

CHAPTER I

INTRODUCTION

A. Background of the Study

The pedagogical approaches employed by instructors serve as a key determinant in the knowledge acquisition process, significantly influencing the quality of student learning outcomes (Ledger et al., 2019). Research indicates that instructors who utilize a variety of pedagogical methods can have a 50% greater impact on academic progress compared to those who rely solely on a single, ineffective technique. Specifically, the shift from traditional teacher-centered instruction to student-centered and interactive models fosters the development of critical thinking and collaborative problem-solving skills (Azhar et al., 2024; Dwivedi et al., 2026).

Therefore, understanding teaching strategies from a teacher's perspective is crucial for improving the quality of the learning process itself. One essential skill for teachers is the ability to teach English. In English language instruction, there are four skills taught: listening, speaking, reading, and writing. Each of these skills requires a different teaching approach. This study focuses on the teaching of speaking skills.

In English language instruction, speaking ability is considered one of the most important skills to develop, yet it often poses significant challenges for students who struggle with low self-confidence and limited vocabulary (Nurhalija, 2022). For many students, the ability to speak English is often seen as the clearest measure of language proficiency, as it reflects how well they can

use the language in daily communication (Nunan, 2003; Uyun, 2017). Through speaking, students can express their ideas, interact with others, and participate in both academic and social contexts. Therefore, the development of students' speaking skills has become one of the primary goals in English as a Foreign Language (EFL) education (Brown, 2007; Harmer, 2007).

However, teaching speaking skills is no easy task, especially in the context of English as a Foreign Language (EFL) learning, as is the case in Indonesia. Most students have very limited exposure to English outside the classroom, which reduces their opportunities to practice speaking in real-life situations (Nageen et al., 2025). This challenge is reflected in Indonesia's global English proficiency rankings. According to the EF English Proficiency Index 2025, Indonesia ranks 80th out of 123 countries and is categorized as a country with low English proficiency. Among the four language skills, speaking has the lowest score, indicating that this remains a major challenge for learners (Education First, 2025). This situation indicates that despite having studied English for years, many students still struggle to effectively hone their speaking skills.

One key factor influencing the success of teaching speaking skills is the strategies implemented by teachers. Teaching strategies refer to a series of actions and techniques planned and designed by teachers to facilitate student learning (Putri et al., 2025). In the context of speaking skills instruction, the strategies chosen by teachers play a crucial role in shaping student participation,

motivation, and self-confidence. Different strategies can lead to different classroom dynamics and learning outcomes.

Several previous studies have examined teachers' strategies in teaching speaking skills. (Razi et al., 2021) found that teachers use strategies such as role-playing, repetitive practice, games, picture description, and storytelling. (Mulyanti Sapna, Nadrun, 2021) reported similar findings, including role-playing, interviews, and picture description. Meanwhile, (Syam & Soares, 2024) emphasized the use of group-based activities, discussions, multimedia, and videos.

In August 2025, the researcher conducted preliminary observations at MAN 1 Bukittinggi involving five English teachers from various grade levels. The findings indicate that one teacher designed lessons focused on speaking activities in some of their Meetings, while the other teachers incorporated speaking activities more sparingly and indirectly. This suggests that speaking activities are not always treated as the primary focus in classroom instruction, as the curriculum is largely text-oriented and prioritizes reading in the learning process.

Additionally, teachers employed various teaching strategies, ranging from textbook-based instruction to the occasional use of media and interactive activities. However, student engagement levels varied, and in some cases, students appeared to be less actively engaged. These findings raise questions about how teachers implement their strategies and what factors influence their choices, particularly regarding speaking instruction.

Based on the gaps identified in previous studies and findings from initial observations, this research focuses on analyzing the strategies used by English teachers in teaching speaking skills. By examining both the strategies and the teachers' perspectives, this study aims to provide a deeper understanding of how speaking instruction is implemented in the Madrasah Aliyah context. It is hoped that the findings of this study can contribute to the development of more effective teaching strategies, particularly for English teachers in similar educational settings. Therefore, the researcher is interested in conducting a study titled **“Analysis of Teachers’ Strategies in Teaching Speaking at MAN 1 Bukittinggi”**.

B. Focus of the Study

This study focuses on the strategies employed by two English teachers in teaching speaking skills in a real classroom setting at MAN 1 Bukittinggi, a senior high school under the Ministry of Religious Affairs. This study examines the specific strategies used by these teachers during the speaking instruction process and how they relate to the strategic framework described by Thorbury.

C. Research Question

Based on the background and focus of the study described above, this study addresses the following research questions: How does the English teachers teach speaking at MAN 1 Bukittinggi?

D. Purpose of the Study

The researcher concludes the purpose of this study from the research question above; this study was designed to achieve the following objective: To find out how does the English teachers teach Speaking at MAN 1 Bukittinggi.

E. Significance of the Study

Theoretically, this study is expected to contribute to existing knowledge regarding speaking teaching strategies, particularly in the context of Islamic secondary schools in Indonesia. Since most previous research on this topic has been conducted in public schools, the findings of this study can provide new insights into how English teachers in madrasahs approach speaking instruction.

Practically, this study is expected to be beneficial to several parties. First, for English teachers, the findings of this study are expected to serve as a reference for reflecting on their own teaching strategies and considering whether those strategies are truly aligned with their students' needs. Second, for school principals and curriculum developers, these findings can provide useful information for designing professional development programs that support English teachers in improving their speaking instruction. Third, for future researchers, this study can serve as a starting point for further research on speaking teaching strategies in Islamic educational settings, particularly research exploring the relationship between teachers' instructional choices and students' speaking development.

F. Definition of Key Terms

To avoid misunderstandings and provide clarity regarding the key concepts used in this study, the following terms are defined as follows:

1. Teaching

Teaching refers to the process of guiding and facilitating students' learning activities in the classroom. According to Harmer (2007), teaching focuses on what students do in the classroom, which means that effective teaching involves efforts to help and support students throughout their learning process, rather than merely conveying information to them.

2. Strategy

The term strategy in this study refers to a plan or method designed to achieve specific goals (Merriam-Webster, 2026; Oxford Advanced Learner's Dictionary). In the context of education, strategies are defined as the techniques and processes that teachers use to impart knowledge and facilitate student learning in the classroom (Killen, 2007). Specifically, teaching strategies in this study refer to the approaches employed by English teachers to develop students' speaking ability.

3. Teaching Strategies

Based on the definitions of teaching and strategies above, teaching strategies refer to the specific techniques and procedures used by teachers to facilitate student learning in the classroom. (Brown, 2007)

describes teaching strategies as structured methods and procedures used by teachers to support students' language development, in which the teacher acts as a facilitator whose primary role is to guide and facilitate learning and enable students to learn. In this study, teaching strategies specifically refer to the approaches, techniques, and activities used by an English teacher at MAN 1 Bukittinggi in teaching speaking skills in the classroom.

4. Speaking

Speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information orally (Brown, 2004). In this study, speaking refers to oral communication activities in English that take place in English classes at MAN 1 Bukittinggi, such as discussions, role-plays, presentations, and other speaking tasks assigned and guided by the teacher.

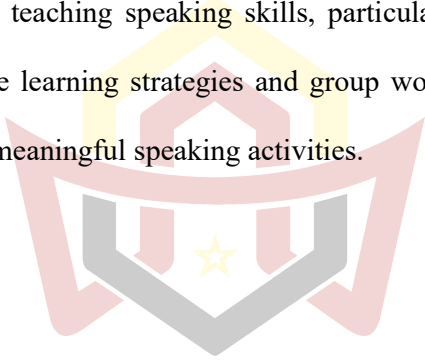
5. Teaching Speaking

Teaching speaking refers to the process in which teachers employ deliberate strategies and activities to develop students' oral communication ability. Brown (2001) defines speaking as a productive skill in communicative competence, describing it as an interactive process of constructing meaning that involves producing, receiving, and processing information. In line with this, Thornbury (2005) explains that teaching speaking encompasses various approaches and activities aimed at developing students' oral skills, covering areas such as articulation,

fluency, and register. In this study, therefore, teaching speaking refers to the deliberate efforts made by English teachers in designing and implementing classroom strategies to develop students' speaking ability in a foreign language context.

6. English Teacher

The English teacher involved in this study is an English teacher at MAN 1 Bukittinggi who was selected as the subject of this study. The teacher was selected because he employs a distinctive and consistent approach to teaching speaking skills, particularly through the use of collaborative learning strategies and group work that actively engage students in meaningful speaking activities.



UIN IMAM BONJOL
PADANG