

**AN ANALYSIS OF TEACHING STRATEGIES
APPLIED BY ENGLISH TEACHERS IN TEACHING SPEAKING
AT MAN 1 BUKITTINGGI**

THESIS

*Submitted in Partial Fulfillment as One of the Requirements for
Undergraduate Program in English Education Strata One (S1) Degree*



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Hereby I declare this thesis entitled “An Analysis of Teaching Strategies Applied by English Teachers in Teaching Speaking at MAN 1 Bukittinggi” is my work. I quoted some theories of this research from several references and sources. If the following day proves that this thesis is not my work, I will be ready to face the consequences.

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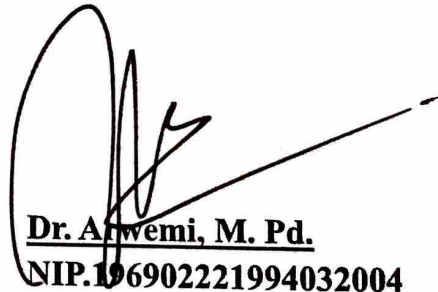
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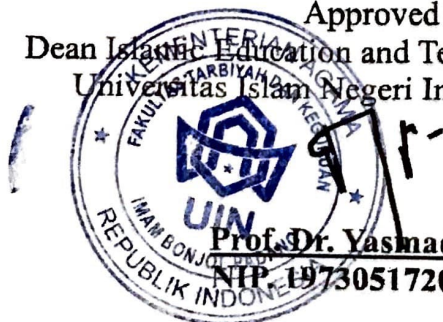
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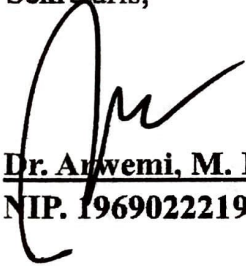
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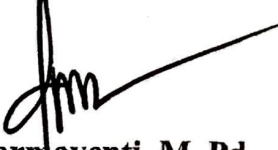
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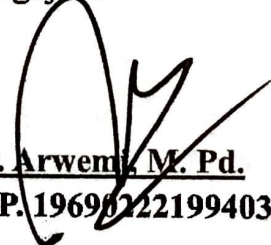
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ABSTRACT

Zahwa Islami Dofita, 2026, *An Analysis of Teaching Strategies Applied by English Teachers in Teaching Speaking at MAN 1 Bukittinggi* Thesis. Faculty of Islamic Education and Teacher Training. Faculty of Tarbiyah and Teacher Training. Islamic State University (UIN) Imam Bonjol Padang. Supervisor (1) Dr. Darmayenti, M. Pd. Supervisor (2) Dr. Arwemi, M. Pd.

This study aims to analyze the strategies used by English teachers in teaching speaking at MAN 1 Bukittinggi, employing Thornbury's (2005) three-stage framework awareness-raising, appropriation, and autonomy as the analytical lens. This research employed a qualitative descriptive method, with data collected through classroom observations of two English teachers (T1 and T2), supported by lesson plans as a source of triangulation. The findings reveal that both teachers applied strategies corresponding to all three stages of Thornbury's framework, although in markedly different ways. In the awareness-raising stage, T1 explicitly taught the structure of recount text through eliciting and modeling, while T2's awareness-raising was limited to clarifying a reading-related concept. In the appropriation stage, T1 employed peer-mediated strategies such as individual drafting, peer feedback, and real-time linguistic scaffolding, whereas T2 relied on a teacher-directed questioning and justification routine supported by corrective feedback. In the autonomy stage, T1 released students to deliver an independent, spontaneous presentation to the whole class, while T2's autonomy stage took the form of individual oral reporting directly to the teacher. The study concludes that although both teachers' strategies can be mapped onto Thornbury's (2005) framework, the depth and authenticity of each stage depend on how directly the classroom activity is designed around spoken language production. These findings suggest that English teachers should design speaking activities that move deliberately through all three stages to optimize students' speaking competence.

Keywords: Teaching Strategies, Speaking Skill, Thornbury's Framework, Awareness raising-activities, Appropriation activities, Autonomy, EFL

ABSTRAK

Zahwa Islami Dofita, 2026, *An Analysis of Teaching Strategies Applied by English Teachers in Teaching Speaking at MAN 1 Bukittinggi*

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Penelitian ini bertujuan untuk menganalisis strategi yang digunakan guru bahasa Inggris dalam mengajarkan keterampilan berbicara di MAN 1 Bukittinggi, dengan menggunakan kerangka tiga tahap Thornbury (2005) awareness-raising, appropriation, dan autonomy sebagai lensa analisis. Penelitian ini menggunakan metode deskriptif kualitatif, dengan data dikumpulkan melalui observasi kelas terhadap dua guru bahasa Inggris (T1 dan T2), didukung oleh rencana pelaksanaan pembelajaran (RPP) sebagai sumber triangulasi. Temuan penelitian menunjukkan bahwa kedua guru menerapkan strategi yang sesuai dengan ketiga tahap kerangka Thornbury, meskipun dengan cara yang cukup berbeda. Pada tahap awareness-raising, T1 secara eksplisit mengajarkan struktur teks recount melalui elisitasi dan pemodelan, sementara awareness-raising T2 terbatas pada klarifikasi konsep yang berkaitan dengan teks bacaan. Pada tahap appropriation, T1 menerapkan strategi yang melibatkan teman sebaya seperti penulisan draf individu, feedback antarteman, dan scaffolding bahasa secara langsung, sedangkan T2 mengandalkan rutinitas tanya jawab dan justifikasi yang dipimpin guru, didukung oleh corrective feedback. Pada tahap autonomy, T1 melepas tanggung jawab kepada siswa untuk melakukan presentasi mandiri dan spontan di depan seluruh kelas, sementara tahap autonomy T2 berupa pelaporan lisan individu secara langsung kepada guru. Penelitian ini menyimpulkan bahwa meskipun strategi kedua guru dapat dipetakan ke dalam kerangka Thornbury (2005), kedalaman dan keaslian setiap tahap bergantung pada sejauh mana aktivitas kelas dirancang secara langsung untuk produksi bahasa lisan. Temuan ini menyarankan agar guru bahasa Inggris merancang aktivitas berbicara yang secara sengaja melalui ketiga tahap tersebut untuk mengoptimalkan kompetensi berbicara siswa.

Kata kunci: Strategi Mengajar, Keterampilan Berbicara, Kerangka Thornbury, Kesadaran, Penguasaan, Kemandirian, EFL

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