


## Teaching And Learning Speaking Skills (A Case Study at MTs Nurul Irsyad NW Pesantek Islamic Boarding School central Lombok in Academic Year of 2024/2025)

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### ABSTRACT

Penelitian ini bertujuan untuk menyelidiki implementasi pembelajaran keterampilan berbicara di MTs Nurul Irsyad NW Pesantek Islamic Boarding School Lombok Tengah pada tahun ajaran 2024/2025. Penelitian ini menggunakan pendekatan studi kasus kualitatif, melibatkan observasi, wawancara, dan analisis dokumen. Hasil penelitian menunjukkan bahwa guru-guru terutama menggunakan metode tradisional, seperti ceramah dan latihan, untuk mengajarkan keterampilan berbicara. Meskipun metode-metode ini efektif untuk latihan terkontrol, mereka mungkin tidak cukup mengembangkan kemampuan spontan dan komunikatif siswa. Selain itu, penelitian ini mengidentifikasi kurangnya kesempatan bagi siswa untuk terlibat dalam penggunaan bahasa autentik, seperti peran-peran dan simulasi. Untuk meningkatkan pengajaran keterampilan berbicara, penelitian ini merekomendasikan untuk menggabungkan prinsip-prinsip pengajaran bahasa komunikatif (CLT), termasuk pembelajaran berbasis tugas dan pembelajaran kooperatif. Dengan memberikan siswa lebih banyak kesempatan untuk berlatih berbicara dalam konteks yang bermakna, guru dapat meningkatkan kemampuan bahasa dan kepercayaan diri mereka.

This research aims to investigate the implementation of teaching and learning speaking skills at MTs Nurul Irsyad NW Pesantek Islamic Boarding School Central Lombok in the academic year of 2024/2025.

The research employed a qualitative case study approach, involving observations, interviews, and document analysis. The findings revealed that the teachers primarily utilized traditional methods, such as lectures and drills, to teach speaking skills. While these methods are effective for controlled practice, they may not adequately develop students' spontaneous and communicative abilities. Additionally, the research identified a lack of opportunities for students to engage in authentic language use, such as role-plays and simulations. To enhance speaking skills instruction, the study recommends incorporating communicative language teaching (CLT) principles, including task-based learning and cooperative learning. By providing students with more opportunities to practice speaking in meaningful contexts, teachers can foster their language proficiency and confidence.

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### INTRODUCTION

Sesuai Speaking is one of the most important English skills, involving a complex process that integrates thoughts and language to facilitate interaction. It can be acquired not only by students in

formal education but also by those studying in informal settings, such as English courses. To master this skill, students need sufficient language exposure. This allows them to assimilate not only vocabulary, syntactical structures, grammatical order, and word spelling but also pronunciation, intonation, and stress patterns.

Nowadays, acquiring speaking skills is crucial for two main reasons. First, it serves an academic purpose. Many educational institutions now use English as their primary means of communication, especially for discussions and presentations on various subjects, particularly English-related topics. This highlights the importance of speaking skills in academic settings. Second, it is essential for career advancement. In the era of the ASEAN Economic Community (MEA), possessing strong speaking skills is an added advantage for job seekers, as many companies prefer candidates with good communication abilities in English.

To develop this skill, people take various approaches, such as learning it at school or enrolling in English courses. Students spend years studying English at school, from junior high school to senior high school. However, despite years of learning, many still struggle to speak English fluently. In contrast, those who take English courses for a shorter period often demonstrate better speaking proficiency.

The writer's research at MTs Nurul Irsyad NW Pesantek Boarding School over two weeks revealed that many students faced difficulties in speaking English. They reported a lack of vocabulary, which hindered their ability to express their thoughts. Additionally, they felt they needed more time to practice and struggled to find conversation partners. This indicates that the school and teachers did not provide sufficient opportunities for students to acquire vocabulary, practice consistently, or engage in meaningful conversations. As a result, students were unable to perform well in speaking, contradicting the belief that classroom environments with teacher-led instruction are the most effective way to improve speaking skills.

Some schools have yet to implement a teaching approach that grants students easy access to English learning. This may be due to several factors. Formal education often struggles to create an environment that encourages students to practice speaking outside the classroom. While some schools provide such an environment, English communicative activities still tend to fail, possibly due to a lack of institutional support and attention.

Unlike formal schools, English courses help students develop speaking skills more effectively within a short period. Based on the writer's observations at many English courses provide an immersive environment where students gain more vocabulary, have ample time to practice, and engage with conversation partners.

Teaching speaking skills requires well-structured steps. These steps should promote communicative activities, from preparation to evaluation, serving as a framework for successful instruction. Additionally, they should align with key factors in teaching speaking, such as curriculum objectives, speaking materials, classroom management, teaching methods, instructional media, and assessment strategies.

Mualiyah (2017) outlined these steps as follows:

1. Preparation – This stage involves planning the teaching and learning process, including curriculum design, material selection, teaching techniques, time allocation, and other instructional elements.
2. Presentation – In this stage, the teacher introduces the material and engages students in communicative activities, such as pair work and interactive exercises, to help them use the language in real-life contexts.
3. Evaluation – This stage involves assessing students' progress through various methods, including oral and written tests, to measure their improvement in speaking skills.

One institution that effectively integrates these steps and key factors in teaching speaking is at MTs Nurul Irsyad NW Pesantek Boarding School. This institution provides an immersive English-learning environment that allows students to practice speaking daily. Unlike formal schools, NIC offers an approach that successfully combines effective teaching strategies with a supportive learning environment. As a result, students can significantly improve their speaking skills in just three months. This aligns with the belief that environment plays a crucial role in language acquisition.

## METHOD

Penelitian The research design applied in this study is qualitative descriptive research. This research describes the study based on facts observed in the field. The implementation of the research is not limited to data presentation alone but also includes analysis and interpretation of the existing data, providing a detailed and in-depth description of the actual conditions in the field (Sutopo, 2010). This research focuses on the teaching and learning of speaking skills at MTs Nurul Irsyad NW Pesantek Islamic Boarding School.

## FINDING AND DISCUSSION

### *Research Finding*

#### 1. School Profile

MTS NURUL IRSYAD NW is a private Islamic junior high school (MTs) located in Pesantek, Setiling, North Batukliang District, Central Lombok Regency, West Nusa Tenggara Province, Indonesia. Established in 1988, the school is accredited B under Decree No. 183a/BAP?SM/KP/X/2015, issued on October 29, 2015. This accreditation reflects the school's commitment to providing quality education and meeting national educational standards.

As a private institution under the Ministry of Religious Affairs, MTs Nurul Irsyad NW focuses on academic excellence, moral development, and character building. The school provides internet access and continuously improves its teaching methods to align with modern educational advancements.

Since its establishment, MTs Nurul Irsyad NW has grown steadily, currently accommodating 59 students across six classes. The school has 14 teaching staff members, all of whom are non-civil servants (Non-PNS). The faculty consists of 10 male teachers and 4 female teachers, committed to delivering high-quality education and supporting student development.

#### 2. Document Analysis Findings

##### a. Curriculum Analysis

A review of the curriculum at MTS NURUL IRSYAD NW revealed that it prioritizes grammar and vocabulary over speaking skills. There is limited time allocated for speaking practice, and most lessons focus on written exercises rather than oral communication.

Additionally, the assessment methods are predominantly written-based, relying on multiple-choice questions and essay writing rather than oral evaluations. As a result, students are not directly tested on their speaking abilities, making it difficult to develop confidence in spoken English.

##### b. Teacher & Student Data Summary

The student population at MTS NURUL IRSYAD NW consists of a total of 59 students, distributed across six classes. The school does not currently have any students with special needs, and there are no specialized majors such as Science (IPA), Social Science (IPS), Language, or Religion. This indicates that the school follows a general curriculum rather than offering subject-specific tracks at the junior high school level.

Regarding the teaching staff, the school has a total of 14 personnel, all of whom are teachers, with no additional educational staff such as administrative or support personnel. The teaching faculty consists of 10 male teachers and 4 female teachers, reflecting a higher proportion of male educators. Additionally, all teachers at the school are non-civil servants (Non-PNS), meaning they are employed directly by the institution rather than being government-appointed teachers (PNS).

The data suggests that MTS NURUL IRSYAD NW operates with a relatively small and closely managed team, ensuring focused instruction for its students. However, the absence of specialized educational staff and additional support personnel may indicate a need for further institutional development to enhance administrative efficiency and student support services.

**Tabel 1: Student Recapitulation**

Description	Total
Number of Students	59
Number of Classes	6
Students with Special Needs	0
Science Major (IPA)	0
Social Science Major (IPS)	0

Language Major	0
Religion Major	0

**Tabel 2: Teacher and Educational Staff Recapitulation**

Description	Total
Total Personnel	14
Number of Teachers	14
Educational Staff	0
Male Teachers	10
Female Teachers	4
Civil Servants (PNS)	0
Non-Civil Servants (Non-PNS)	14

3. Participant Observation Findings

a. Classroom Observations

Observations in the classroom showed that lessons were mostly teacher-centered, leaving little room for student interaction. While teachers occasionally included pair and group activities, these activities were not always well-guided, reducing their effectiveness.

Additionally, there was minimal use of authentic materials such as videos, news articles, and audio recordings. The heavy reliance on textbooks made lessons less engaging and less practical for real-life conversations.

Students showed limited confidence and fluency when participating in speaking exercises. Teachers mainly provided grammar-focused corrections, rather than fluency-based feedback, which did not fully support communicative language development.

Figure1. (Teaching and learning Process)



b. Observations Outside the Classroom

Outside the classroom, English usage among students was very limited. Most students preferred speaking in their native language, and English was rarely used outside structured lesson activities. Although the school had an English Club, student participation was low, and there were no structured programs encouraging students to use English in informal settings. Posters and instructional materials in English were present in the school environment, but they were not actively reinforced in daily student interactions.

Figure. 2 Teaching Process



**c. Lesson Plan Analysis: Bridging the Gaps in Instruction**

The lesson plan provided for Grade VII A is designed to address key challenges in speaking instruction by incorporating Communicative Language Teaching (CLT), role-play, and peer discussions. These methods align well with the need for more interactive learning, which was identified as a student preference in the observations.

The learning objectives focus on essential speaking skills, including pronunciation, fluency, vocabulary, grammar, and confidence. The structured activities include dialogues, role-plays, and group discussions, which provide students with practical speaking opportunities. However, for the lesson plan to be fully effective, teachers must ensure active participation and provide constructive feedback that goes beyond grammar correction`

One of the strengths of the lesson plan is its focus on interaction, which contrasts with the observed teacher-centered approach in regular classes. However, to maximize its effectiveness, teachers should:

- 1) Encourage more spontaneous speaking opportunities instead of rigidly structured dialogues.
- 2) Incorporate more authentic materials, such as real-life conversations, news reports, or videos, to expose students to natural language use.
- 3) Provide targeted feedback on fluency and pronunciation, ensuring that students receive constructive suggestions for improvement.
- 4) Use technology effectively, such as WhatsApp recordings, to allow students to practice speaking in a low-pressure environment and receive feedback outside class.

**d. Conclusion: Addressing the Gaps in Speaking Instruction**

The data analysis highlights several key issues in speaking instruction at MTS NURUL IRSYAD NW:

- 1) Over-reliance on teacher-centered instruction limits students' opportunities to develop fluency.
- 2) Minimal exposure to authentic speaking materials prevents students from hearing and imitating natural speech.
- 3) Limited opportunities for practice outside the classroom reduce speaking confidence and fluency.
- 4) Speaking assessments focus too much on grammar and writing, with oral evaluations being underutilized.

To improve students' speaking proficiency, the school must shift towards a more communicative and interactive approach. By integrating student-centered activities, increasing real-life speaking exposure, and diversifying assessments, students have a greater chance to develop confidence, fluency, and overall speaking competence.

**4. Speaking Test Results**

The analysis of students' speaking performance highlighted significant variations in their skills. Students who actively participated in role-plays, discussions, and debates performed better in pronunciation, fluency, and confidence. Meanwhile, students who lacked speaking practice and self-confidence scored lower in fluency and pronunciation.

**Table 3: Speaking Score List for Grade VII A**

No	Student Name	Pronunciation (20%)	Fluency (20%)	Vocabulary (20%)	Grammar (20%)	Comprehension (20%)	Total (100)	Remarks
1	Reni Saputri	16	17	15	14	15	77	Good
2	Natasya Mulia Tari	17	16	16	15	16	80	Good
3	Helisa Sapwa Ramadani	18	17	17	16	17	85	Very Good
4	Diki Wahyudi	15	14	14	13	14	70	Fair
5	Indra Jayadi	16	15	16	14	15	76	Good

6	Taupik Hidayat	14	13	14	12	13	66	Fair
7	Siti Rauhun	18	17	18	16	17	86	Very Good
8	Siti Raehanun	16	16	15	15	15	77	Good
9	Silvi Dianita Megasari	19	18	18	17	18	90	Excellent
10	M. Wira Handika	15	14	14	13	14	70	Fair
11	Riski Hadi Amir Hamzah	17	16	16	15	16	80	Good
12	Sahrizam Gilang Ahmad	16	15	16	14	15	76	Good
13	Raudatul Jannah	18	17	17	16	17	85	Very Good
14	Sinta Apriani	15	14	15	13	14	71	Fair
15	Laela Erlina	17	16	16	15	16	80	Good
16	Abdur Rahman	14	13	14	12	13	66	Fair
17	Halik Maulana	19	18	18	17	18	90	Excellent
18	M. Parhan	16	15	16	14	15	76	Good
19	Tasya Aulia Ramadani	15	14	14	13	14	70	Fair
20	Sira Pebriani	16	16	15	15	15	77	Good
21	M. Patir	17	16	16	15	16	80	Good
22	Angga Wijaya	14	13	14	12	13	66	Fair

**Assessment Categories**

- **Excellent (85-100)**
- **Very Good (80-84)**
- **Good (75-79)**
- **Fair (65-74)**
- **Needs Improvement (<65)**

The speaking assessment for Grade VII A at MTS NURUL IRSYAD NW evaluates students based on five key aspects: pronunciation, fluency, vocabulary, grammar, and comprehension, with each aspect contributing 20% to the total score. The results indicate a range of performance levels, with students categorized into Excellent, Very Good, Good, and Fair based on their total scores.

The highest-scoring students, Silvi Dianita Megasari and Halik Maulana, achieved an Excellent rating with a score of 90, demonstrating strong pronunciation, fluency, and comprehension. Several

students, including Helisa Sapwa Ramadani, Siti Rauhun, and Raudatul Jannah, were categorized as Very Good with scores ranging from 85 to 86, reflecting high proficiency in spoken English.

The majority of students fell into the Good category (75-79 points), including Reni Saputri, Natasya Mulia Tari, Siti Raehanun, and M. Patir. These students displayed consistent speaking abilities, though they may require improvement in specific areas such as fluency or grammar. Meanwhile, students who scored between 65-74 were classified as Fair, including Diki Wahyudi, M. Wira Handika, and Tasya Aulia Ramadani.

These students struggled with fluency and pronunciation, indicating a need for more structured speaking practice to boost their confidence and accuracy.

Overall, the assessment results highlight a diverse range of speaking abilities among students. While some students have exceptional proficiency, others need more practice and support to enhance their fluency and confidence. Implementing interactive learning methods, such as role-plays, debates, and conversational exercises, may help improve the speaking performance of lower-scoring students and encourage greater participation in spoken English activities.

## 5. In-Depth Interview Findings

### a. Teacher Interviews

Teachers emphasized the importance of communicative competence in language learning, noting that effective communication skills are essential for real-world interactions. However, due to limited class time and large class sizes, they struggled to provide individualized attention to students.

Teachers also expressed the need for additional training and modern learning resources such as technology tools, videos, and interactive materials. The current curriculum relies heavily on textbooks, which limits students' exposure to practical speaking opportunities.

### b. Student Interviews

Students reported that they had very few opportunities to practice speaking outside the classroom. Most speaking activities were limited to structured exercises, and real-life conversation practice was minimal.

Many students expressed a desire for more interactive learning methods, including group discussions, debates, and role-plays, which they found to be more engaging and effective. However, fear of making mistakes and lack of confidence prevented some students from fully participating in speaking activities.

## 6. Connection to Research Findings

The findings from this study align with previous research, showing that:

- a. Teacher-centered instruction limits students' ability to develop communicative competence.
- b. Limited exposure to English outside the classroom reduces fluency.
- c. Students prefer interactive learning methods over passive instruction.
- d. Confidence is a major factor—students who lack confidence struggle with speaking, even if they have strong grammar and vocabulary skills.
- e. Assessment methods do not support speaking skills, as written tests remain the primary evaluation tool.

## 7. Conclusion & Recommendations

### a. Conclusion

The findings confirm that students at MTS NURUL IRSYAD NW face multiple challenges in developing speaking proficiency, primarily due to limited practice opportunities, lack of confidence, and teacher-centered instruction.

### b. Recommendations:

- 1) Increase speaking opportunities through debates, role-plays, and real-life conversations.
- 2) Improve teacher training in communicative language teaching (CLT).
- 3) Use authentic materials like videos and podcasts to enhance learning.
- 4) Include oral assessments in the evaluation system.
- 5) Encourage English use in informal settings to build confidence and fluency.

By implementing these strategies, students at MTS NURUL IRSYAD NW are develop better speaking skills and confidence in using English.

## ***The Discussion***

The findings of this research provide a comprehensive understanding of how the teaching and learning process of speaking skills is conducted at MTs Nurul Irsyad NW Pesantek Islamic Boarding

School and why it is carried out in this particular way.

#### 8. The Teaching and Learning Process of Speaking Skills at MTs Nurul Irsyad NW Pesantek

The teaching and learning process of speaking skills at MTs Nurul Irsyad NW Pesantek follows a traditional, teacher-centered approach, where teachers play a dominant role in delivering lessons, and students have limited opportunities for active participation. This is evident in classroom observations, where teachers primarily focus on grammar-based instruction rather than communicative and interactive learning methods. Speaking exercises are restricted, and most activities rely on textbook-based lessons with minimal use of authentic materials such as videos, podcasts, or real-life conversation scenarios.

This aligns with Thornbury's (2005) argument that speaking is an interactive process that involves three key elements: fluency, accuracy, and complexity. However, the observations indicate that the current approach focuses more on grammatical accuracy rather than fluency, which could hinder students' ability to communicate effectively. Burns & Joyce (1997) further explain that a grammar-based approach often limits students' speaking development, as they become more concerned with linguistic rules than with effective communication.

The lesson plan for Grade VII A attempts to integrate Communicative Language Teaching (CLT) and interactive techniques, such as role-plays, group discussions, and peer feedback. However, its effectiveness is limited by student hesitation, lack of confidence, and insufficient reinforcement outside the classroom. Observations outside the classroom further indicate that students rarely use English in informal settings, and participation in extracurricular activities, such as the English Club, is low. This suggests that the environment does not actively encourage students to practice English beyond structured lessons, reducing their chances of developing fluency and confidence.

According to Chaney (1998), speaking is a process of constructing and sharing meaning through symbols in various contexts. However, the lack of authentic materials in the classroom, such as videos or real-life conversation simulations, restricts students' ability to apply language in meaningful ways. This emphasizes the need for a more engaging and context-based learning approach.

Furthermore, Krashen's (1982) Affective Filter Hypothesis highlights the impact of affective factors, such as anxiety and confidence, on language learning. High anxiety levels can prevent students from speaking, while a supportive environment with positive feedback can enhance their willingness to communicate. At MTs Nurul Irsyad NW Pesantek, many students experience hesitation and fear of making mistakes, which discourages them from fully engaging in speaking exercises.

Additionally, assessment methods at the school focus predominantly on written tests rather than oral evaluations. This means that students are not directly tested on their speaking abilities, which could contribute to their lack of motivation to improve oral communication skills. Brown (2003) states that speaking assessments should include multiple components such as fluency, pronunciation, vocabulary, and comprehension to accurately measure students' oral proficiency. The current assessment system, which primarily relies on written tests, does not fully capture students' speaking abilities or encourage them to develop their verbal communication skills. The student performance data from speaking tests further confirms that those who engaged in interactive activities scored higher, whereas those who lacked confidence and practice opportunities performed poorly in fluency and pronunciation.

#### 9. Reasons behind the Current Speaking Instruction Practices

Several factors explain why the teaching and learning process of speaking skills at MTs Nurul Irsyad NW Pesantek is conducted in its current manner.

##### a. Curriculum Limitations

A key reason behind the limited focus on speaking is the curriculum structure, which prioritizes grammar and vocabulary over oral communication. The document analysis reveals that there is little time allocated for speaking practice, and most lessons emphasize written exercises rather than oral interactions. This suggests that the school follows a rigid curriculum framework that does not integrate sufficient speaking practice into daily lessons.

##### b. Teacher-Centered Instruction and Teaching Methods

Observations indicate that teachers rely heavily on a teacher-centered approach, limiting student engagement in speaking activities. While some pair and group activities are included, they are not always well-guided or effectively monitored, reducing their impact on language development. This may be due to teachers' own training and instructional habits, where they focus more on structural accuracy (grammar and vocabulary) rather than fluency and communicative competence.

Additionally, interviews with teachers highlight a lack of access to modern teaching resources and professional development programs that could help them adopt more interactive and communicative teaching strategies. Teachers expressed the need for more training in CLT and access to technology-based tools to enhance the effectiveness of their speaking instruction. Harmer (2007) suggests that incorporating interactive techniques such as role-plays, discussions, and real-life simulations can significantly improve students' speaking abilities, making the learning process more engaging and effective.

Willis (1996) further supports the idea that Task-Based Language Teaching (TBLT) enables students to use the target language in meaningful, real-life tasks. Implementing TBLT at MTs Nurul Irsyad NW Pesantek could provide students with more practical speaking opportunities, helping them develop fluency and confidence.

c. Student Confidence and Practice Opportunities

One of the most significant challenges identified in this research is students' lack of confidence in speaking English. Observations both inside and outside the classroom indicate that many students feel nervous and hesitant when speaking in front of their peers. They are afraid of making mistakes, which discourages them from participating actively in speaking exercises. Interviews with students confirm this, as they expressed a desire for more interactive and engaging activities but also noted that they lack the confidence to participate fully.

The absence of reinforcement outside the classroom further contributes to this problem. The English Club exists, but student participation is low, and there are no structured programs that encourage the use of English in daily communication. As a result, students are not exposed to real-life English conversations, making it difficult for them to develop natural fluency and spontaneity.

d. Assessment Practices

Another reason for the limited development of speaking skills is the school's assessment approach. Most evaluations focus on written tests, with few oral examinations or speaking assessments. Luoma (2004) argues that speaking assessments should evaluate fluency, accuracy, pronunciation, and interaction. However, the current system at MTs Nurul Irsyad NW Pesantek does not align with this approach, leading to an underdeveloped focus on speaking proficiency.

Furthermore, Sun (2009) highlights the benefits of using technology in speaking practice. Digital tools such as voice recordings, interactive video sessions, and communication-based applications can enhance students' motivation and speaking skills. Integrating these tools into the classroom could provide students with additional practice opportunities beyond traditional assessments.

By implementing these strategies, students at MTs Nurul Irsyad NW Pesantek will develop better speaking skills and confidence in using English.

10. Addressing the Gaps in Speaking Instruction

Based on these findings, several key areas need improvement to enhance the effectiveness of speaking instruction at MTs Nurul Irsyad NW Pesantek:

a. Shifting from Teacher-Centered to Student-Centered Learning:

- 1) Teachers should implement more interactive teaching methods, such as discussion-based learning, communicative activities, and real-life speaking tasks.
- 2) Lessons should reduce excessive reliance on textbooks and integrate more practical language exercises.

b. Incorporating Authentic and Technology-Based Learning Materials:

- 1) The use of videos, podcasts, and online conversation exercises should be encouraged.
- 2) Digital platforms such as WhatsApp voice recordings could allow students to practice speaking in a low-pressure environment and receive feedback.

c. Increasing Speaking Practice Opportunities:

- 1) More role-plays, debates, and spontaneous conversations should be integrated into lessons.
- 2) The English Club should be made more engaging, with structured activities to increase participation.

d. Enhancing Assessment Methods:

- 1) Oral assessments should be conducted regularly to measure students' speaking progress.
- 2) Teachers should provide constructive feedback on pronunciation, fluency, and confidence, rather than focusing solely on grammar accuracy.

e. Building Student Confidence:

- 1) Teachers should create a supportive environment where making mistakes is seen as a natural part of learning.
- 2) Activities should encourage peer collaboration, helping students build confidence in speaking English.

The research findings indicate that speaking instruction at MTs Nurul Irsyad NW Pesantek remains largely teacher-centered, with limited opportunities for active student engagement. The curriculum structure, teaching methods, and assessment practices contribute to the lack of speaking proficiency among students. Additionally, students' lack of confidence and minimal exposure to English outside the classroom further hinder their ability to develop fluency.

To address these challenges, the school should adopt a more communicative and interactive approach to language learning. By encouraging active participation, integrating authentic materials, and revising assessment methods, students have a better chance to develop confidence and proficiency in spoken English. These improvements ensure that students at MTs Nurul Irsyad NW Pesantek not only master grammatical structures but also become effective communicators in English.

### **CONCLUSION**

1. How is the teaching and learning of speaking skill at MTs Nurul Irsyad NW Pesantek?

The teaching and learning of speaking skills at MTs Nurul Irsyad NW Pesantek during the 2023/2024 academic year is primarily teacher-centered, with a strong emphasis on grammatical accuracy rather than fluency and communicative competence. Observations indicate that students have limited opportunities to actively practice speaking, as most classroom instruction is textbook-based and lacks interactive or communicative activities. The curriculum itself prioritizes grammar and vocabulary, leaving minimal space for oral communication. Teachers predominantly use traditional lecture methods, with little integration of modern approaches such as Communicative Language Teaching (CLT) or Task-Based Language Teaching (TBLT). Furthermore, students often lack confidence in speaking English, which is worsened by minimal exposure to authentic speaking environments and few opportunities for reinforcement outside the classroom. Assessment practices also focus more on written tests, neglecting evaluations of oral proficiency.

2. Why is the teaching and learning of speaking skill conducted as it is observed? The current approach to teaching speaking skills at the school is shaped by a combination of institutional and contextual challenges. One primary reason is the curriculum and examination system, which places a heavier emphasis on written language proficiency, leaving speaking underdeveloped. Additionally, many teachers lack specific training in interactive language teaching methods, which limits their ability to implement more communicative or student-centered approaches effectively. Other contributing factors include limited resources, such as the absence of language labs, technology, or interaction with fluent English speakers, which hampers the possibility of using more dynamic and engaging speaking activities. Moreover, cultural and psychological factors—such as students' fear of making mistakes, a passive learning culture, and low self-confidence—also reduce students' willingness to engage in speaking tasks.

To overcome these challenges, the school would need to implement significant reforms, including curriculum revision, teacher training in CLT and TBLT, the use of authentic materials and technology, a shift toward more student-centered learning, and the integration of oral assessments to support the development of fluency and communicative competence.

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