



**INVESTIGATING THE IMPLEMENTATION
OF SPEAKING LEARNING STRATEGIES IN
THE MADRASAH DINIYAH KHUSUS
(MADINSUS) PROGRAM: A CASE STUDY AT
A BOARDING SCHOOL**



INTAN MARSELA
SN. 2521042

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A THESIS

**Submitted to fulfill one of the Requirements for Sarjana
Pendidikan Degree in English Education**



By:

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**ENGLISH EDUCATION DEPARTMENT
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini menyatakan bahwa skripsi yang berjudul **Investigating THE IMPLEMENTATION OF SPEAKING LEARNING STRATEGIES IN THE MADRASAH DINIYAH KHUSUS (MADINSUS) PROGRAM: A CASE STUDY AT A BOARDING SCHOOL**” ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan maka saya pribadi bersedia menerima sanksi hukum yang dijatuhkan.

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Assalamu 'alaikum Wr.Wb.

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Dengan ini mohon agar skripsi tersebut segeradimunaqosahkan.

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Wassalamu 'alaikum Wr.Wb.

Pekalongan, 24 Juni 2025

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ACKNOWLEDGEMENT

All praise and gratitude the author offers to the presence of Allah SWT for the abundance of His grace, guidance, and guidance that always accompanies every step, so that the author can complete this final assignment as well as possible. May peace and blessings always be upon the Prophet Muhammad SAW, the role model throughout the ages, who has led humanity towards a bright civilization. The preparation of this scientific work cannot be separated from the assistance, support, and prayers of various parties who have contributed, both directly and indirectly, in the process of preparation until its completion. For that, the author expresses her deepest appreciation and gratitude to all parties who have provided moral and material support during the research and writing process. Therefore, the author would like to express his gratitude to:

1. The first gratitude goes to my beloved parents, Mr. Abdul Rokidin and Mrs. Mukholipah, for all their prayers, support, affection, and invaluable sacrifices throughout my life. My gratitude also goes to my beloved sister, Shalma, and my aunt, Bela Astria, who always provide encouragement and family warmth in every step I take.

2. Furthermore, I would like to express my deepest gratitude to Mr. Dr. Muhamad Jaeni, M.Pd, M.Ag, as my supervisor, for his valuable direction, guidance, and input during the process of writing this thesis.
3. I would also like to express my gratitude to all lecturers and staff of the English Language Education Department (TBIG), the examiners, and the participants who have been willing to take the time and contribute to this research process.
4. I would also like to express my gratitude to my closest friends who have been a place to share stories, joys and sorrows, during this challenging semester. The author's special thanks go to the closest person Fakhrol Hidayat, for all the support and togetherness that is very meaningful during this process.
5. Finally, the author would like to thank herself for all the efforts and enthusiasm that has been maintained until she was finally able to complete this study on time. Hopefully all of this process will be a good first step in the journey of life ahead.

MOTTO

“Every beginning has its end, and behind every failure lies the path to success.”

(Intan Marsela)

“Make every place a school, and make every person a teacher”

Ki Hadjar Dewantara



ABSTRAK

Kemampuan berbicara merupakan salah satu aspek penting dalam pembelajaran bahasa Inggris yang perlu dikuasai oleh siswa. Penelitian ini bertujuan untuk mengeksplorasi strategi pengajaran yang digunakan oleh guru bahasa Inggris dalam mengembangkan keterampilan berbicara siswa di Madrasah Diniyah Khusus (Madinsas) sekaligus mengidentifikasi tantangan yang mereka hadapi. Dengan pendekatan kualitatif, data dikumpulkan melalui metode wawancara dan observasi terhadap dua guru. Hasil menunjukkan bahwa guru menerapkan sejumlah strategi seperti drilling, storytelling, dan describing things. Drilling sering dipilih oleh guru karena mudah diterapkan dan mampu meningkatkan keberanian siswa berbicara. Meski demikian, guru tetap menghadapi beberapa kendala seperti rendahnya motivasi siswa, keengganan dalam berbicara, dominasi penggunaan bahasa ibu, serta jumlah siswa dalam kelas yang terlalu banyak. Kesimpulan dari studi ini menekankan bahwa keberhasilan pengajaran berbicara sangat ditentukan oleh sejauh mana guru mampu menyesuaikan strategi pengajaran dengan kebutuhan serta kondisi siswa di kelas.

Kata Kunci : *Keterampilan berbicara, Strategi Pengajaran, Tantangan Mengajar*

ABSTRACT

Speaking skills are a crucial aspect of English language learning that students need to master. This study aims to explore the teaching strategies used by English teachers to develop students' speaking skills at a Madrasah Diniyah Khusus (Madinsas) and to identify the challenges they face. Using a qualitative approach, data was collected through interviews and observations with two teachers. The results indicate that teachers employ a number of strategies, such as drilling, storytelling, and describing things. Drilling is often chosen by teachers because it is easy to implement and can increase students' confidence in speaking. However, teachers still face several obstacles, such as low students motivation, students' reluctance to speak, the dominance use of first language, and overcrowded class. The study's conclusion emphasizes that the success of speaking instruction is largely determined by the teacher's ability to adapt teaching strategies to the needs and conditions of the students in the classroom.

Keywords: *Speaking Skill, Teaching Strategies , Teaching Challenges*



PREFACE

Alhamdulillahirrabil'alaamiin. All praise to Allah SWT who has given grace, mercy, guidance, helps, and health, so that the writing process of my thesis entitled “*Investigating The Implementation of Speaking Learning Strategies in The Madrasah Diniyah Khusus (Madinsus) Program: A Case Study at A Boarding School.*” can be completed. It is submitted to fulfill one of the requirements for Sarjana Pendidikan of the English Education Department, Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports from several people. Therefore, on this occasion, the writer would like to express sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag. as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag. as the Dean of the Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A. as the Head of the English Education Department, Faculty of Teacher

Training and Education, UIN K.H. Abdurrahman Wahid
Pekalongan.

4. Mr. Dr. Muhamad Jaeni, M.Pd, M.Ag as my supervisor in this thesis research.
5. All lecturers and staff of the English Language Education Study Program (TBIG), examiners, and participants who have been willing to take the time and contribute to this research process.
6. To my beloved parents, Mr. Abdul Rokidin and Mrs. Mukholipah, for all their prayers, support, love and invaluable sacrifices throughout my life. I would also like to express my thanks to my beloved sister, Shalma, and my aunt, Bela Astria, who always provide encouragement and family warmth in every step I take.
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8. The author would like to thank herself for all the efforts and enthusiasm that have been given until finally she can finish this thesis on time. Hopefully all of this process will be a good first step in his life journey in the future.

Pekalongan, 27th June 2025

Penulis

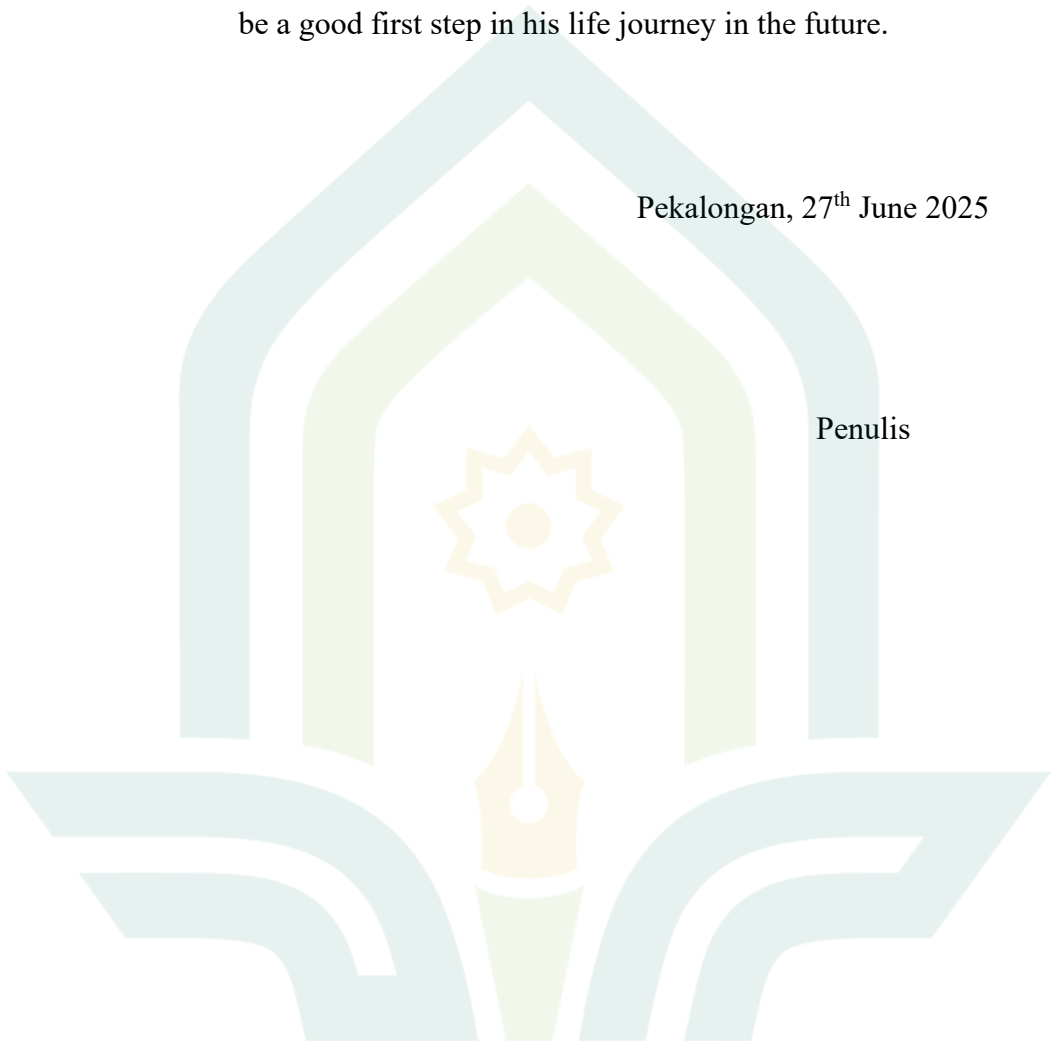


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CHAPTER I

INTRODUCTION

1.1. Background of Study

In English language teaching, speaking activities should focus on helping students use and communicate in English. Teachers play a crucial role in education, particularly in preparing students to face the challenges of life in the future. However, many students struggle with speaking due to a lack of confidence, a fear of making mistakes, or limited exposure to conversational English. To overcome these challenges, teachers need to master and apply appropriate teaching techniques that encourage meaningful interactions and student engagement (Harmer, 2007). As role models, teachers also model appropriate pronunciation, communication techniques, and interactive learning, which are essential for building students' speaking confidence. Richards and Rodgers (2001) emphasize that the use of appropriate teaching methods is crucial for creating a learning environment that encourages students to actively speak and participate.

One important aspect in supporting students' speaking skills is the implementation of appropriate teaching strategies. Teaching strategies help teachers identify various learning methods and approaches relevant to the characteristics of specific student groups. Because each learner has a different way of understanding and solving problems, the strategies used can vary. Well-designed strategies allow students to receive appropriate guidance and support to develop their speaking skills. Nickols (2016) states that strategies encompass perspectives, positions, plans, and patterns, all of which must align with learning objectives.

On the other hand, the characteristics of spoken language are generally very different from those of written language. Speaking is an audio-visual activity that requires an immediate response from the interlocutor (Lier, 1995). In practice, speakers do not have much time to think or plan in detail what they want to say. Therefore, in oral communication, a person does not have to use complex grammar, but rather just master basic structures or universal grammar. Like native speakers, they typically use only a specific vocabulary formed by various pronunciations influenced by their respective geographical backgrounds (O'Malley, 1996)..

Ferrance (2000) defines teaching as a process that facilitates learning. In a traditional approach, teaching tends to be teacher-centered, where the teacher dominates the learning process by providing instructions, controlling the flow of lessons, and enforcing discipline in the classroom. This method often limits student engagement in speaking practice. Therefore, a more communicative and interactive teaching strategy is required to encourage active participation and help students gradually develop their speaking skills.

Teaching strategies play a fundamental role in helping students overcome their difficulties in speaking. When the right strategies are implemented, students can improve their fluency and accuracy, making communication more appropriate. Teachers may adopt different approaches depending on their teaching style and the students' needs. Brown (2000) states that understanding what makes learners successful or unsuccessful helps teachers create a more suitable learning environment.

Proficiency in a language is often associated with the ability to produce meaningful and fluent communication. Many language learners, particularly beginners, prioritize developing their productive skills, especially speaking and writing. They tend to measure their progress based on their ability to communicate fluently in daily interactions (Karun, 2016).

Therefore, second or foreign language teaching inevitably involves teaching speaking skills.

Mastering speaking skills requires continuous practice and is essential for students to compete in the era of globalization. According to Thornbury (2005), speaking ability is influenced by linguistic knowledge (such as grammar, vocabulary, and pronunciation) as well as extra-linguistic factors (such as cultural background and context). Cole (2008) highlights the role of teachers in designing suitable teaching strategies to enhance students' communication abilities. Without appropriate strategies, students may struggle to develop their speaking skills, leading to difficulties in real life communication. Thus, teachers must continuously innovate and implement suitable strategies to help students overcome these challenges. The lack of innovative and appropriate teaching strategies often hinders the development of students' speaking skills, which subsequently leads to difficulties communicating in real life. This aligns with Ur's (1996) observation that many students are reluctant to speak due to fear of making mistakes, lack of confidence, and limited vocabulary. Therefore, it is important to examine how appropriate teaching strategies can be implemented to support students' speaking skills, particularly in the context of the Special Islamic School (Madinsus) in Brebes. Furthermore, speaking demands quick and spontaneous responses from learners, as oral communication must be executed in a matter of seconds, in line with the demands of fluency (Dakowska, 2005: 233).

In various educational institutions, including the Special Islamic School (Madinsus), speaking skills are often prioritized as a key component of English language teaching. Of the four language skills, speaking is considered the most challenging to teach in a foreign language context (Bailey, 2005). However, without clear methods and consistent teaching practices, students can struggle to interact verbally and express their ideas fluently.

In teaching English at a Special Islamic School (Madinsus), teachers face a number of challenges that limit students' speaking skills. Initial observations indicate low student participation, especially in classes still dominated by lectures. Some students appear passive, unenthusiastic, and exhibit low intrinsic motivation. Large class sizes also make it difficult for teachers to provide individual attention, limiting the use of interactive methods. Nunan (1999) states that teacher dominance and large student numbers can hinder the development of speaking skills. Furthermore, Mulyani (2023) and Alasmari and Ahmed (2020) add that a lack of self confidence and limited vocabulary also hinder students' ability to master speaking skills..

Related to this topic, there are several previous relevant studies. One such study is conducted by Wulandari (2020) entitled "Strategies in Teaching Speaking Used by Teachers of Young, Junior High School, Senior High School, and University Students." In her research, Wulandari explained that at the high school level, teachers use various strategies, such as discussions, storytelling, speeches, role-playing, information gap activities, and jigsaw activities. Additional strategies used include constructing sentences from root words, talking sticks, team tournaments, and direct English speaking. This research shows that selecting diverse teaching strategies can help teachers adapt speaking instruction at various levels of education.

Furthermore, Febriana (2019) in her study entitled "An Analysis of Teacher's Strategy in Teaching Speaking at SMA N 2 Mandau" highlighted the strategies used by teachers in teaching speaking at the high school level. The strategies used in this study tended to be game-based, such as forming small groups, questioning, strategic board games, and role-playing. This study used qualitative methods and focused on tenth and eleventh grade students enrolled in the 2013 curriculum. However, it did not specifically address the integration of

speaking strategies with a religion based curriculum, particularly in the context of a Madrasah Diniyah Khusus (Madinsus).

Based on these two studies, it can be concluded that although many speaking teaching strategies have been implemented in public schools, there is still a gap in research that addresses speaking skills teaching strategies within the context of a faith based educational institution. Therefore, this study aims to explore speaking teaching strategies implemented in a Madrasah Diniyah Khusus (Madinsus), particularly within the framework of a religious curriculum. By focusing on this context, this research is expected to contribute to understanding speaking teaching practices that align with the characteristics of Islamic boarding schools.

Madrasah Diniyah Khusus (Madinsus) in Brebes has great potential for developing students' English speaking skills within its religious based curriculum. With appropriate teaching approaches, the madrasah environment can provide a supportive atmosphere for students to practice and engage in spoken communication. According to Zuhdi (2017), religious based schools in Indonesia are increasingly seeking to integrate general education competencies, including English, into their existing frameworks. However, research focusing on teaching strategies that address speaking skills in this specific context remains limited, particularly in terms of aligning communicative goals with religious education values. Therefore, a comprehensive investigation is needed to identify the best teaching strategies that can optimize English learning, particularly speaking skills, in Madrasah Diniyah Khusus in Brebes. Based on the discussion above, the researcher is interested in conducting a study entitled "Investigating The Implementation of Speaking Learning Strategies in The Madrasah Diniyah Khusus (Madinsus) Program: A Case Study at A Boarding School". This study attempts to describe the strategies used by English teachers in Madrasah Diniyah

Khusus. Hopefully, this research can provide valuable insights to improve students' speaking skills.

1.2. Formulation of the Problem

The research questions as follows:

1. How did the teachers implement the English speaking teaching strategies at Madrasah Diniyah Khusus (Madinsus) in Brebes?
2. What were the challenges faced by teachers in teaching English speaking at Madrasah Diniyah Khusus (Madinsus) in Brebes?

1.3. Limitation of the Problem

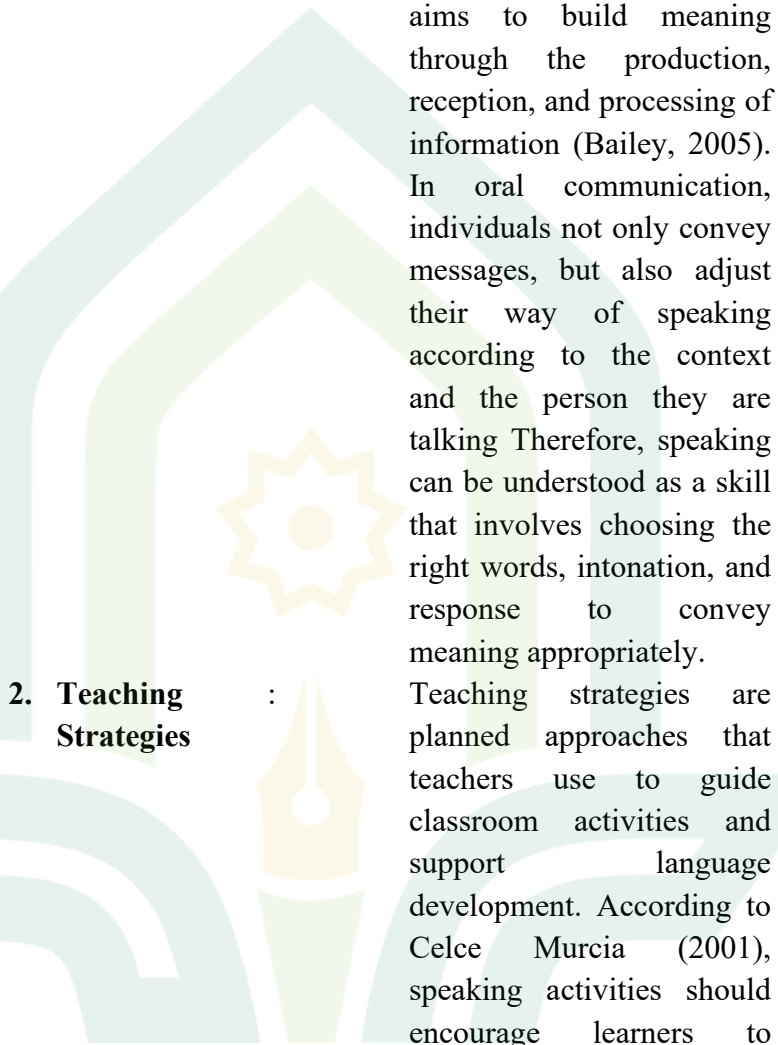
This research is limited to investigating the teaching strategies used by English teachers in teaching students' speaking skills at Madrasah Diniyah Khusus (Madinsus) in Brebes. The study specifically focuses on the types of speaking strategies applied in the classroom and the challenges encountered during their implementation. The scope of the research focuses on two English teachers, selected as participants to provide in-depth qualitative data. The data are collected through interviews and classroom observations. This study does not aim to measure students' speaking proficiency quantitatively, nor does it cover all aspects of English language instruction. It focuses on speaking skills and how teachers adjust their strategies based on classroom situations and learners' needs.

1.4. Aims of the Study

1. To analyze the implementation of English speaking teaching strategies used by teachers at the Madrasah Diniyah Khusus (Madinsus) in Brebes, including the methods, techniques, and approaches applied in the learning process.
2. To identify the challenges faced by teachers in teaching English speaking skills at the Madrasah Diniyah Khusus (Madinsus) in Brebes, as well as the factors that hinder the appropriateness of speaking learning.

1.5. Operational Definitions

Some key terms in this research are briefly defined as follows:

- 
- 1. Speaking Skill :** Speaking is an interactive process in which a person who expresses something aims to build meaning through the production, reception, and processing of information (Bailey, 2005). In oral communication, individuals not only convey messages, but also adjust their way of speaking according to the context and the person they are talking. Therefore, speaking can be understood as a skill that involves choosing the right words, intonation, and response to convey meaning appropriately.
 - 2. Teaching Strategies :** Teaching strategies are planned approaches that teachers use to guide classroom activities and support language development. According to Celce Murcia (2001), speaking activities should encourage learners to engage in authentic communication, allowing them to develop fluency and confidence in using the language.

- 3. Teaching Speaking Skill :** According to Brown (2001), teaching speaking to students aims to help them speak English. This process involves various methods and strategies so that students can communicate fluently and confidently. Therefore, teaching speaking must be designed in such a way that students can develop speaking skills appropriately.
- 4. Teachers' Challenges ::** Teachers play a crucial role in helping students develop speaking skills. However, in practice, they often face various challenges, such as limited strategies, lack of student participation, and an unsupportive environment (Ulfyani, 2016).

1.6. Significances of the Research

The significance of this study can be summarized as follows:

1. Theoretical Significance

his study contributes to language education by examining how English speaking strategies are implemented in Madrasah Diniyah Khusus (Madinsus). It provides insights into various teaching methods and the challenges teachers encounter, serving as a reference for future research on language teaching in religious-based schools. Furthermore, it enriches the existing

literature on speaking learning strategies within unique educational contexts, especially those influenced by religious and cultural values. By highlighting real classroom practices, this research supports the development of more context-sensitive pedagogical frameworks in language education.

2. Empirical Significance

This study provides empirical significance on the implementation of speaking learning strategies in Madrasah Diniyah Khusus (Madinsus). The results of this study can be a reference for teachers in improving teaching appropriateness, as well as providing insight for further research and making educational policies in the future. The data obtained through classroom observation and teacher interviews present authentic evidence of how strategies are applied and adapted. Such empirical findings not only validate existing theoretical models but also uncover new patterns of practice that are relevant to similar educational settings.

3. Practical Significance

This study provides practical benefits for teachers by offering descriptions of speaking strategies that are adapted to the classroom conditions and students' characteristics at Madrasah Diniyah Khusus (Madinsus). Additionally, the findings can be used by educational institutions to reflect on the current curriculum and English teaching approaches, particularly in relation to speaking instruction. This can support the development of more effective and student-centered instructional methods. Policymakers and curriculum developers may also benefit from the practical insights to design training programs and materials that align with the actual needs of religious-based school environments.

CHAPTER V

CONCLUSION

5.1. Conclusion

Based on the results of the research that has been conducted, it can be concluded that English teachers at the Madrasah Diniyah Khusus (Madinsus) Program apply several strategies in teaching speaking skills. The strategy most frequently and consistently used by both teachers is drilling, which functions to strengthen students' pronunciation and vocabulary mastery. In addition, both teachers also use storytelling, namely by asking students to tell their personal experiences verbally in front of the class. This strategy helps improve students' fluency and confidence in speaking in public, in line with Brown's (2004) theory that emphasizes fluency, pronunciation, and vocabulary as key components of speaking competence.

Interestingly, one of the teachers, Ms. Marie, also applied the describing things strategy by asking students to describe certain pictures or objects. This strategy is consistent with the views of Brown and Yule (1983), who emphasized that describing is one of the important types of speech. The task of describing requires different language structures and vocabulary from other types of speech such as telling stories or giving instructions. Therefore, training in describing not only improves speaking skills but also enhances students' accuracy and fluency in expressing information in detail. This finding shows that in practice, teachers often combine various theoretical approaches so that teaching strategies are more in line with students' needs and characteristics. It also reflects Nunan's (2003) principles in teaching speaking, which include helping students organize their thoughts logically and use language appropriately based on context.

However, the English learning process in Special Islamic Madrasah Diniyah (Madinsus) does not always run smoothly. Based on the results of the study, it was found that teachers face a number of challenges in implementing speaking skills teaching strategies in the classroom. This finding is in line with Nunan's (1993) opinion which identified several major challenges in teaching speaking, especially in the context of learning English as a foreign language. These challenges include low student motivation, student reluctance to speak, the tendency to use the first language and overcrowded classrooms.

In the context of Madinsus, students show reluctance to speak, especially when asked to tell a story or describe something in front of the class. Embarrassment, lack of confidence, and concerns about grammatical and pronunciation errors are the main inhibiting factors. In addition, English learning outside of formal school hours causes limited practice time which results in a lack of consistent practice. Teachers also face difficulties in monitoring students' overall speaking development due to the large number of students in one class. In fact, the dominant use of Indonesian in the classroom also reduces students' exposure to English.

Nevertheless, the teachers still try to adjust their teaching strategies. Both Mr. Dante and Ms. Marie try to create a fun and supportive learning atmosphere by continuously motivating students, and integrating various strategies such as drilling, dialogue, storytelling, and describing things to build students' speaking skills gradually and appropriately..

5.2. Recommendation

Based on the results of this study, there are several recommendations that can be considered by English teachers, especially those who teach in the context of non-formal education or Islamic boarding schools. Teachers are expected to continue to explore and adjust speaking teaching strategies according to the needs and abilities of students. Strategies such as drilling and storytelling have proven appropriate in building

the foundation of speaking skills, especially for students who are still in the early stages of learning English. In addition, strategies such as describing things can also be an alternative that encourages students to think actively and convey ideas independently.

Teachers are also advised to provide consistent motivation so that students do not feel embarrassed or afraid to speak in public. Emotional support like this is important to build students' confidence in using English orally. On the other hand, teachers need to create a conducive classroom environment so that speaking learning can run comfortably even in limited conditions. With the right and empathetic approach, English teachers can play a big role in supporting students' speaking skills gradually but meaningfully.

Furthermore, it is recommended that teachers optimize the use of class time by integrating short, practical speaking activities in every meeting. Even if the available time is limited, consistent exposure and opportunities to speak such as pair work or brief presentations can significantly enhance student fluency. Teachers may also consider grouping students more flexibly to ensure equal participation, especially in larger classes.

Finally, teachers are encouraged to reflect regularly on the strategies they use and seek feedback from students to evaluate their appropriateness. By maintaining an open attitude toward innovation and adjustment, teachers can make the learning process more responsive and engaging, ultimately supporting students' language development in a more holistic and sustainable way.

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