through a process of introspection and self-awareness using the Johari Window model (Asiza et al., 2023). In this context, the low self-confidence found in this study is also in line with the results showing the importance of developing students' self-awareness of their strengths and weaknesses in speaking. Techniques such as Johari Window help students understand their fear of criticism and improve their self-confidence. These challenges often hinder the development of students' speaking competence, which is an important skill in English language learning.

4.2.2. How the students' overcome their challenges in speaking skill

One of the main challenges identified was students' challenge communicating in English, which is also a finding of this study. Methods such as individualized teaching and games proved effective in creating a more inclusive and engaging learning environment, in line with the findings of this study which emphasized the importance of social interaction-based learning strategies to increase student engagement (Laila et al., 2023). Some journal supports the finding that factors such as anxiety, time management and negative perceptions of language ability contribute to the success or failure of teaching. In the context of this study, support and practice-based approaches can be tailored to help students overcome challenges such as low self-confidence and lack of motivation (Sari & Anwar, 2021). Learning environment factors also play an important role. The classroom interactions involving teachers and students can increase student engagement and help build self-confidence (Kurniawan, 2022).This is supported by Saragih et al. (2023) who highlights the importance of effective verbal interaction between teachers and students to create a comfortable and productive learning atmosphere. Supporting programs such as English Week implemented in boarding schools have a positive impact, with some of students finding it helpful to practice speaking English. However, constraints such as limited learning facilities, including language labs and internet access, remain a significant challenge. This is in line with the findings pointed out that technology such as Prezi presentations can be a creative alternative to increase student engagement in English language learning. Prezi allows students to create interactive visuals that support the learning process, reduce boredom, and increase their focus (Jamilah et al., 2022).

Furthermore, Holandyah et al. (2022) underlined that life skills-based programs in Islamic boarding schools can improve speaking ability if designed with a good approach. Such programs should include activities that challenge students to speak on relevant topics, while providing intensive teacher support. Learning environment support, such as the English Week program, has a positive impact on students' abilities. The students felt that the program encouraged them to use English practically. This finding is in line with the research Mariam et al. (2022) who mentioned that an environment that supports language interaction can increase students' confidence in speaking. However, limited facilities, such as language labs or

internet access, are still an obstacle for 60% of students who want to learn independently.

In addition, the variety of individual learning strategies, such as the use of books, visual media or group discussions, reflects diverse learning needs. Visual-based strategies, such as watching movies or educational videos, support the development of students' speaking skills, as suggested by Yusuf & Hilmun, (2021) who highlights the importance of alternative learning resources.

Students' motivation in learning English showed mixed results. Most students are highly motivated, driven by future needs such as continuing their studies abroad or obtaining scholarships. However, students with low motivation are often hampered by environmental factors or less relevant learning approaches (Hermagustiana et al., 2021). This finding is in line with the research of which emphasizes that self-efficacy plays an important role in influencing students' speaking performance. High intrinsic motivation, such as the desire to understand English content, supports learning but is not enough to overcome technical obstacles such as grammar and pronunciation. In addition, environmental programs such as English Week make a positive contribution to student motivation.

According to Rindika, (2024) emphasizes the critical role of self-efficacy and anxiety management in enhancing motivation and reducing barriers to English speaking. Similarly, the SPEAM study found that students with higher motivation often driven by aspirations for further education or international opportunities showed greater engagement in English-speaking programs. Conversely, those with lower motivation faced anxiety-induced hurdles, echoing the findings on the negative impact of speaking anxiety on self-confidence and active participation.

Teaching English in boarding schools has its own challenges, especially in improving students' speaking skills. Based on the results of data analysis, it was found that the dominance of the use of Indonesian language by teachers in the learning process is a major obstacle for students to achieve fluency in communicating using English. This phenomenon reflects the importance of instructional effectiveness in English language teaching, where the strategies and approaches used by teachers can significantly affect students' learning outcomes. The instructional effectiveness plays an important role in creating meaningful interactions between teachers and students.

Strategies such as literal translation and code-switching are often used to bridge the comprehension gap, but their overuse can limit students' exposure to authentic English. This is contrary to the main goal of language teaching, which is to encourage students to actively use the target language in real situations (Widiastuti et al., 2021).

In addition, the instructional aspects, psychological factors such as low motivation, lack of confidence, and speaking anxiety also become significant barriers (Syafryadin, 2023) In the study, solutions such as the use of conversation diaries proved to be able to help students organize ideas, enrich their vocabulary, and increase their confidence in speaking English. This is in line with the finding that approaches that facilitate reflection and hands-on practice can help students overcome their fear of mistakes and provide a more natural speaking experience. Moreover, to overcome these barriers, innovative and supportive learning approaches are needed. The application of Communicative Language Teaching (CLT) methods, such as role-playing and group discussions, has been proven to help improve students' speaking skills through more active and collaborative interactions. In addition, organizational experience can also help improve students' confidence in speaking English, as found by Yusuf & Hilmun, (2021) that students who are active in organizations have higher confidence in the classroom. By creating an interactive and supportive learning environment, and encouraging students to practice speaking spontaneously without fear of making mistakes, speaking barriers can be gradually overcome. This study provides important implications for curriculum development and teaching strategies in Islamic boarding schools to improve students' speaking competence.

Most of the students found the teacher's explanation less helpful, their level of active engagement in class was low. This suggests that the predominantly lecture-based teaching approach needs to be adjusted to be more interactive. The importance of verbal interaction between teachers and students to create a dynamic and productive learning environment (Saragih et al., 2023). In addition, limited use of visual media and monotonous learning methods were reported as obstacles by students. The study shows that a variety of learning methods, such as the use of presentation media and group activities, can increase student participation and reduce boredom (Kurniawan, 2022). The effectiveness of teaching methods applied in the classroom shows strengths in grammar explanation, but there are still shortcomings in the variety of teaching

methods. The study showed that self-reflection and feedback-based approaches can increase student participation (Asiza et al., 2023).

In addition, the limitations of visual methods in the classroom also reduce student engagement. The integration of modern technology such as Prezi can create a more engaging and interactive learning experience (Jamilah et al., 2022). This is relevant to the observation that the use of visual media in the classroom is only sporadic, which contributes to student boredom. research on English for Specific Purposes (ESP) underscores the necessity of aligning language instruction with students' professional and academic needs (Rumalessin & Farah, 2021). At SPEAM, while general motivation was high, practical strategies and personalized learning approaches were less emphasized, aligning with the broader need for targeted curriculum development discussed in this study.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on finding and discussion of the data analysis:

5.1. Conclusion

This study reveals the main challenges that students at SPEAM boarding school face in speaking English, namely difficulties in grammar, pronunciation, and low self-confidence. Environmental factors such as limited internet access and supporting facilities are also significant obstacles. On the psychological side, students often experience anxiety due to fear of making mistakes, both in terms of grammar and pronunciation, which prevents them from actively speaking.

However, environmental programs such as English Week have proven to have a positive impact on students' abilities. The program provides opportunities for intensive English practice, although there are still limited facilities such as language laboratories and technology-based learning mediums. This finding underlines the importance of creating a supportive learning environment with diversified learning strategies to improve students' speaking skills.

5.2. Suggestions

Based on the result of the data analysis and conclusion, the researcher proposes some suggestions as follows:

1. It is suggested that schools can provide language labs or better access to the internet to support students' independent learning, such as the use of pronunciation apps or online learning materials.

2. It is suggested that teachers can integrate Communicative Language Teaching (CLT) methods, such as group discussions, simulations, or language games to increase students' active participation in the learning process. Increased use of visual media and modern technology, such as learning videos or interactive apps, to attract students' interest and reduce boredom in the classroom.

3. Public speaking training programs can help boost students' confidence. Teachers need to create an emotionally safe environment where mistakes are seen as part of the learning process and not as failures.

4. Expanding initiatives such as English Week into more structured regular activities, including real practical activities such as debates, presentations or collaborative projects.

5. Student Empowerment: Encourage students to use self-learning strategies, such as reading books, watching movies in English, or joining online language learning communities.

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APPENDIX 1

OBSERVATION CHECK LIST

No	The activity	Yes	No	Line	Notes
1	The teacher greets the students				
2	Students answer when asked about attendance.				
3	Students prepare to take lessons by sitting quietly.				
4	Students lack passion for studying.				
5	Students actively respond when asked.				
6	Students pay attention to the teacher while explaining.				
7	Students answer whether they like the lesson being taught (e.g., English with material on the names of objects in the classroom).				
8	The students already have their own textbook, both in the form of "Buku Paket"				
9	The material is interesting				
10	The material uses familiar words				
11	The material suitable with the students' experiences				
12	The learning activities are able to help each student improve their English				
13	The textbooks contain easily understandable learning content.				
14	Providing effective learning activities (worksheets) can increase student engagement.				
15	Students can easily understand the worksheet-based learning exercises.				
16	Students repeat the teacher's words about				

No	The activity	Yes	No	Line	Notes
	classroom objects in English correctly.				
17	Students identify vocabulary by showing objects.				
18	Students pronounce vocabulary correctly.				
19	Students actively ask questions when they don't understand.				
20	Access to books or language learning materials in English is limited.				
21	Access to technology (e.g., computers, internet, and learning applications) is limited.				
22	Lack of additional learning resources (e.g., interactive materials, audio, and video).				
23	Limited opportunities to interact in English.				
24	Social or cultural pressures prevent the use of English (e.g., dominance of the local language).				
25	Students struggle to understand the structure of English sentences (e.g., tenses and grammar).				
26	Students have a limited vocabulary in English.				
27	Students struggle to listen to or understand spoken English (e.g., accents, speaking speed).				
28	Students feel fear or anxiety when speaking in English.				
29	Students lack confidence when making mistakes or attempting to speak in English.				
30	Students feel anxious about receiving criticism				

No	The activity	Yes	No	Line	Notes
	or condemnation for language mistakes.				
31	Students rely on passive learning methods (e.g., reading, listening) without active speaking practice.				
32	Students lack clear personal goals for learning English (e.g., career, travel, or pleasure).				
33	students feel frustrated or give up easily when facing difficulties in English.				

McKay, 2006: 278 model, which is quoted from the source (Selviani & Tanjung, 2016) and some modifications

APPENDIX 2

Students Interview Guide

(Validated by supervisor)

1. Do you like English lessons? Why?

2. Do you like speaking activities?

3. What are some of the obstacles you face when speaking in English?

4. What are your expectations of English lessons especially speaking?

5. How comfortable do you feel speaking English?

6. Are there any specific situations where you feel nervous or hesitant to speak English? (e.g., in class, with peers, in public)

7. What do you think makes it difficult for you to speak English fluently? (e.g., pronunciation, confidence, grammar, etc.)

8. How often do you practice speaking English outside of class?

9. What do you do to improve your speaking skills? (e.g., watching TV shows, listening to podcasts)

10. What are the biggest challenges you face when speaking in English? (e.g., grammar, structure, vocabulary)

11. Why do you want to learn English? (e.g., career goals, travel, personal interest)

12. How important is learning English for you in your daily life?

13. Do you feel motivated to improve your English skills? Why or why not?

14. How confident are you when using English in front of others (whether in speaking or writing)?

15. Do you feel discouraged when you make mistakes in English? Why?

16. What helps you feel more confident when learning or using English?

17. How do you feel about the way English is taught in your class? Does it help you learn effectively?

18. Do you have the opportunity to practice English outside of school (e.g., with friends, online)?

19. How supportive are your friends and family in your learning process? Do they encourage you to practice English?

20. Do you have access to enough resources to learn English outside of class (e.g., books, internet, apps)?

21. Is there any specific material or tool you wish you had to help you learn English better?

22. How easy or difficult is it for you to find time to practice English outside of school?

23. Are there any cultural factors or pressures that make it difficult for you to learn or speak English? (e.g., preference for the local language, fear of being judged)

24. Do you have opportunities to practice English in real-life situations (e.g., traveling, talking to native speakers)?

25. How comfortable do you feel speaking English with classmates or teachers?

26. How do you usually learn best? (e.g., visual, auditory, hands-on practice)

27. Do you feel that the way English is taught matches your learning style? Why or why not?

28. Are there specific activities or methods that help you learn better? (e.g., games, group work, or speaking exercises)

29. How often do you study or practice English outside of class? How much time do you usually spend on it?

30. What helps you stay organized and focused when learning English?

31. Do you have any study strategies or routines that you use to improve your English?

32. How do you feel about your progress in learning English? Are you satisfied with it, or do you feel frustrated?

APPENDIX 3

FIELD NOTE

Class : 9th grade
Day / Date : Wednesday, 13 November 2024 and 20 November 2024
Time : 12.45 – 14.05
Teacher : Mr. M. Sjamsul Bahri Djambek, S.Pd.

No	The activity	Yes	No	Line	Notes
1	The teacher greets the students	✓		L1	The teacher started with greetings and asked about the students' condition.
2	Students answer when asked about attendance.	✓		L2	Checking attendance and asking the reason for absent students.
3	Students prepare to take lessons by sitting quietly.	✓		L3	Start the English lesson by reflecting on the previous lesson. The teacher opens the lesson by explaining the definition and purpose of recount text using a combination of Indonesian and a little English. The example of recount text given is a simple story about personal experience
4	Students lack passion for studying.		✓	L4	The students did not look very enthusiastic because the English subject was in the last hour of the lesson during the observation, so the students looked tired. The teacher explains the structure of recount text (orientation, events, and reorientation) with emphasis on verb forms (past tense).
5	Students actively respond when asked.	✓		L5	When the teacher asks questions, students actively answer, albeit briefly.
6	Students pay attention to the teacher while explaining.	✓		L6	There are some students who do not seem very enthusiastic when participating in learning.
7	Students answer whether they like the lesson being taught (e.g., English with material on the names of objects in the classroom).	✓		L7	They seemed to be following the lesson. However, students seemed to have difficulty answering questions from the teacher about the previous lesson on past tense material.
8	The students already have their own textbook, both in the form of "Buku Paket"	✓		L8	Each student has their own textbook.
9	The material is interesting		✓	L9	Not interesting because the lesson looks boring.
10	The material uses familiar words	✓		L10	The teacher uses familiar words and mostly uses Bahasa Indonesia when explaining.

No	The activity	Yes	No	Line	Notes
11	The material suitable with the students' experiences	✓		L11	Explaining the recount text section is not yet structured. The grammar explanation focuses on the use of verb 2 to write recount text. However, the majority of the explanation was given in Indonesian. After explaining the material, the teacher assigns students to write a short recount text based on their own experience.
12	The learning activities are able to help each student improve their English		✓	L12	Because there is little interaction during learning. The teacher tends to use Indonesian for most of the lesson, with only English interjected when giving short examples or explaining verbs in the past tense.
13	The textbooks contain easily understandable learning content.	✓		L13	Students are able to understand the content in their textbooks.
14	Providing effective learning activities (worksheets) can increase student engagement.	✓		L14	Some students were able to follow along well.
15	Students can easily understand the worksheet-based learning exercises.		✓	L15	The teacher minimally explains what the task instructions are. So that some students look confused.
16	Students repeat the teacher's words about classroom objects in English correctly.	✓		L16	There are some words that are repeated for emphasis. When the teacher asks questions, only a few students try to answer, and most give short answers without elaboration. Most students did not ask questions, although some seemed confused when given the task of writing a recount text
17	Students identify vocabulary by showing objects.		✓	L17	For vocabulary, students have sufficient vocabulary in English.
18	Students pronounce vocabulary correctly.		✓	L18	It can be seen that they not capable to pronounce English words well.
19	Students actively ask questions when they don't understand.		✓	L19	Apparently not. Students appear less responsive and rarely actively participate during learning. the classroom atmosphere was less interactive, with little dynamics between teacher and students.
20	Access to books or language learning materials in English is limited.		✓	L20	They have books that help them learn the language.

No	The activity	Yes	No	Line	Notes
21	Access to technology (e.g., computers, internet, and learning applications) is limited.	✓		L21	Their internet and apps are very limited. Because there are cottage rules that limit this. Because students are also not allowed to hold cell phones.
22	Lack of additional learning resources (e.g., interactive materials, audio, and video).		✓	L22	For learning videos, it is considered to have fulfilled but not maximized. Teachers need to increase the variety of teaching methods, for example, by using visual media or activities that involve students directly.
23	Limited opportunities to interact in English.		✓	L23	For dormitories, they have a great opportunity to practice their language.
24	Social or cultural pressures prevent the use of English (e.g., dominance of the local language).	✓		L24	Interaction in the school environment that is still lacking in interacting using English.
25	Students struggle to understand the structure of English sentences (e.g., tenses and grammar).	✓		L25	Still looks difficult when stringing words using grammar.
26	Students have a limited vocabulary in English.		✓	L26	They have a program that provides new vocabulary every day.
27	Students struggle to listen to or understand spoken English (e.g., accents, speaking speed).	✓		L27	Still lacking in listening, because there is still a lack of interactive learning in the classroom, and the teacher uses dominant Indonesian rather than English.
28	Students feel fear or anxiety when speaking in English.	✓		L28	There are some moments when they look a little nervous, like speaking in front of the public.
29	Students lack confidence when making mistakes or attempting to speak in English.	✓		L29	When in front of the teacher they lack the confidence to use English.
30	Students feel anxious about receiving criticism or condemnation for language mistakes.	✓		L30	Fear of being reprimanded directly in front of the public
31	Students rely on passive learning methods (e.g., reading, listening) without active speaking practice.	✓		L31	It can be seen from the teaching and learning process, students are not given the opportunity to practice more actively in speaking.
32	Students lack clear personal goals for learning English (e.g., career, travel, or pleasure).		✓	L32	They showed enthusiasm to be able to continue their studies abroad, and to be able to speak with native speakers. They also hope to get scholarships with their language skills.

No	The activity	Yes	No	Line	Notes
33	students feel frustrated or give up easily when facing difficulties in English.	✓		L33	Some of them look frustrated when speaking English, however, they still try to learn.

Interview transcript 1

Class : **9th grade**
Day / Date : **Tuesday, 7 December 2024**
Time : **10:30 – 11:10 A.M**
Teacher : **Chione Ilona**

|		
Interviewer	L 1	Now, let me introduce you first. What's your name?
Respondent	L 2	My name is Chione Ilona, and people call me Chione.
Interviewer	L3	Do you actually like English? Why do you like it?
Respondent	L4	Because when I was a kid, I watch a lot of English movies. I also listened to a lot of English songs. So, it's like a habit.
Interviewer	L5	So, from a young age, you loved English. What's the most interesting thing about English? Learning grammar, learning speaking or learning what?
Respondent	L6	Learn speaking and listening.
Interviewer	L7	you prefer speaking and listening. So, is there anything that Chione finds difficult in learning speaking?
Respondent	L8	There are often. Usually it's because we're afraid that when we speak, the grammar is wrong.
Interviewer	L9	What are your expectations for learning speaking?
Respondent	L10	I hope speaking will be developed more. Including for example speeches, right here in the boarding there is Muhadrah. So, I want to improve my speaking slowly through speech.
Interviewer	L11	Now that's the context outside of school, for example in the school itself, the teacher at the school, does it use full English or 50% by English or what?
Respondent	L12	50% in English
Interviewer	L13	What strategies does the teacher use for speaking specifically?
Respondent	L14	Speaking is usually a presentation.
Interviewer	L15	For yourself, for example, like Chione said earlier, you like listening and speaking. So how do you feel comfortable when you talk? I guess because you like listening and speaking. So, when speaking English, what is it about that moment that makes you comfortable. Earlier, you were afraid of grammar because you were afraid of getting the grammar wrong. At what time?
Respondent	L16	When we talk to people, it turns out that they understand what we're talking about. Even though the grammar is still wrong or the pronunciation is still wrong, the person understands us. Finally, we can be free to say what we want to say.

Interviewer	L17	Are there specific situations where you feel nervous or hesitant to speak English? Maybe in class or in public or with friends. Are there any
Respondent	L18	with the Ustadzah / teacher. We are obliged to go to boarding school if we talk to Ustadzah, we have to use language. So, if for example I talk to the Ustadzah, it is difficult to speak, so I nervous.
Interviewer	L19	It means that the context is Chione wants to speak English, you afraid when the person is finer than you. So, you are afraid that you will be blamed, for example, like "you shouldn't speak like this, you should speak like this," afraid of being blamed like that. So, you feel uncomfortable.
Respondent	L20	When I am immediately teased, "you can't talk like this," it's like you're not free. But it's free to talk to friends. So, whatever you want the grammar to be convoluted, we still understand.
Interviewer	L21	So, it's comfortable with friends when speaking English What is difficult in learning English in which part, Chione?
Respondent	L22	smooth stages
Interviewer	L23	which part did Chione find difficult, was it the pronunciation or the confidence, or the grammar?
Respondent	L24	grammar and pronunciation
Interviewer	L25	Well, how often does Chione yourself practice English? Is it only in class or onside the class if for example in the dormitory, it's full English or is it still mixed, Is there Indonesian and English?
Respondent	L26	Sometimes if I don't know, I mix it up. But if I really know it, I'll use full English even if the grammar is wrong.
Interviewer	L27	But if for example you don't know, one vocab run doesn't know. Then we mix it, you mix it with Indonesian. The important thing is to keep speaking English. What do you think is something that can improve your speaking English? What method?
Respondent	L28	For myself, I usually prefer to understand myself. But if for example for others, if I want to improve, I have to be able to talk to native people. Because I used to have a native language friend from England. So I can improve my English from there.
Interviewer	L29	for example, the context is in the dormitory, meaning that now you live in a dormitory environment, where you are not allowed to freely open a laptop, you cannot freely watch movies What activities have helped you so far to improve your English?
Respondent	L30	Read books that are in English. Like novels maybe, if it's English.
Interviewer	L31	But more often what is this?

Respondent	L32	More often books are books like vocab books, books that contain grammar.
Interviewer	L33	I wonder what the purpose of learning English is for Chione herself. What will it be for?
Respondent	L34	I can communicate and learn more about other people, and I can also study abroad.
Interviewer	L35	how important is it for chione to learn English?
Respondent	L36	important. I see, English is an international language. Especially now that there is a lot of learning using English. So we have to improve English a lot. So that we understand what foreigners are talking about.
Interviewer	L37	So, how confident are you when using English in front of other?
Respondent	L38	Medium.
Interviewer	L39	What strategies does Chione use when she feels uncomfortable speaking English? Usually we just realize it when we speak. Oh yes, I said something wrong earlier. I wonder what the strategy was at that time. Is there an effort for tomorrow not to be like this or learn more or what?
Respondent	L40	Usually, if I suddenly become unconscious, is it my fault? Because I still ask those who know better. For example, ask the class, ask the Ustadah or open the dictionary to look it up myself.
Interviewer	L41	what really helps you to be confident when learning or using English. What's it usually because of? I don't think it's from Ustadah. When speaking English in front of Ustadah, I'm a bit nervous.
Respondent	L42	I like to speak English if, for example, other people appreciate it. My English is like this, I can't do anything else. Even if someone does misspeak, I don't need to be reprimanded on the spot. Directly corrected, no need to be reprimanded angrily.
Interviewer	L43	The context is the classroom. The learning in the classroom was helpful or not? To help you improve your English.
Respondent	L44	Very helpful
Interviewer	L45	How effective?
Respondent	L46	very effective. Since studying here, I have been able to deepen my learning in terms of grammar or in terms of writing.
Interviewer	L47	Do you have the opportunity to speak this language? Do you have the opportunity? For example, are there more opportunities to practice speaking English directly than at school?
Respondent	L48	Yes
Interviewer	L49	This means that here at ASRAMA we have an English program, meaning that one week must be full of English. And that also has more opportunities in daily life to use English. That's very helpful, don't you think?
Respondent	L50	Yes, there is a great opportunity to practice,

Interviewer	L51	If you're like Chione, you probably go to school outside. sometime in holiday, do you have a partner to speak English with?
Respondent	L52	No, I don't.
Interviewer	L53	To what extent do friends, friends around, support the learning process in English?
Respondent	L54	How much, sometimes people say, if I want to use English, don't use English. I don't understand. But yes, after that I'll say, we already use the language here, so you have to be able to do it too. Finally, this friend, finally supported me too. Yes, I can't use English either.
Interviewer	L55	For friends who don't like English, are they not motivated to learn more when they see their friends speaking English?
Respondent	L56	There is. Friends also support each other to improve English.
Interviewer	L57	Do you have enough access to English knowledge here? Like internet access or access to books in the library that support English learning?
Respondent	L58	If here is still lacking, for internet access because we are limited to using the internet, access to Google, and access to books, books are also not adequate.
Interviewer	L59	Does the library not have supportive books, such as English novels or other subjects?
Respondent	L60	There are, but they are still lacking.
Interviewer	L61	Is there a specific material, or something that you find helpful when learning English better. Do you think there is? What is it? Can you name it?
Respondent	L62	My hope is that the school can invite speakers who are native speakers, so not speakers from Indonesia who have English language skills.
Interviewer	L63	What media is needed to increase knowledge of English?
Respondent	L64	I hope that in the princess SPEAM there is a language lab.
Interviewer	L65	What do you think, is it difficult or easy to find time to study languages?
Respondent	L66	It's difficult, because there are a lot of activities here, and it's also difficult from the leadership to give permission to leave the boarding if there is a desired activity.
Interviewer	L67	Is there a culture here that can affect you in the process of improving your language, such as judging you when using English, and making you even become down and do not want to use the language anymore
Respondent	L68	sometimes the culture here is that there are some who can't speak English and don't want to improve and instead use Javanese or Indonesian, so sometimes they also don't want to use the language so that it makes them down too.
Interviewer	L69	If it's vacation time, do you think Chione will have a chance to practice English in a real situation? Maybe directly talking to native speakers.

Respondent	L70	When I'm on vacation, I usually make time to chat with native speakers through social media. Or try applications that support English learning.
Interviewer	L71	So far, how comfortable are you with speaking English to your own teachers?
Respondent	L72	Still undecided.
Interviewer	L73	Why are you still hesitant, what is the percentage of hesitation?
Respondent	L74	40% percentage.
Interviewer	L75	What is uncomfortable?
Respondent	L76	Even if the teacher doesn't reprimand us when we speak, we suddenly go blank when we speak. Immediately shut up like that.
Interviewer	L77	For Chione so far, what is the best way to learn? By visual, auditory or hand on practice.
Respondent	L78	By visual, such as watching a movie or using media such as PPT.
Interviewer	L79	How has the learning been in the class so far?
Respondent	L80	We rarely watch movies here, so we usually study with friends.
Interviewer	L81	What is the material like in class?
Respondent	L82	In class, sometimes I study grammar, sometimes I watch movies and study as usual.
Interviewer	L83	Which part of English do you like the most?
Respondent	L84	In the speaking section.
Interviewer	L85	In the presentation part?
Respondent	L86	Yes
Interviewer	L87	How do you usually teach using ppt, or are there interesting learning videos or games?
Respondent	L89	More often than not, it's a learning video.
Interviewer	L90	What about games?
Respondent	L91	It's very rare.
Interviewer	L92	For your friends, do you see them sleepy or lacking interest in learning English?
Respondent	L93	Many, whether they can or not, still sleep.
Interviewer	L94	I wonder if there is a moment when learning English where the children are all literate?
Respondent	L95	There is, when watching.
Interviewer	L96	What kind of watching activity? Is it just watching, or is there a task requested by the teacher?
Respondent	L97	Usually we are asked to summarize what we watched in English.
Interviewer	L98	For classroom learning, do you prefer individual or group work, or do you prefer assignments or speaking exercises?
Respondent	L99	Likes to be individualized,
Interviewer	L100	group?
Respondent	L101	Because if it's a group, usually if it's group work, there must be someone who doesn't understand the material, doesn't

		participate in the work. And ask those who can speak English to do the work.
Interviewer	L102	How often does Chione make time to study English? Like, maybe have an hour to improve English, or practice English.
Respondent	L103	For now, finding the time is quite difficult, but if there is time, I make time to study English sometimes with friends too.
Interviewer	L104	How do you feel about your learning progress? Are you satisfied with it or do you feel frustrated
Respondent	L105	I feel very lacking in learning English.
Interviewer	L106	What are the expectations?
Respondent	L107	Hopefully my English will improve.
Interviewer	L108	Do you have any routines or strategies that help you improve your English?
Respondent	L109	The strategy is to read a lot of books. When on vacation, take the time to watch movies in English. Like grammar and speaking.
Interviewer	L110	So far, has the classroom learning helped you improve your English?
Respondent	L111	It's quite helpful, because there is also day vocabulary and conversion.
Interviewer	L112	Oke, thank you Chione for your time.
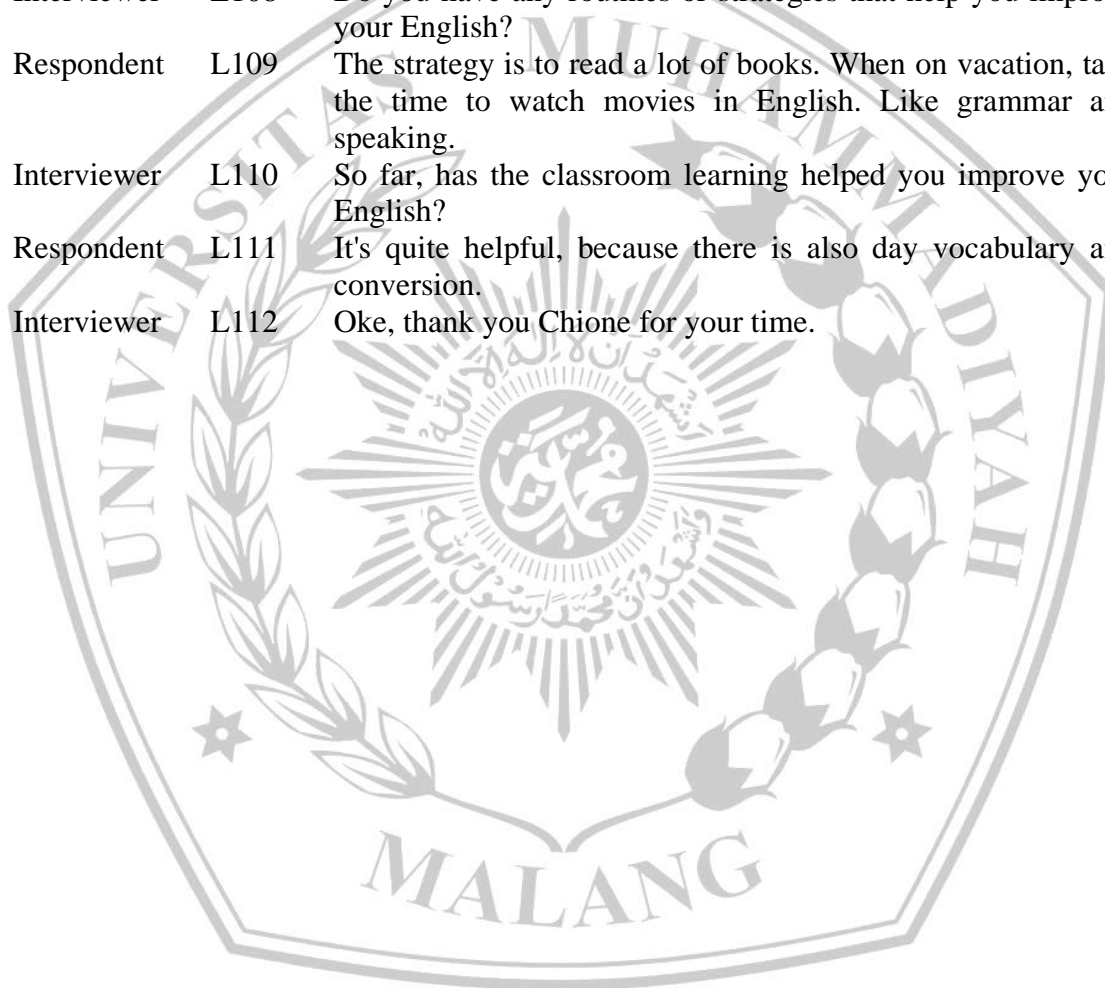
Interview transcript 2

Class	**: 9th grade**	
Day / Date	**: Tuesday, 7 December 2024**	
Time	**: 11.40 – 12.15 A.M**	
Teacher	**: Brillyan Tsabita**	

Interviewer	L1	Please introduce yourself, what is your name? and what class are you?
Respondent	L2	My name is Brilyan Tsabita, I am 9th grade
Interviewer	L3	Do you like English lessons? Why?
Respondent	L4	I really like it, because it's an international language so when I meet tourists I can communicate with them, and I can chat with people outside Indonesia too.
Interviewer	L5	Do you like speaking activities?
Respondent	L6	I really like it.
Interviewer	L7	What are some of the obstacles you face when speaking in English?
Respondent	L8	I struggle with grammar when speaking.
Interviewer	L9	What are your expectations of English lessons especially speaking?
Respondent	L10	Hopefully, if we learn English, we must be full English.
Interviewer	L11	How comfortable do you feel speaking English?
Respondent	L12	A little uncomfortable, sometimes also feel nervous when I want to speak English
Interviewer	L13	Are there any specific situations where you feel nervous or hesitant to speak English? (e.g., in class, with peers, in public)
Respondent	L14	Of course, when I'm in front of the public, I'm always nervous because I'm afraid of making mistakes in pronunciation.
Interviewer	L15	What do you think makes it difficult for you to speak English fluently? (e.g., pronunciation, confidence, grammar, etc.)
Respondent	L16	I find grammar and pronunciation difficult.
Interviewer	L17	How often do you practice speaking English outside of class?
Respondent	L18	often, because in the dormitory, we were required to speak both English and Arabic.
Interviewer	L19	What do you do to improve your speaking skills? (e.g., watching TV shows, listening to podcasts)
Respondent	L20	So far, it's only by reading a lot of books, because we are limited to access to watching movies or listening to podcasts and so on.
Interviewer	L21	What are the biggest challenges you face when speaking in English? (e.g., grammar, structure, vocabulary)
Respondent	L22	Definitely grammar. Because organizing a correct sentence in my opinion is very difficult.
Interviewer	L23	Why do you want to learn English? (e.g., career goals, travel, personal interest)
Respondent	L24	When I study English that I can study abroad and get a scholarship.
Interviewer	L25	How important is learning English for you in your daily life?

Respondent	L26	Very important.
Interviewer	L27	Do you feel motivated to improve your English skills? Why or why not?
Respondent	L28	Yes, I am motivated to improve my language, because English is spoken all over the world.
Interviewer	L29	How confident are you when using English in front of others (whether in speaking or writing)?
Respondent	L30	Fifty percent, because I was a little hesitant. But if it's in front of my friends, I'm very confident.
Interviewer	L31	Do you feel discouraged when you make mistakes in English? Why?
Respondent	L32	Yes, because I am afraid of being scolded or reprimanded when I make a mistake.
Interviewer	L33	What helps you feel more confident when learning or using English?
Respondent	L35	One of them is not reprimanding me directly in public when I make a mistake,
	L36	
Interviewer	L37	How do you feel about the way English is taught in your class? Does it help you learn effectively?
Respondent	L38	For the classroom, it is very less helpful because classroom activities are very limited, so I feel that my English improves while in the dormitory.
Interviewer	L39	Do you have the opportunity to practice English outside of school (e.g., with friends, online)?
Respondent	L40	With my friends in the dormitory, I really have the opportunity to practice English. But if it's online we don't have access to it in the dormitory, because it's a dormitory regulation.
Interviewer	L41	How supportive are your friends and family in your learning process? Do they encourage you to practice English?
Respondent	L42	My friends and family really encourage me to speak English, because usually my friends always help me when I have difficulties.
Interviewer	L43	Do you have access to enough resources to learn English outside of class (e.g., books, internet, apps)?
Respondent	L44	Not enough, because we are in a dormitory so we are limited in using the internet. What helps is the vocabulary and grammar books in the dormitory.
Interviewer	L45	Is there any specific material or tool you wish you had to help you learn English better?
Respondent	L46	There is, we want to have a language lab and audio that helps us to learn listening.
Interviewer	L47	How easy or difficult is it for you to find time to practice English outside of school?
Respondent	L48	It's easy, because we have English week where we have to speak English in the dormitory.
Interviewer	L49	Are there any cultural factors or pressures that make it difficult for you to learn or speak English? (e.g., preference for the local language, fear of being judged)

Respondent	L50	Of course, there are such as if we use English, sometimes we are ridiculed by our friends for being pretentious or sometimes if we are wrong, we are immediately reprimanded.
Interviewer	L51	Do you have opportunities to practice English in real-life situations (e.g., traveling, talking to native speakers)?
Respondent	L52	Very little, except during school vacations we have this opportunity by chatting with native speakers through social media.
Interviewer	L53	How comfortable do you feel speaking English with classmates or teachers?
Respondent	L54	I'm very comfortable with my classmates, but I'm still a little hesitant to listen to the teacher.
Interviewer	L55	How do you usually learn best? (e.g., visual, auditory, hands-on practice)
Respondent	L56	For me, it's more visual, like watching movies or learning videos.
Interviewer	L57	Do you feel that the way English is taught matches your learning style? Why or why not?
Respondent	L58	For now, I haven't, because learning in class is still not fun so it seems boring.
Interviewer	L59	Are there specific activities or methods that help you learn better? (e.g., games, group work, or speaking exercises)
Respondent	L60	I prefer interactive activities, such as games.
Interviewer	L61	How often do you study or practice English outside of class? How much time do you usually spend on it?
Respondent	L62	For me very often, during the week we speak English for almost 12 hours, although sometimes we also mix our languages because there are some that are difficult to express.
Interviewer	L63	What helps you stay organized and focused when learning English?
Interviewer	L64	Do you have any study strategies or routines that you use to improve your English?
Respondent	L65	No, when I had free times, I set it aside to read English books such as storybooks and others.
Interviewer	L66	How do you feel about your progress in learning English? Are you satisfied with it, or do you feel frustrated?
Respondent	L67	Very unsatisfied, I really want to continue to increase my knowledge of English so that one day I can study abroad.

APPENDIX 6

Interview transcript 3

Class	: 9th grade
Day / Date	: Tuesday, 7 December 2024
Time	: 13:05 – 13:42
Teacher	: Diah Syarafana

Interviewer	L1	Okay, can you introduce your name first, what class is it?
Respondent	L2	My name is Diah Syarafana Berifani, I am 9th grade
Interviewer	L3	Diah, I want to ask a little about what kind of English learning has been in SPEAM? Do you think Diah likes English, do you like English lessons?
Respondent	L4	Not really.
Interviewer	L5	Why?
Respondent	L6	It's hard.
Interviewer	L7	Where is the difficulty?
Respondent	L8	How to distinguish verb 1, verb2, and verb3
Interviewer	L9	Does that mean the grammar is difficult?
Respondent	L10	Harder to grammer
Interviewer	L11	Do you like speaking activities? Do you like speaking English?
Respondent	L12	Like
Interviewer	L13	What do you think is the most difficult thing in speaking English?
Respondent	L14	How to pronounce
Interviewer	L15	Pronunciation means it's not the same as writing.?
Respondent	L16	Yes.
Interviewer	L17	Okay. Pronunciation. What are Diah's expectations or how do you want to learn English? What do you want Diah to be comfortable and interested in learning English?
Respondent	L18	English. I want to be able to speak English.
Interviewer	L19	What are the expectations?
Respondent	L20	What is it? I was taught how to use verb1, verb2, verb3 first. Then how to read like that. Then I was taught how to speak English properly, what kind of word arrangement is good and correct. The arrangement of the words, what kind of words to put together. We taught that first, then we talked about it later.
Interviewer	L21	So, what about all this time?
Respondent	L22	Not taught
Interviewer	L23	What are the typical classroom activities?
Respondent	L24	The teacher just explained it, but I didn't really understand it,
Interviewer	L25	did not understand because of what? Was it because the teacher explained it too quickly, was it because the teacher explained it using Full English or why?
Respondent	L26	I don't understand, because I don't know how to compose the words.
Interviewer	L27	But has the teacher explained it to you?

Respondent	L28	Ever.
Interviewer	L29	Did you explain it too quickly so that you didn't understand? Or what?
Respondent	L30	No.
Interviewer	L31	Approximately, how comfortable do you feel speaking English? How comfortable do you feel when you're speaking English?
Respondent	L32	What is it like?
Interviewer	L33	How?
Respondent	L34	Slow down first.
Interviewer	L35	Slow down. So, if for example someone speaks English, you have to slow down. One by one.
Respondent	L36	Yes, so it's still can't use English quickly
Interviewer	L37	Oh, I can't ask that right away. So, you have to ask one by one, for example, like where are you? Or what?
Respondent	L38	Listening is also lacking
Interviewer	L39	Oh, listening is also lacking. So, you have to ask one word at a time, then Diah understands.
Respondent	L40	If not, it must be repeated. If you don't repeat the question again
Interviewer	L41	But there's a sense of, I don't want to speak English, I'm scared.
Respondent	L42	No.
Interviewer	L43	I still want to speak English. Who do you feel comfortable speaking English with?
Respondent	L44	With my own friends, but the ones that I think don't make fun of me, don't make fun of me.
Interviewer	L45	Oh, I see. Which means a lower level than you?
Respondent	L46	Yes, if we speak English, don't judge.
Interviewer	L47	means don't judge each other. If your English is bad, then yes. Or talking behind your back is wrong.
Respondent	L48	So, if I don't get reprimanded directly in front of the public.
Interviewer	L49	Oh, the point is not to be reprimanded in public. There are very specific situations when you feel hesitant and nervous when speaking English. For example, maybe in front of the class or during a speech presentation or where?
Respondent	L50	When hanging out with friends
Interviewer	L51	It's uncomfortable to hang out with friends. Speaking English. Why?
Respondent	L52	Many of my friends speak English.
Interviewer	L53	Oh, many.
Respondent	L54	I'm not uncomfortable speaking directly in English.
Interviewer	L55	What did he do then? Is it just silent and listening to their stories or what?
Respondent	L56	Answer also but slowly. there is nervousness when joining friends because the friends are dominantly English.

Interviewer	L57	Okay. How often do you practice English outside of class? Of course, often, right? Because in the dormitory there is also English. English week yes.
Respondent	L58	Definitely very often.
Interviewer	L59	Well. What is it that makes Diah feel that it's really hard to speak English fluently? Is it the pronunciation or the confidence or the grammar? Or from what?
Respondent	L60	Grammar pronunciation. Grammar and pronunciation. So when arranging words, I'm also afraid of making mistakes in pronunciation.
Interviewer	L61	But how have you been talking to your friends?
Respondent	L62	Ask first how to read this.
Interviewer	L63	But still speaking English yes. And then there are times when, for example, when you're talking like that, your friends will say, "Let's not speak English". Is there any?
Respondent	L64	Nope. We still support each other by speaking English.
Interviewer	L65	What do you do to improve your speaking skills? Is it from maybe reading books a lot or watching movies a lot or listening to the music or something like that?
Respondent	L66	Watch a movie. That's what really helps me to improve my English.
Interviewer	L67	Is it subtitled or not?
Respondent	L68	Subtitles. Use the subtitles.
Interviewer	L69	What did you learn from that?
Respondent	L70	The vocabulary is the same as the way of speaking.
Interviewer	L71	The vocabulary is the same way of speaking. The accent. What's the accent of an outsider like, Sometimes the accent of foreigners is fast So, what are the biggest challenges you face when speaking English? What is the biggest challenge for Diah in speaking English? The biggest challenge. How about the grammar, structure, vocabulary, or what? What are the challenges?
Respondent	L71	Grammar.
Interviewer	L72	Grammar too. That's the biggest challenge. Actually, in the dormitory itself, grammar is ignored. The important thing is that we can practice English first without paying attention to the grammar. In the dormitory, that's the target. But because most of them think about the grammar first when they want to talk, so they don't want to talk. Shy to talk. Okay. Why learn English for what? What does Diah think it's for? What is it for?
Respondent	L73	Who knows, we'll study abroad and talk to foreigners.
Interviewer	L74	So, the goal of learning English is to hopefully study abroad. Okay. Okay. How important is English? For his own life?
Respondent	L75	Little.
Interviewer	L76	Oh, it's not that important, it's important for Arabic or according to Diah, English is only for this one field.

Respondent	L77	important.
Interviewer	L78	Important. Very important. What is it for in everyday life?
Respondent	L79	Nowadays, most people use English on social media. Then whatever product we use English. So, I can understand what's in the article.
Interviewer	L80	Okay. Because English is an international language. So, it must be learned. So that we understand outside the country, we understand everything. Okay, good. Do you think you're motivated to learn English again?
Respondent	L81	Yes.
Interviewer	L82	Why?
Respondent	L83	Want to be able to
Interviewer	L84	Do you really want to?
Respondent	L85	Yes.
Interviewer	L86	Do you want to be able to speak in English?
Respondent	L87	Yes.
Interviewer	L89	Okay. Where do you get that motivation?
Respondent	L90	because I saw that my friend could speak all English. So, I want to
Interviewer	L91	Is it also possible or do you see that oh yes there is one of my teachers who is really good at English So, I want to be like him or what I guess that's the motivation Or there is motivation from the family, Do you have to be able to speak English or what?
Respondent	L92	Seeing from the international language of the defendant, he has reached outside the country. He continues to preach everywhere and continues to talk to foreigners who are not Muslim, he can explain it.
Interviewer	L93	Make it clear in English. About Islam.
Respondent	L94	That means syiar, yes, syiar Islam to foreign countries so that we can spread our religion to foreign countries using English as well. Okay good.
Interviewer	L95	Has learning English in class helped you to improve your English?
Respondent	L96	not yet.
Interviewer	L97	What is it about it that hasn't helped?
Respondent	L98	because of lack of vocabulary.
Interviewer	L99	But in the dormitory, we add vocabulary every day. Is it because maybe the teacher doesn't invite you to speak English, or has the teaching been very monotonous?
Respondent	L100	The desire is that when learning English, it is fully taught in English. Then the students are invited to talk using English too. Then if we don't know, we are told what it means.
Interviewer	L101	This means that so far, the teaching and learning activities in the classroom have not helped to improve English. Does the teacher use media for English learning? Like waching movies, or listening to music there are ppt or something like that.
Respondent	L102	There is, usually there is listening, watching movies.

Interviewer	L103	What are the activities usually like? Are we done after watching the movie or are we asked to retell the movie, or summarize the movie?
Respondent	L104	Just told to watch it.
Interviewer	L105	oh, there are no other activities. What do you get out of watching a movie?
Respondent	L106	From watching it, we know how foreigners speak English.
Interviewer	L107	Didn't you get the new vocabulary after watching?
Respondent	L108	Yes, there is.
Interviewer	L109	What kind of learning does Diah like? Is it through movies or what?
Respondent	L110	I like watching movies and reading.
Interviewer	L111	How about the speaking itself?
Respondent	L112	not yet.
Interviewer	L113	To what extent do friends or family support you in learning English? Like maybe you can't speak English, then your friends invite you to let's learn together. Or here I teach you or something like that.
Respondent	L114	There is. From friends, they support me to teach me.
Interviewer	L115	What could it be? What does it usually look like?
Respondent	L116	It's like explaining this will be like this. Then the arrangement of the words is like this, the way of speaking is like this.
Interviewer	L117	Well, it's still taught together. If for example you can't do it, does anyone judge you?
Respondent	L118	There is also
Interviewer	L119	Whether in the dormitory or outside the school, the dormitory itself has sufficient access to English language learning. Maybe like internet access, apps or books that can help you to broaden your knowledge of English?
Respondent	L120	There is a book.
Interviewer	L121	Where do you usually read the books?
Respondent	L122	I got the book from the vocabulary hut from Gontor.
Interviewer	L123	Oh, there is a vocabulary book from Gontor that can be used to add insight into English. Are there specific materials or tools that can help you in using English learning better? What are the expectations? We should play conversation every day or something. So, we can quickly learn English. What do you think? Is there anything here?
Respondent	L124	No, Nothing for listening
Interviewer	L125	Or maybe conversation, if there's a conversation every week? How many times is there a conversation, one week?
Respondent	L126	One week, twice.
Interviewer	L127	Do you think that twice helps you to speak English?
Respondent	L128	Help. Very helpful.

Interviewer	L129	Okay. How easy or hard was it? Here's to you trying to learn English outside of school. Now roughly, do you find it easy to practice English here?
Respondent	L128	Very. Because I had two weeks to speak English every day. So, it was very easy.
Interviewer	L129	To be able to find time when learning English. I wonder if it helps to have a vocabularies day every day.
Respondent	L130	Very helpful. There is also a conversation, which is very helpful.
Interviewer	L131	Although in class, Diah said that it was not very effective in using English. Because in class there are only four hours, yes, four hours of that subject in a week. So, it is not very effective for the use of English. Well, I guess for here there is like a culture where it can make you down? make you become oh what the hell, I don't need to speak English anymore. Or when you speak English you are insulted by your friends like, you're said to be pretentious. So, you can't speak English but use English. Is there anything like that?
Respondent	L132	I feel like that sometimes. I have.
Interviewer	L133	That means yes. Well like that if for example for him himself how to overcome the solution
Respondent	L134	Ask a friend what's right.
Interviewer	L135	Ask a friend what's right. Not directly like. I don't want him to speak English like that already.
Respondent	L136	No, it's not. No, it's not. Still ask her friends when she feels wrong.
Interviewer	L137	Still want to improve so yes. If for example in real life. For example, later on vacation or something. Do you have the opportunity to speak directly to a native speaker? Maybe if your two friends said earlier. Yes, we might chat on vacation. Chat to social media like that. To the native speaker. What about Diah herself?
Respondent	L138	with family.
Interviewer	L139	Same family. Oh, the family is all good at English.
Respondent	L140	Parents.
Interviewer	L141	Her parents are good at English, why isn't Diah interested in learning more English. Why? Did it used to be when I was a kid, When I was in elementary school, I also learned English.
Respondent	L142	There is no stimulus for that. It's rare.
Interviewer	L143	There is also no support from the family. They're like her mom and dad are already good at English. Diah must also be able to speak English, right?
Respondent	L145	Yes.
Interviewer	L146	But, do you still learn English at home?
Respondent	L147	Yes, I learn English
Interviewer	L148	But there are opportunities to directly speak English with parents, yes. But as for maybe having a friend who is a native speaker, no.

		Okay. How comfortable is it if for example Diah speaks English with the ustad/teacher?
Respondent	L149	Little.
Interviewer	L150	why?
Respondent	L151	I feel like my English is really bad.
Interviewer	L152	before you speak, you're not confident. You are not confident in your own abilities. Even if you are wrong, isn't the teacher scolded you?
Respondent	L153	No. It's just the most corrected.
Interviewer	L154	If the teacher talks to you in English. What language do you usually speak?
Respondent	L155	Arabic Language
Interviewer	L156	Oh, Arabic. Not English. So, you prefer Arabic?
Respondent	L157	Yes.
Interviewer	L158	Okay. What do you think is your best version of learning? By visual or auditory or hand on practice.
Respondent	L159	Hand on practice
Interviewer	L160	Hand on practice. That's better, it's more normal. Okay. Approximately the learning that has been taught. Does it match with your learning styles?
Respondent	L161	Not yet.
Interviewer	L162	I don't feel that yet. Because it's still monotonous, still reading. So, the style hasn't hit when it's taught like that. Okay. Are there specific activities or methods that help you learn better? Like a game or group or speaking exercise? I guess?
Respondent	L163	Practice speaking. It's more of a speaking exercise to be told to present.
Interviewer	L164	Here we also have speech presentation. That is also one of the ways to improve your speaking. Do you feel nervous when you make a speech presentation?
Respondent	L165	Nervous.
Interviewer	L166	Nervous. what is the reason for fear of being wrong?
Respondent	L167	Yes (nods)
Interviewer	L168	How often do you study or practice English all set of the class? How much time do you usually spend on it? If you study or practice English in the dormitory, how much time do you usually spend on it? Spend time. Oh maybe today I have a target of learning English. One hour per day or just five minutes to spend on speaking practice or what?
Respondent	L169	If you have free time.
Interviewer	L170	What do you usually spend your free time on? What form of exercise?
Respondent	L171	Read it first.
Interviewer	L172	Read it first. So, you're not talking to yourself?
Respondent	L173	No.
Interviewer	L174	What about speeches, is it more like memorizing or speaking directly?

Respondent	L175	Using Arabic/English is more about memorization.
Interviewer	L176	What helps you stay organized and focused when learning English? What do you think? What helps Diah stay organized and focused when learning English.
Respondent	L177	What makes you focus on learning English. There was... English club to learn English.
Interviewer	L178	Oh, English club. So you can focus on learning English. Outside of class time. Maybe... Do you have any study strategy? Or routine that is used to improve your English? Do you have any special strategies to help you improve your English knowledge or routines that help you improve your English learning?
Respondent	L179	There is. I have to memorize 5 new vocabulary a day. Then try to string the words together.
Interviewer	L180	The words in the sentence?
Respondent	L181	Yes.
Interviewer	L182	Okay. Well... Last question. How do you feel about your process in English? Do you feel very satisfied? Or even frustrated? Or do you feel that it's enough that you don't need to speak English anymore? Or what?
Respondent	L183	prustasi.
Interviewer	L184	Frustration. Why? Explain why? What's the frustration?
Respondent	L185	grammar is difficult.
Interviewer	L186	Actually, we don't focus on the grammar. You just have to be able to speak first, right? Also, if for example the learning stages are difficult for you, such as if you are wrong in English pronunciation you are asked to stand up or given a punishment.
Respondent	L187	No
Interviewer	L188	Okay. So, what do you think is frustrating? I can't do it or it's really hard to learn. I've learned to turn the ball over but I don't understand it either.
Respondent	L189	Yes, I've studied repeatedly and still don't understand.
Interviewer	L190	I see. The language taught is also from the basics. What else?
Respondent	L200	There was a lot of vocabulary that was unfamiliar to me.
Interviewer	L201	If it's foreign, you can memorize it, recall it.
Respondent	L202	Many.
Interviewer	L203	Well, all this time. What's the name? The vocabulary that Diah said earlier is very helpful. Vocabulary day every day is very helpful for adding vocabulary. Then there is also a conversation. There are two times a week. That can help conversation too. So, what are the things that... Maybe he said he was really frustrated earlier. what makes it frustrating? Is it because of foreign friends or more smart friends? Or what?
Respondent	L204	More of his friends speak English.
Interviewer	L205	Oh, more people speak English? So that's insecure. Insecure. No, you can be insecure too. So, for example, what's the strategy? When you see your friends, it should be a motivation. Aren't you motivated by friends who speak English?

Respondent	L206	Yes.
Interviewer	L207	What is the motivation for me to be like them or what?
Respondent	L208	No.
Interviewer	L209	Or should I just leave them alone or what?
Respondent	L210	Tell them how to talk, how to practice.
Interviewer	L211	It's with your own friends. Oh, in the language with your own friends. But so far, so far?
Respondent	L212	Yes,
Interviewer	L213	Can you keep up with your friends?
Respondent	L214	Speak English anyway
Interviewer	L215	Okay, thank you Diah for your time.

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