

**A STUDY ON THE ENGLISH SPEAKING SKILLS OF
STUDENTS AT INTERNATIONAL STANDARDIZED
MADRASAH MAMBAUL FALAH
THESIS**



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J E M B E R

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
NOVEMBER 2025**

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Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements for obtaining a
Bachelor's Degree (S. Pd)
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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

Meaning: “O you who believe! Fear Allah and speak the truth ” (QS. Al-Ahzab: 70)*



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* Qur'an Kemenag, 2025

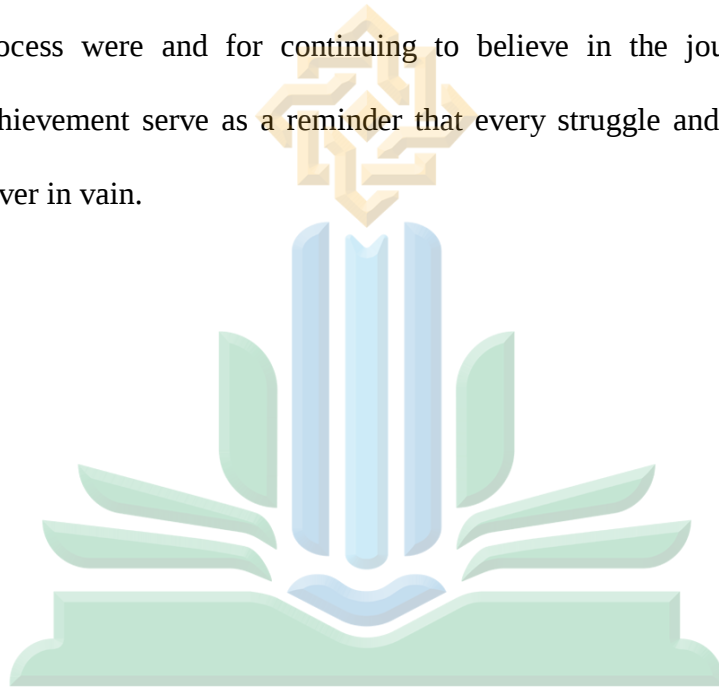
DEDICATION

With respect and pleasure. I dedicate this thesis to:

1. To my beloved parents, Mrs. Siti Nikmah and Mr. Hamid, who were the greatest sources of strength and inspiration in my life. Thank you for your boundless love, unceasing prayers, and countless sacrifices. Mother, though you never sat on a college bench, you taught me the true meaning of knowledge, hard work, and sincerity. Your love and prayers had been the guiding light in every step I took. Father, a man of few words yet full of determination, whose silent prayers and tireless efforts laid the foundation for every step of my journey. May every sacrifice you made be rewarded by Allah with eternal paradise.
2. To my beloved grandparents, who have always showered me with love, care, and endless prayers. Thank you for every wise word, every gentle touch, and every sincere prayer for my success. Your kindness and affection will forever be the light that accompanies my path.
3. To my beloved siblings, Yahya, Nabilatuz Zahra', and Nabilatun Nafisyah, who have always been my reason to fight harder. You are among the people who make me stronger and more passionate in pursuing my dreams. May you always strive for your own goals and never forget our parents who have given us everything.
4. To my entire extended family, who have always been present with love, prayers, and sincere support. Every care and kindness you have given has

been a source of strength throughout this journey. May Allah's blessings always be upon our family.

5. Last but not least, to myself, for enduring, persevering, and standing tall amidst exhaustion, doubt, and tears. Thank you for choosing not to give up no matter how difficult the challenges of college life or the thesis-writing process were and for continuing to believe in the journey. May this achievement serve as a reminder that every struggle and every prayer is never in vain.



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First of all, I would like to express my gratitude to Allah Swt, who has given me mercy, blessings and health to complete my final thesis. Additionally. The researcher acknowledges that this thesis could not have been completed without the assistance and guidance of several parties. I would like to extend my respectful thanks to the following people:

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5. Febrina Rizky Agustina M. Pd. as the Advisor of this undergraduate thesis who has guided, advised, supported, and motivated the writer to do this thesis.
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7. All lecturers in English Education Program who had given me precious knowledge and experience during the entire of the semester.

8. Ali Subhan, S.H., M.Ap. as the principal of MTs MBI Mambaul Falah who has given permission to conduct this research.
9. All participants in this study who are willing to be involved in a series of learning activities through problem based learning and in-depth interview session.

The author acknowledges that this thesis is not yet perfect, both in terms of content and language. For the sake of improvement, the author welcomes any criticism and suggestions. It is hoped that this thesis will be useful for future researchers. May Allah reward all the kind and extraordinary efforts of those who assisted me in the completing my thesis May Allah reward all the extraordinary efforts of those who supported me in completing my thesis.



ABSTRACT

Holifah, 2025: *A Study on The English Speaking Skills Of Students at International Standardized Madrasah Mambaul Falah.*

Keyword: English speaking skills, learning challenges, communicative strategies.

English plays a role as an international language and an important tool in educational communication and everyday life. In the context of education, English is not only used as a subject of study but also as a medium for accessing knowledge, exchanging ideas, and fostering intercultural understanding. However, at International Standardized Madrasah Mambaul Falah (MBI Mambaul Falah), many students still experience difficulties in developing their English speaking skills. These difficulties include limited vocabulary, pronunciation errors, misunderstanding of grammar, and low confidence in speaking. This condition indicates the need for systematic efforts to understand the root causes of the problem and find appropriate learning strategies to improve students' speaking skills.

The research questions in this study include: (1) what are the most speaking English challenges faced by students in speaking English at International Standardized Madrasah Mambaul Falah (MBI Mambaul Falah)? (2) what strategies can help students at International Standardized madrasah Mambaul Falah (MBI Mambaul Falah)?. This study aims to: (1) identify the most speaking English challenges faced by students at International Standardized Madrasah Mambaul Falah; (2) Investigate the strategies that can help students at International Standardized Madrasah Mambaul Falah overcome challenges in Speaking English and improve their speaking proficiency.

This study used a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation involving English teacher and several students at MBI Mambaul Falah. The study employed a case study design, focusing on the real life context of English speaking skill development at the institution. This design allowed the researcher to gain an in-depth understanding of the specific challenges and strategies within the school environment.

The collected data were analyzed through three stages of qualitative analysis: data reduction, data display, and conclusion drawing and verification, as proposed by Miles and Huberman. The process involved organizing and simplifying the data, presenting it in descriptive narrative form, and interpreting patterns to derive findings relevant to students' speaking skills. Data validity was tested using source and method triangulation techniques.

The results of the study indicated that the main problems students face in speaking English lied in pronunciation, vocabulary mastery, and psychological barriers such as shyness, fear of making mistakes, and lack of motivation. External factors that also influence this are teaching methods that are still teacher-centered and the minimal use of English in the school environment. Learning speaking strategies identified include the use of communicative activities such as

group discussions, pair work, role-playing, daily vocabulary enrichment, and the creation of a supportive classroom atmosphere that encourages students to speak.



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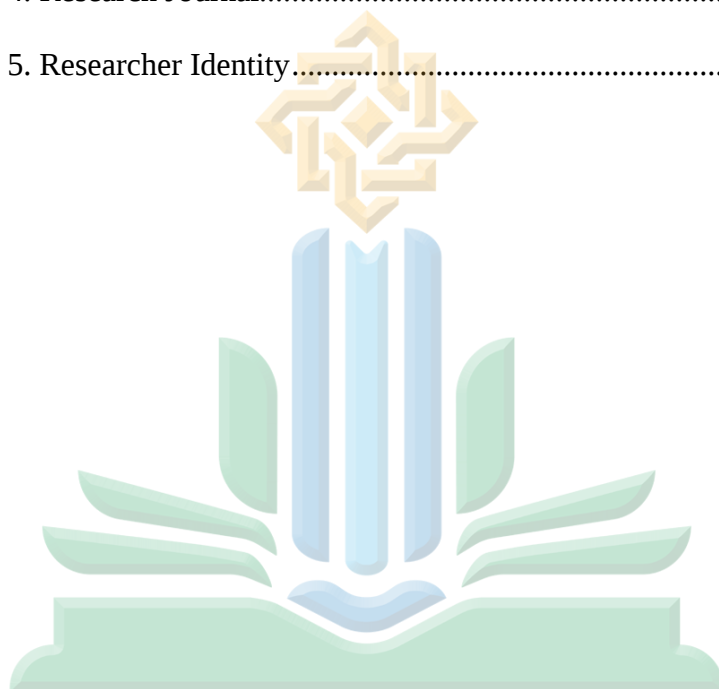
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CHAPTER I

INTRODUCTION

A. Background Of Study

Nowadays, the prevalence of people speaking English increases significantly in the world. English functions as a universal means of communication that connects individuals from different linguistic and cultural backgrounds, including those in Indonesia. Despite its global significance, English in the Indonesian context is still categorized as a foreign language rather than a second language, which consequently limits its use in daily communication among Indonesian people.. This unfamiliarity often results in lower language competence.¹ The Ministry of National Education, highlights that language is a fundamental tool in fostering students' intellectual, social, and emotional development, and supports their learning across all disciplines.² In this regard, English serves not only as a means of global communication but also as a medium for academic and personal development. Therefore, the role of speaking English is very important, it becomes crucial for Indonesians to improve their proficiency in the language, especially in daily communication. To support this, the Indonesian government has been integrating English into various educational frameworks, Currently, the curriculum being implemented is the *Merdeka*

¹ Awaliyah, M. (2020). the Implementation of English Day Program in Improving Speaking Skill (a Case Study At Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang). http://digilib.uinkhas.ac.id/13166/1/MUZAYYANAH_AWALIYAH_T20166011.pdf

² Departemen Pendidikan Nasional. Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 tentang Kurikulum, p 106

Curriculum which emphasizes learner centered education and promotes greater flexibility for both teacher and students in the learning process.. This curriculum, introduced in 2022, emphasizes learner centered education, fostering independence, and providing more flexibility to teachers and students.³ Despite the government's efforts to integrate more English content into the school curriculum, speaking remains one of the major challenges faced by students at various levels of education, ranging from junior high school and senior high school to the university level. This obstacle is caused by several factors, such as lack of vocabulary, poor pronunciation, lack of confidence, and low motivation to speak. Through speaking, individuals can express feelings, share ideas, and exchange information with others. This activity represents the core of oral communication where both speaker and listener engage in mutual interaction. Speaking, therefore, can be defined as the ability to produce sounds and words to convey meaning and transfer messages from one person to another. It also provides learners with opportunities to discuss what they have learned from books or media resources⁴. Speaking is essentially an interactive process of constructing meaning that involves both producing and receiving information and serves as a process of building and sharing meaning through verbal and non-verbal symbols in various contexts⁵. Despite its importance, speaking remains one of

³ See John Dewey, *Experience and Education* (New York: Macmillan, 1938); Jean Piaget, *The Psychology of the Child*, trans. Helen Weaver (New York: Basic Books, 1972); Lev S. Vygotsky,

⁴ Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education, Inc.

⁵ Chaney, A. L. (1998). *Teaching oral communication in grades K-8*. Allyn & Bacon.

the most complex language skills to acquire and master. Based on, Surah Ar-Rahman verse 3-4, the Quran states, Allah Subhanahu Wa Ta'ala said:

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۝٤

“He created man, taught him to speak.” (QS. Ar-rahman 55: verse 3-4)⁶

Speaking is one of the most significant language skills to acquire and improve as a way of efficient communication among the 4 language skills of listening, speaking, reading, and writing.⁷ Mastering speaking skill would make the communication become more effective rather than communicating by written script. Speaking skill let the process of transferring information happen in shorter time. The importance of speaking skills hence is enormous for the learners of any language. In foreign or second language learning, speaking becomes the main channel for communication.⁸ It allows learners to express ideas and interact naturally, which makes it the most essential of all language skills. “Speaking is the skill that the students will be judged upon most in real life situations” if someone in abroad, be it work or just visiting they will still really need a language to communicate, while the international language is English.⁹ So speaking skills are very important wherever we are.

However, speaking is often considered one of the hardest skills to learn when studying a new language. Many students face several problems that

⁶ <https://quran.com/ar-rahman>

⁷ Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors Influencing learners'english speaking skill.

⁸ Norawati, R., & Puspitasari, Y. (2022). The Learning Skills of English as a Foreign Language (EFL) Student-Teachers in Project-based Learning and Case-based Learning. JEELS (Journal of English Education and Linguistics Studies), 9(2), 255–277.

⁹ Sabila, M. R. (2022). Improving Students ' English Speaking Skills Through Storytelling Technique. Faculty of Tarbiyah and Teacher Training the Ar-Raniry State Islamic University Darussalam-Banda Aceh, 43.

make it difficult to improve, such as not feeling confident, having a limited vocabulary, and being afraid of making mistakes. These problems often make them hesitate or feel shy to speak because they worry that others will judge or misunderstand them. As a result, some students try to avoid speaking at all, which slows down their overall language learning. Therefore, building confidence to speak freely and not be afraid of making mistakes is an important first step to overcome these challenges.

In addition to psychological barriers, speaking fluently also requires paying attention to several key aspects of communication. Learners need to stay focused on the topic being discussed so that they can give relevant and meaningful responses. Besides that, understanding sentence structure and grammar is very important to express ideas clearly and logically. If learners do not have a strong foundation in these areas, they may find it difficult to explain their thoughts or others might misunderstand them. Moreover, choosing the right words, using correct pronunciation, and applying proper intonation are essential to make speech sound clear and natural. Mistakes in pronunciation or intonation can change the meaning of what someone says, even if their vocabulary and grammar are correct.

Improving speaking skills is a continuous process that needs regular practice and strong commitment. Fluency cannot be achieved instantly; learners have to make a real effort to practice speaking regularly, whether by talking with others, joining language exchange activities, or practicing by themselves. Regular practice helps learners get used to using grammar,

vocabulary, and pronunciation correctly, which improves their overall communication ability. In addition, listening to authentic English through movies, podcasts, or conversations with native speakers can also help develop speaking skills. With consistent effort and a willingness to learn from mistakes, learners can slowly build the fluency and confidence needed to speak English well.

English teachers need to use various techniques or programs to improve their students' speaking skills. This is because many EFL or ESL learners are afraid of making mistakes, while others are simply shy, and this can even be seen among native speakers. The strategy used in teaching a language plays an important role in the teaching and learning process. To choose the right strategy, teachers must consider the learning objectives, teaching materials, and classroom activities. A teaching strategy can be defined as a set of procedures used by the teacher to achieve specific learning goals. In short, it serves as a general plan that guides the teaching and learning process to reach its objectives.

Therefore, one of the most common methods used by teachers to develop students' speaking skills is communication with others in English, which is known as conversation.¹⁰ A real conversation involves both speaking and responding. It's not only about listening but also about giving feedback to

¹⁰ Richards, Jack C., and Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge: Cambridge University Press.

keep the communication going.¹¹ In English teaching, teachers should focus on helping students communicate actively and build their speaking ability. Brown states that successful oral communication in the target language shows successful language learning. Morning classes are often the best because students' minds are still fresh and can easily understand new material.¹²

One of the common challenges in learning a foreign language, especially English, is the lack of confidence among students in speaking activities. Many learners experience anxiety related to pronunciation and grammar, which leads to fear of making mistakes and, consequently, reduced participation in class.¹³ This anxiety may stem from negative past experiences or fear of being judged by peers, causing students to avoid speaking altogether.

Furthermore, a strong reliance on their native language limits opportunities for English practice, both inside and outside the classroom. This comfort with the first language can hinder students' adaptation to English-speaking environments, resulting in limited exposure to vocabulary, expressions, and idioms.¹⁴ As a result, their ability to engage in meaningful conversation becomes restricted. To overcome these challenges, it is essential for learners to build self-confidence and gradually immerse themselves in

¹¹ Canale, Michael, and Merrill Swain. 1980. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing." *Applied Linguistics* 1 (1): 1–47. <https://doi.org/10.1093/applin/1.1.1>.

¹² Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to language pedagogy*. New York: Longman Inc

¹³ Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. 1986. "Foreign Language Classroom Anxiety." *The Modern Language Journal* 70 (2): 125–32.

¹⁴ Krashen, Stephen D. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.

English-rich environments that promote natural and consistent use of the language.

Another important concern in the teaching of English as a foreign language is the imbalance in instructional focus, where teachers tend to prioritize grammar and writing over speaking activities. This teacher-centered approach often leads to passive learning environments that do not sufficiently support the development of students' oral communication skills. Traditional language teaching methods such as the Grammar-Translation Method place limited emphasis on spoken interaction, which can hinder learners' communicative competence.¹⁵ In contrast, the Communicative Language Teaching (CLT) approach advocates for meaningful communication through interactive activities, encouraging learners to use the target language in real-life contexts.¹⁶ Research has shown that consistent practice in speaking, particularly in communicative settings, is essential for improving fluency and confidence in language learners.

In an interview conducted with a teacher at one of the madrasah, she expressed his views on the challenges of using English among students. In the madrasah, there is a policy that requires students to speak English, with the aim of improving their language skills. However, in reality, there are still students who prefer to use Indonesian in their daily conversations. This

¹⁵ Richards, Jack C., and Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge: Cambridge University Press.

¹⁶ Canale, Michael, and Merrill Swain. 1980. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing." *Applied Linguistics* 1 (1): 1–47. <https://doi.org/10.1093/applin/1.1.1>

happens despite efforts to create a supportive environment for the use of English, both inside and outside the classroom.

In addition, the ingrained habit of speaking Indonesian for a long time is also a big challenge in implementing this policy. Although there have been various efforts to create an atmosphere that supports the use of English, such as interaction-based teaching and praise for any attempt to speak in English, this challenge is still an issue that needs to be addressed more intensively and systematically to create a more significant change in students' habits.

From the preliminary observation survey data collected by the researcher on January 5th, 2025, at international standard madrasah (MBI) Mambaul Falah, it is found that the institution implements an English curriculum designed to enhance students' communication and language skills. This curriculum is structured to meet the demands of an international-standard education system, focusing on integrating English language learning into daily classroom activities. Challenges in developing students' speaking skills at MBI Mambaul Falah persist. In learning, students inevitably experience challenges or obstacles, whether in English language learning or other learning. researchers found that one of the main challenges is the lack of confidence, anxiety, and fear of making mistakes in speaking. In addition, psychological factors such as shyness and lack of motivation also contribute to their difficulties in developing English speaking skills.

The English program at MBI Mambaul Falah emphasizes speaking skills as a core component of language mastery and includes daily English

conversation activities. This aligns with the institution's commitment to preparing students for global communication. The program incorporates various methodologies aimed at making learning more interactive and engaging, encouraging students to actively participate in speaking activities, group discussions, and presentations.

An effective language curriculum should include elements such as structured planning, flexibility in implementation, and continuous evaluation to ensure its relevance and effectiveness.¹⁷ Aligned with these principles, MBI Mambaul Falah adopts principles of an international curriculum that are regularly reviewed to ensure that they meet students' needs. The program is designed to develop confident, reflective, and innovative learners, with special attention to improving speaking and listening skills.

The curriculum used at MBI Mambaul Falah provides students with ample opportunities to practice speaking and listening in English. These activities aim to build students' fluency, pronunciation, and confidence in communicating in English. Additionally, the curriculum includes clear learning objectives that help teachers plan lessons and effectively monitor students' progress.

On the observations, the speaking skills program at MBI Mambaul Falah represents a comprehensive approach to English language learning. However, challenges remain in ensuring consistent progress among students, particularly in addressing obstacles such as limited vocabulary, hesitation, and

¹⁷ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman.

lack of confidence. This research, titled “A Study on the English Speaking Skills of Students at International Standardized Madrasah Mambaul Falah,” investigated the strategies implemented and explore areas for improvement in teaching and learning speaking skills.

B. Research Question

1. What are the most common speaking English challenges faced by students at International Standardized Madrasah Mambaul Falah ?
2. What strategies can help students at International Standardized Madrasah Mambaul Falah overcome the speaking problem and improve their speaking skill?

C. Research Objectives

1. To identify the most common speaking English challenges faced by students at International Standardized Madrasah Mambaul Falah.
2. To investigate the strategies that can help students at International Standardized Madrasah Mambaul Falah overcome challenges in speaking English and improve their speaking proficiency.

D. Research Significance

The significant results of this study are expected to be useful theoretically and practically.

1. Theoretically

This research is expected to be one of the alternative sources of information about the study of students' problems in speaking English.

2. Practically

a. For the teachers

Hopefully, the finding of this research are expected to help English teacher better understand the specific speaking challenges faced by students and identify effective strategies to improve their speaking proficiency.

b. For the students

The finding of this research also can help students in comprehending their difficulties in speaking English and motivate them to apply suitable strategies to enhance their confidence, fluency, and accuracy in communication.

c. For the researcher

This research is expected to help the other researchers to get more information about the study of students' problems in speaking skills.

E. Definition of Key terms

The definition of terms contains the understanding of important terms that become the researcher point of attention in the research title. The goal is to avoid misunderstanding the meaning of the term as intended by the researcher.¹⁸ The terms that need to be defined are as follows:

1. Speaking skill/ English speaking skills

¹⁸ Tim Penyusun, Buku Pedoman Karya Ilmiah, (Jember: IAIN Jember Press, 2021), 46

Speaking skill is the ability to communicate orally. It is not only about mastering the concept of language properly and correctly but also being communicated orally with the aim of conveying ideas, intentions, and desires to others. English speaking skills refer to the ability to communicate effectively and confidently in spoken English. Moreover, confidence and practice are key factors that enhance speaking ability, allowing learners to feel comfortable in real communication. In this study, speaking skill refers to how students and teachers view students' ability to speak English in the classroom and daily interactions. It focuses on their experiences with the challenges, factors that affect speaking, and strategies to improve it.

2. International Standard Madrasah (MBI) Mambaul Falah

International Standard Madrasah Mambaul Falah (MBI Mambaul Falah) is an educational institution that integrates international curriculum with Islamic teachings. Its aim is to prepare students with academic excellence and practical skills, including English proficiency, to meet global standards. The madrasah emphasises on developing students' communication skills, especially in English, to ensure they become confident and innovative learners. on the other hand, (MBI) mambaul falah is a place for santri who likes and wants to study english deeply.

Despite its international focus and emphasis on English proficiency, MBI Mambaul Falah still uses Kurikulum Merdeka, which is the national curriculum set by the Indonesian Ministry of Education and

Culture. While many international schools typically adopt curriculums such as Cambridge or International Baccalaureate (IB) to align with global educational standards, MBI Mambaul Falah has specific reasons for choosing Kurikulum Merdeka: First, it aligns with national educational policies, ensuring the school meets Indonesian government regulations. Second, Kurikulum Merdeka offers flexibility to cater to the diverse needs of students while maintaining local cultural and Islamic values. Finally, this curriculum supports the holistic development of students, blending academic learning with character building, which is integral to the school's mission. This approach allows MBI to provide a well-rounded education that prepares students for both local and global challenges.

F. Systematic discussion

The systematics of the discussion is a brief description of the thesis which is presented in an orderly manner from chapter to chapter systematically, with the aim that the reader can easily know the overview of the contents of the thesis globally. The systematic discussion in this research is as follows:

CHAPTER I Introduction, which consists of research context, research focus, research objectives, research significant, definition of key terms, and systematic discussion.

CHAPTER II Literature Review, which consists of previous research and Theoretical Framework.

CHAPTER III Research Methods, which consists of the approach and type of research, research location, research subjects, data collection techniques, analysis data, validity data, and research stages.

CHAPTER IV Research Finding and Discussion, which includes an explanation and description of the object of research, presentation and analysis of data, and discussion of research results.

CHAPTER V conclusions and suggestions that present the overall core of the discussion in the research proposal. it can also be called the conclusion of this research proposal because this conclusion remains related to the focus of the problem and research objectives. researchers also provide suggestions and closure in the next discussion.



CHAPTER II

LITERATURE REVIEW

A. Previous Research

The first previous research that has been conducted by Wirda Maulia 2021 entitled “*The Influence of Conversation Program at Madrasah Aliyah Babul Huda Tualang Cut in Improving Students’ Speaking Skills.*” The study identified several problems in students’ speaking abilities, such as lack of confidence, limited vocabulary, and insufficient knowledge. The implementation of the *Conversation Program* helped students communicate, interact, and share ideas in English. The study concluded that the program effectively improved students’ speaking fluency and confidence. The similarity with the present research lies in the focus on speaking improvement through communicative activities, while the difference lies in the setting and the program applied, as this current study focuses on English speaking skills in a formal classroom environment at MBI Mambaul Falah.²⁰

The second previous research conducted by Mohammad Isya Anshori 2023 entitled “*Improving Students’ Speaking Ability through Morning English Program Extracurricular Activities in Indonesia.*” This study explored how morning English activities, including speaking practice, reading aloud, storytelling, and group discussions, influenced students’ speaking

²⁰ Wirda Maulia, “The Influences of Conversation Program At Madrasah Aliyah Babul uda Tualang Cut in Improving The Students’ Speaking Skill”, (Journal, Presented to Madrasah Stanawiyah Sabilul Ulum, Aceh, Indonesia, Journal of Linguistic, Literature and Language Teaching, vol.7 No. 1, pp 62-72, 2021)

competence. The results indicated that the program significantly increased students' motivation and oral performance. The similarity with the present study lies in the goal of improving speaking ability through communicative practice, whereas the difference lies in the context; the previous research focused on extracurricular activities, while this research focuses on formal classroom learning.²¹

The third previous study that has been conducted by Deswita Lestiwati Tumada and Mita Novitasari Selong 2024 entitled "*The Development of Students' Speaking Skills through English Club Extracurricular Activities.*" The study revealed that English Club activities such as structured discussions and vocabulary training improved students' speaking scores by 15% and enhanced their confidence in English communication. The similarity with this study is the emphasis on improving speaking ability, while the difference lies in the program type extracurricular in the previous study and classroom based observation in the present research.²²

The fourth previous research that has been conducted by M. Yuseano Kardiansyah and Laila Ulsi Qodriani 2018 entitled "*English Extracurricular and Its Role in Improving Students' English Speaking Ability.*" The findings

²¹ Mohammad Isya Anshori, "Improving Students' Speaking Ability Through Morning English Program Extracurricular Activities in Indonesia", (Journal, Postgraduate Program Students of English Education Department, UIN Sayyid Ali Rahmatullah Tulungagung, East Java, Indonesia, Educational Challenges, vol.28, Issue 2, 2023)

²² Deswita Lestiwati Tumada & Mita Novitasari Selong, *The Development Students' Speaking Skill by English Club Extracurricular*, Kastara Karya: Jurnal Pendidikan dan Humaniora, Vol. 4, No. 1 (2024), pp. 79–84.

demonstrated that extracurricular programs significantly contributed to the enhancement of students' speaking fluency and self-confidence. The study concluded that consistent practice in English-speaking environments builds learners' communicative competence. This current study differs in that it focuses on identifying classroom-based challenges and strategies rather than extracurricular practices.²³

The fifth previous research that has been conducted by Yuliani 2022 entitled "*Students' Difficulties in Learning Speaking at the Eleventh Grade of SMA Negeri 1 Palu.*" The study identified that the main obstacles in learning to speak English were limited vocabulary, grammatical errors, and lack of confidence. It emphasized that teachers need to apply interactive strategies such as role-playing and group discussions to overcome these barriers. The similarity with this study is the exploration of students' speaking difficulties, while the difference lies in the educational level and institutional context.²⁴

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²³ Deswita Lestiawati Tumada & Mita Novitasari Selong, *The Development Students' Speaking Skill by English Club Extracurricular*, Kastara Karya: Jurnal Pendidikan dan Humaniora, Vol. 4, No. 1 (2024), pp. 79–84.

²⁴ Yuliani. (2022). *Students' Difficulties in Learning Speaking at the Eleventh Grade of SMA Negeri 1 Palu*. *Journal of English Language Teaching and Education*, 5(2), 34–42.

Tabel 2. 1
The similarities and the differences between the previous research an
currentc research

No.	Author and Title	Similarities	Differences
1.	A journal written by Wirda Maulia (2021) entitled <i>"The influences of Conversation Program at Madrasah Aliyah Babul Huda Tualang Cut in Improving the Students' Speaking Skill"</i>	a. Both researches research the used of Conversation program as strategy and method to build students' speaking skill. b. Both of the research used descriptive qualitative method	a. The previous research used conversation program as method in teaching learning speaking in classroom b. The previous research was held at Madrasah Aliyah Babul Huda Tualang Cut
2.	A Journal written by Mohammad Isya Anshori (2023) entitled <i>"Improving Students' Speaking Ability Through Morning English Program Extracurricular Activities in Indonesia"</i>	a. Both of the researchers are the focus on improving speaking skills b. Both of the researches used descriptive qualitative method.	a. The previous research used Morning English Program as an extracurricular activity in school to improve students' speaking ability. b. The previous research was held at the student 11th grade of vocational high school (SMK) Bhakti Mulia, Pare, Kediri, East Java
3.	A journal written by Deswita Lestawati Tumada & Mita Novitasari Selong (2024) entitled <i>"The Development Students' Speaking Skill by English Club Extracurricular"</i>	a. Both of the researchers focuses on improving students' speaking skills in English.	a. The previous research emphasized the use of English Club extracurricular activities as a method to improve students' English speaking skills. b. The previous research was held at the Faculty of Teacher Training and Education (FKIP), Halmahera

			University, involving students from various semesters in the English Club program.
4.	A journal written by M Yuseano Kardiansyah and Laila Ulsi Qodriani (2018) entitled "English Extra Curricular and Its Role To Improve Students' English Speaking Ability"	a. Both of the researchers focuses on improving students' speaking skills in English.	a. Previous researchers focused on the effect of extracurricular activities at Universitas Teknokrat Indonesia on English speaking skills. b. The previous research was held at the students from conversation class batch 2015 on academic year 2016/2017 at english department of universitas teknokrat indonesia.
5.	A journal written by Yuliani (2022) entitled "Students' Difficulties in Learning Speaking at the Eleventh Grade of SMA Negeri 1 Palu."	a. Both of the researchers research about centered on improving English speaking ability, which was a common goal. b. Both of the researchers used descriptive qualitative method	a. The previous research focused on students' speaking problems. b. The previous research was held at SMA Negeri 1 Palu.

Based on the explanation and the table above, it can be seen that the previous studies have both similarities and differences with the present research. Most of the previous research focused on students' problems and challenges in learning English speaking skills and the efforts made to improve their abilities. The previous researchers mostly emphasized the use of extracurricular activities

such as English Club, Morning English Program, and Conversation Class as strategies to develop students' speaking competence.

Meanwhile, my research not only describes students' speaking problems but also analyzes the strategies used by teacher and students in improving students' speaking performance in the classroom. In addition, while the previous research were conducted at general schools and universities, this study was carried out at an Islamic educational institution, namely International Standardized Madrasah Mambaul Falah, which applies an international based curriculum integrated with Islamic values.

Therefore, this study is expected to fill the gap of the previous sresearch by providing a clearer description and deeper understanding of students' speaking challenges and learning strategies in a bilingual and Islamic school context. The findings of this research are also expected to give valuable contributions to English teacher in improving students' speaking proficiency and confidence in similar educational settings.

B. Theoritical Framework

1. Speaking Skill

a. Definition of Speaking skill

Speaking is a form of communication that allows individuals to express their ideas, thoughts, or information to others. It requires the speaker to first gather the concepts or data they wish to communicate before organizing them in a coherent manner. A good speaking skill refers to the ability to articulate, state, or convey these ideas, opinions, and desires clearly and effectively. It is essential for effective communication, especially in social, professional, and educational settings. For foreign language learners, speaking

becomes one of the primary focuses, as it enables them to use the language actively in real-life situations. Many learners are particularly interested in improving their speaking skills, as it directly impacts their ability to engage in conversations. Practicing speaking through various activities and interactions is vital for building confidence and fluency in the language.

Cameroon stated that speaking is a primary skill in two-way communication between a speaker and a listener. This two-way communication process is essential for the exchange of information and ideas, where both parties play active roles.²⁵ The speaker must express their thoughts clearly, while the listener must be able to interpret and understand the message. Effective communication relies on both receptive comprehension, where the listener absorbs and processes the information, and productive comprehension, where the speaker conveys their ideas coherently. Both components are necessary for successful interaction and meaningful conversation.

From the definition, that mastering productive and receptive skills is very important for speaking. Chaney defined speaking skill as “the process of creating and conveying meaning in arrange of contexts by utilizing both verbal and non-verbal symbols.”²⁶ This means that speaking is not just about using words, but also about

²⁵ Lye Cameroon, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Peers), 41

²⁶ Agnes Rahmawati, *Improving Students’ Speaking Skill of Grade VII A at SMP Negeri 1 KAsihan Bantul Through the Use of Cards in The Academic Year 2016/2017*, (Journal, 6, No. 11/2017), 1

conveying messages through tone, body language, and other forms of expression. When attempting to speak, students need to become proficient in their thinking processes, as well as in organizing and articulating their thoughts clearly. They must also learn how to encode their ideas in the vocabulary and syntactic structures of the target language, which requires practice and familiarity with the language's rules. Furthermore, speaking involves understanding the context in which communication occurs and adapting one's speech accordingly. The ability to adjust language based on the situation, audience, and purpose is essential for effective communication. For example, speaking to a peer may differ greatly from addressing a formal audience, and students must learn to recognize these differences. Adapting one's speech also means being aware of cultural nuances, social expectations, and the tone appropriate for each situation. By developing both cognitive and linguistic aspects of speaking, students can improve their ability to express themselves effectively, ensuring that their messages are clear, appropriate, and well-received in various contexts.

Verbal and non-verbal symbols that have a crucial role on student's speaking skill because sometimes students do not use verbal speaking even though non-verbal speaking skill, verbal in speaking skill, including; singing, speaking, etc. and non-verbal symbol in speaking skill, including; body language, sign language, pra

language, eye contact, touch and so on. Speaking requires a wide range of skills, including listening comprehension, grammar, and pronunciation. Speakers can produce high-quality spoken language by learning the components required for speaking. Furthermore, speaking is the most important skill required for communication, and it will create many benefits for students in the future in business, such as job interview activities, ceremonial speaking activities, job training activities, and other business purposes.²⁷

From the definition above, it can be concluded that speaking skill is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the components of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension).

b. Teaching Speaking skill

Teaching is an activity where a teacher delivers some material and knowledge to the students. Almost everyone assumes that teaching is a difficult activity because it requires understanding of certain material. This activity is closely related to the interaction that happens between teachers and students in the classroom. Teaching is one activity that requires a technique and strategy to formally transfer knowledge to students. It is particularly covered by

²⁷ Kamonpan Boonkit, Enhancing the Development of Speaking Skills For Non Native Speakers of English, (Procedia-Social and Behavioral Sciences, 2010), 1306

the concept set out in the lesson plan, material, explanation, and evaluation.²⁸

Besides, teaching speaking is not easy because speaking is a productive skill. The purpose of teaching speaking is not only to say or express ideas, but also to share and present new information to others. Therefore, to reach the goal of teaching speaking skills, there are four main steps in the teaching and learning process that teachers need to pay attention to, including:²⁹

- 1) First, planning the lesson should include topic analysis, target identification, and objective speaking.
- 2) Second, teaching organization, which outlines the methods of instruction for achieving the teaching and learning goals.
- 3) Third, make sure the material is delivered correctly, choose the teaching learning strategies that effective on student.
- 4) Fourth, evaluating learning objectives in term students' accomplishment and giving teachers and students feedback are necessary to choose the most successful teaching and learning strategies.

From some of the theories above, it can be concluded that teaching speaking skills is an activity of the teaching learning

²⁸ Ajeng Rosi Adelia, The Implementation of Teaching Speaking Skills Through Think Pair-Strategy at Eight Grade Students of Junior High School Queen Ibnu Sina 2022-2023 Academic Year, (Skripsi, UIN KHAS Jember, 2022)

²⁹ Isola Rahagopalan, Concept of Teaching, International Journal of Education 7, no:2 (2019) p.6. <https://doi.org/10.34293/education.v7i2.329>

process between teacher and students and that we need some strategy and method to achieve the goal of the teaching learning process.

c. Aspect of Speaking Skill

The most important aspect of speaking is understanding the message or information that the speaker wants to convey. Brown explains that there are five criteria for assessing students' speaking skills. These include pronunciation, vocabulary, grammar, comprehension, and fluency.³⁰

1) Pronunciation

Brown emphasized the significance of pronunciation as a key component of language proficiency. Consequently, it is essential for students to develop good pronunciation skills, as clarity in pronunciation enhances the comprehensibility of their speech.³¹

2) Vocabulary

Vocabulary is a collection of words that people use in communication. It includes knowing the meaning of words and how to use them correctly in different situations. Having enough vocabulary is very important because a lack of it makes it difficult to communicate and express ideas, both in speaking and writing. Limited vocabulary can also slow down the process of learning a new language. Therefore, teachers need to have good

³⁰ Brown. 2004. Language Assessment Principles and Classroom Practice. 178

³¹ Gillian Brown , "Teaching the Spoken Language : Approach Based on the Analysis of Conversational English(Australia : Cambridge University Press, 1989), page. 14.

knowledge and creativity in creating interesting classroom activities that help students learn and remember new vocabulary more effectively.

3) Grammar

Grammar is a set of rules in a language that explains how words are connected to form sentences. It provides the structure of a language and includes various vocabulary and sentence patterns. Because every language has its own system, grammar rules are different from one country to another. Good communication depends on grammar, since it helps people combine words into sentences and express their ideas clearly and correctly.

4) Comprehension

Brown stated that comprehension refers to a student's ability to understand everything that the speaker communicates to them.³² This means that in comprehension, both the speaker and the listener need to understand the meaning that the speaker wants to convey during communication.

³² Brown, Teaching..., page. 8.

5) Fluency

Fluency, as a component of speaking skills, entails the ability to express oneself smoothly, without frequent pauses or hesitation. It can be described as the capacity to speak without prolonged periods of contemplation. According to Brown, fluency is one of the main components of speaking skills. It involves the ability to express ideas and meanings smoothly and efficiently, as well as the capacity to use and produce language spontaneously during communication.

d. Problem in speaking skill

Speaking to others is done in order to exchange information. Listeners and speakers are expected to be able to understand each other. The following are several problems commonly found in speaking skills:

1) Fear of Mistake

It is important for teacher to assure their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

2) Shyness

Shyness is an emotional thing that many students feel from at some time when they are due to speak in English class. Shyness is the one of current problem in student 's speaking performance. Shyness also a problem in speaking learning class,

so be aware on this aspect is also important in order to help the students do their speaking performance in the classroom.

3) Nervousness

According to Harmer, nervousness is not just a feeling of being shy or afraid, but a negative emotional state that affects language performance. It can be caused by several factors, such as fear of making mistakes, anxiety about being judged, and a sense of helplessness when communicating in a second language.³³

The researcher concluded from the problem on students speaking skills above that there is a relationship between students and teachers that encourages both to realize that learning speaking is bad when the learning has some problems, even from the teaching method, the teacher, or the students themselves. In addition, the existence of some problems with students speaking skills encourages a teacher to find a learning method that is suitable for the condition of the student itself.

e. The importance of speaking

Speaking is very important, especially in daily communication, as it allows individuals to express their thoughts, ideas, and emotions. The way a person speaks can reveal a lot about their education, background, and social awareness, which is why

³³ Jeremy Harmer, *The Practice of English Language Teaching*. Buch, 5. ed (Pearson/Longman, 2017).

clear and effective communication is essential. People are often judged by how they articulate their thoughts, making it crucial to choose words carefully and express ideas in a coherent manner. When speaking, it is important for someone to not only know what to say but also to understand the concepts and ideas behind their words. This ensures that the message is conveyed accurately and thoughtfully, allowing for better understanding and connection with others.

Based on the 2006 School Based Curriculum, the purpose of learning English at Junior High School is to develop the four language skills, listening, speaking, reading and writing. In the instructional process, this skill should be integrated in order to get the ability to express the ideas, emotions, feelings, and to share opinions to each other fluently through speaking. The teacher should have programs and many things to manage and make the students feels interested in the class. A good teacher thought to create the effective situation and give different ways in learning English. Media are important things in teaching and learning speaking.

“In workshops with teachers and in designing materials, he uses an expanded three-part version of Brown and Yule's framework: speaking as interaction; speaking as transaction;

speaking as performance.³⁴ Each of these speaking activities is very different in terms of function and requires a different teaching approach.”

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

Talk as refers to situations where the focus is on what is said or transaction refers done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. Burns distinguishes between two different types of talk as transaction.³⁵

The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is

³⁴ Richard, J. 2008. Teaching Listening and Speaking from Theory to Practice. Cambridge: Cambridge University Press.

³⁵ Burns, A. (1998). “Teaching Speaking”. In Annual Review of Applied Linguistics, 18, 3, (pp.102-123)

transactions that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience. Speaking has its functions which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

2. Theoretical Perspectives on EFL Students' Perceptions of Speaking Skills

a. Learner Perception in Language Learning

Perception plays an important role in determining how students participate in language learning activities, especially those related to speaking skills. It refers to how learners view, interpret, and respond to various aspects of the learning process. For many students, speaking in a foreign language is a source of anxiety due to fears of making

mistakes in grammar, pronunciation, or vocabulary.³⁶ These negative perceptions can lead to a lack of confidence and a tendency to avoid speaking tasks altogether. However, when students perceive speaking as meaningful, achievable, and supportive, they are more likely to engage in oral communication and gradually improve their performance.³⁷

3. Speaking as a Productive and Communicative Skill

Speaking is one of the core productive skills in language acquisition and is often viewed as the most challenging skill by EFL learners.³⁸ Mastering speaking requires not only linguistic knowledge but also fluency, confidence, and the ability to interact appropriately in various social contexts. EFL learners in Indonesia often struggle with speaking because of limited access to authentic English input and a lack of opportunities to practice in daily life. These constraints contribute to the perception that speaking is difficult and intimidating.³⁹

4. Affective Factors and Willingness to Communicate

Affective factors such as motivation, anxiety, and self-confidence strongly influence students' willingness to participate in speaking

³⁶ Peter D. MacIntyre and Robert C. Gardner, "Anxiety and Second Language Learning: Toward a Theoretical Clarification," *Language Learning* 41, no. 1 (1991): 86.

³⁷ Marion Williams and Robert L. Burden, *Psychology for Language Teachers: A Social Constructivist Approach* (Cambridge: Cambridge University Press, 1997), 148–150.

³⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996), 120.

³⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (White Plains, NY: Longman, 2001), 267.

activities.⁴⁰ Learners who are afraid of being judged or making mistakes tend to remain silent, even if they possess adequate language knowledge. This condition leads to low willingness to communicate in the classroom, especially in contexts where students are rarely encouraged to express their ideas freely.⁴¹ A supportive and low-anxiety environment can significantly improve students' perceptions and increase their participation in speaking tasks. When learners feel safe and valued, they are more likely to take risks and develop their speaking skills.⁴²

5. Cultural and Educational Influences

Students' perceptions of speaking are also shaped by cultural and educational backgrounds. In traditional Indonesian classrooms, teaching tends to be teacher-centered, with limited interaction between students.⁴³ As a result, learners may not be accustomed to speaking openly in class or taking initiative in discussions. This passive learning culture may cause students to perceive speaking as unnatural or uncomfortable. Furthermore, a fear of embarrassment or the belief that only "good" students should speak can discourage participation.⁴⁴ Shifting toward more student-

⁴⁰ Stephen D. Krashen, *Principles and Practice in Second Language Acquisition* (Oxford: Pergamon Press, 1982), 31–33.

⁴¹ Peter D. MacIntyre et al., "Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation," *The Modern Language Journal* 82, no. 4 (1998): 547–548.

⁴² *Ibid.*, 553.

⁴³ Martin Cortazzi and Lixian Jin, "Cultures of Learning: Language Classrooms in China," in *Society and the Language Classroom*, ed. Hywel Coleman (Cambridge: Cambridge University Press, 1996), 170–173.

⁴⁴ *Ibid.*, 180.

centered practices can help reshape these perceptions and create a more engaging and communicative learning environment.⁴⁵



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⁴⁵ Williams and Burden, *Psychology for Language Teachers*, 152.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

This research used a qualitative research approach. Qualitative research aimed to understand and interpret human and social behavior as experienced by participants in a certain social setting. It was a personal type of research that recognized the subjective views and experiences of both the participants and the researcher. The main goal was to gain a deep understanding of something by focusing on one specific unit, such as an individual, a group, an organization, or a program.

Qualitative research dealt with people's lives, stories, behaviors, and also with how organizations, social movements, or relationships worked. This kind of research usually used descriptions in the form of words and language to explain the problems studied.⁴⁶

Qualitative research methods were methods used to study natural conditions, where the researcher acted as the main instrument. The data were analyzed inductively, and the results of qualitative research focused more on meaning rather than generalization.⁴⁷ Meanwhile, the type of this research was descriptive qualitative research. This meant that the research method aimed to describe clearly and in detail the social realities and various

⁴⁶ Salim, *Metode Penelitian Kualitatif*. (Bandung,: Citapustaka 2012), 16.

⁴⁷ Djoko Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, Penerbit Alfabeta, 2010.

phenomena that occurred in society, in order to obtain a complete understanding of their characteristics, nature, and patterns.⁴⁸

B. Research Location

This research observation was conducted at MBI Mambaul Falah, located in the town of Tambak, Bawean Island, East Java, Indonesia. This school was recognized as one of the international standard schools in Bawean and was known for its commitment to using English as the primary language of daily communication. It placed a strong emphasis on improving students' speaking skills, providing an environment that encouraged active participation and practice in English through various activities.

International standardized Madrasah Mambaul Falah had a vision to realize students who were religious, intelligent, literate, cultured, and globally competitive. The mission of the madrasah included strengthening religious education through the study of classical Islamic books, implementing contextual science learning, developing foreign language skills as a means to face globalization, and applying technology-based innovative learning methods.

In line with this vision and mission, International Standard Madrasah Mambaul Falah implemented the Merdeka Curriculum (*Kurikulum Merdeka*), which emphasized learner-centered education, optimal potential development, and enhancement of 21st-century competencies. This curriculum provided

⁴⁸ Wina Sanjaya, *Penelitian Pendidikan*, (Jakarta: Kencana, 2013) 47

flexibility for teachers and students to develop learning experiences that were more contextual, creative, and relevant to current needs.

By utilizing the Merdeka Curriculum, International Standard Madrasah Mambaul Falah encouraged students to actively participate in the learning process, especially in mastering English speaking skills, which was the focus of this study. The curriculum supported innovative, collaborative, and project-based learning approaches, enabling students to develop language skills authentically and contextually.

Therefore, this study was conducted in the context of Madrasah Mambaul Falah's internationally standard educational environment with an adaptive curriculum, making it highly relevant for exploring students' perceptions of their English speaking skills.

C. Research Subjects

This research used a purposive sampling technique. This technique was used to select research subjects based on specific considerations and objectives. The subjects of this research were teacher and students of the International Standardized Madrasah Mambaul Falah. The participants chosen for observation were English teacher and several students from the International Standardized Madrasah Mambaul Falah.

To obtain good quality research results, the collected data were expected to support the research. In qualitative research, the supporting

theory also needed to be comprehensive. In this study, the data consisted of two types: primary data and secondary data.⁴⁹

1. Primary Data

Primary data referred to information collected directly from the main subjects of the research using instruments such as interviews, questionnaires, and observations. In this study, the primary data source was the students, as the research focused on their perceptions of English speaking skills. The data obtained from the students were gathered through interviews and/or questionnaires designed to explore their experiences and views regarding English speaking.

Although the researcher also interacts with the head of the institution and English teacher, their data serves only as supporting information to strengthen context and interpretation. Therefore, they were not considered primary sources in this study.

2. Secondary Data

Secondary data referred to supporting information that was not obtained directly from the main subjects but from existing documents or other indirect sources. In this study, the secondary data included; the institutional profile of MBI Mambaul Falah, which contained information about the vision, mission, curriculum, and language program offered by the school.

⁴⁹ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2016).

Documentation photos of school activities, particularly those related to English speaking practices such as language classes, English day programs, and student presentations. These visual records help provided context to the research setting.

D. Data collection technique

Data collection techniques are the most strategic step in research, because the main objective in research is to get data points without knowing the data collection techniques, the researcher will not get data that meets the data standards applied.⁵⁰ the data collection techniques that were used in this research are:

1. Observation

The researcher observed the location where the study was conducted, specifically to understand how students participated in English speaking activities at MBI Mambaul Falah. The purpose of this observation was not to examine the entire learning process, but to gain an understanding of students' behavior, participation, and interaction during speaking activities. Observation was used because the object of the research involved human behavior, work processes, natural phenomena, and a small number of respondents.⁵¹ The observation was conducted directly and openly, with the researcher paying attention to students' speaking practices during class discussions and other activities that

⁵⁰ ABDUSSAMAD, H.Zuhcri;SIK, M.Si.*Metode Penelitian Kualitatif*.CV.SyakirMedia Press,2021.

⁵¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* Bandung: (Alfabeta, 2011), 145.

focused on speaking. Therefore, the observation served as an effective method to collect in-depth and contextual data about students' English speaking performance in a real classroom environment.

The observation process could be carried out through two approaches: participant observation and non-participant observation. In this study, the researcher chose the non-participant observation approach. This meant that the researcher did not actively take part in classroom activities or speaking tasks but was present at the research site only as an observer.

This approach was chosen to maintain objectivity and to avoid influencing students' natural behavior during English speaking activities. By observing without direct involvement, the researcher was able to focus on capturing students' authentic interactions, speaking patterns, confidence levels, and participation in speaking practices. Non-participant observation also minimized bias and allowed the researcher to document the classroom setting, expressions, and communication styles in a more neutral and organized way.

This method was considered suitable for the study because it provided a clearer picture of how students performed and responded in English speaking activities in a real classroom environment without interference.

2. Interview

According to Gorden Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose. It is done by dialogue orally either directly or indirectly. Interview is used to gather data from people about opinions, beliefs and feelings about situation.⁵²

In this study, the researcher used semi-structured interviews as the main method of data collection for several important reasons. Qualitative interviews involved asking participants open-ended questions and recording their responses.⁵³ This method allows researchers to capture multiple perspectives and provides flexibility in exploring topics in greater depth. Semi-structured interviews offer a framework of themes to explore, with pre-designed open-ended questions guiding the conversation.⁵⁴ This approach allows the researcher to obtain in-depth information from respondents while staying focused on the main topic, but also offers flexibility to explore unexpected responses that may arise.

For the purpose of this study, semi-structured interviews were conducted with teacher and students to gather valuable insights into their experiences, challenges, and strategies in improving English proficiency at the International Standardized Madrasah Mambaul Falah. The study specifically aimed to understand the factors that influenced the

⁵² Umar Sidiq, Metode penelitian kualitatif di bidang pendidikan, (Ponorogo : CV. Nata Karya, 2019),59

⁵³ John C. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 3rd Edition, SAGE Publications, London, 2013

⁵⁴ Mashuri, S., Sarib, M., Rasak, A., & Alhabsyi, F. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education*, 12(1), 22–29.

development of students' English speaking abilities and the role of collaborative learning strategies in that process.

Interviews were chosen to complement the observations made earlier in the study, as they offer a more nuanced understanding of the issues at hand. The semi-structured interview format, involving pre-structured questions, allows for a balance of consistency and flexibility. Researchers can ask predetermined questions but also have the freedom to ask follow-up questions to explore responses in greater detail. This method helps the researcher understand respondents' motivations, perspectives, and challenges in developing their English speaking skills. Moreover, the more conversational nature of semi-structured interviews fosters a comfortable environment where participants feel encouraged to share their experiences openly and honestly.

Furthermore, the flexibility of this interview approach is particularly valuable in this study, as it allows for the identification of specific factors influencing the success or challenges in the development of English speaking skills. This flexibility ensures that the data gathered is rich, detailed, and useful for conducting a comprehensive analysis of the students' speaking skills at Madrasah Mambaul Falah.

3. Document review

Documents review in qualitative research include a variety of public and private records that provide valuable insights into the

participants and phenomena under study. Document collection is an important step to support research analysis and findings.

In this study, document review is used as a method of collecting secondary data to support interviews and observations. The documents include various written and visual materials related to the development of students' English speaking skills at the International Standard Madrasah Mambaul Falah. The reviewed documents consist of curricula, lesson plans, teaching modules, student assessments, as well as photos or documentation of English-related activities such as group discussions, presentations, and speech competitions.

This data helps the researcher understand the context, teaching strategies, and activities that contribute to students' speaking improvement. Access to documents is obtained with permission from the school to ensure compliance with institutional regulations and research ethics.

E. Data Analysis Technique

The researcher applied three components of data analysis, namely data reduction, data presentation, and conclusion extraction and verification, which are explained as follows:⁵⁵

1. Data Condensation

Data condensation is defined as the process of selecting, focusing, simplifying, and abstracting data contained in field records or

⁵⁵ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 12-14.

transcriptions.⁵⁶ Data condensation refers to the process of selecting, organizing, simplifying, abstracting, or transforming data contained in overall field notes, interview transcripts, documents, and other empirical materials. This process takes place continuously during the analysis stage. In this study, the researcher will summarize the data to make it more structured, thus simplifying the process of analysis and drawing conclusions.

2. Data Display

Data display refers to the presentation of data in a manner that facilitates the drawing of conclusions, serving as a collection of detailed information. In this study, data will be presented through words and narratives to derive appropriate conclusions, with researchers utilizing essays and diagrams to effectively convey their findings. While qualitative research allows for various formats such as brief descriptions, infographics, or charts, this research specifically employs images and tables to showcase the findings, ensuring clarity and accessibility. Miles and Huberman stated that the most frequently used in qualitative research to present data is with text that narrative.

3. Drawing and Verifying Conclusion

The final stage in data analysis is drawing and verifying conclusions. In this phase, the researcher interprets the data that has been collected and analyzed. The verification of conclusions occurs throughout

⁵⁶ Miles, Huberman & Saldana, *Qualitative Data Analysis*, New Delhi: Sage Publications, 2014

the entire analysis process to ensure the reliability and accuracy of the findings. Drawing conclusions begins as soon as data is collected, with provisional conclusions being made initially. These conclusions are then analyzed iteratively and constantly refined to guarantee their accuracy and depth.

In this study, the researcher was provide a comprehensive and valid interpretation of how the English speaking skills of students at the International Standard Madrasah Mambaul Falah are developed and assessed. The study will focus on the factors that influence the students' speaking abilities, the methods applied by teacher to improve these skills, and how these strategies impact student performance and engagement in speaking activities. Through continuous verification, the researcher aims to offer a detailed and reliable understanding of the students' progress and the effectiveness of teaching strategies used to enhance their speaking skills.

F. Data Validity

To ensure the validity of the data, the researcher used triangulation in this study. Triangulation is a method used to verify the reliability of data.⁵⁷

This triangulation consists of two types:

1. Source of Triangulation

Source Triangulation is a technique carried out by collecting data using the same technique from different data sources, where data obtained

⁵⁷ Miles, Matthew B., and A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods* (Beverly Hills, CA: Sage Publications, 1984), 235.

through students will be corroborated by obtaining data from English teacher through semi-structured interviews. This process aims to test the credibility of the data by checking through various stages, such as time, place, or other aspects. In this study, the sources used were the English teacher and several students of MBI mambaul falah who were involved in the assessment of students' English speaking skills. By using source triangulation, researchers can ensure that the information obtained is more valid and reliable, because the data is verified from various interrelated perspectives.

2. Techniques of Triangulation

Techniques triangulation is a data collection method that involves using different techniques to gather information from the same source. In this study, to assess the English speaking skills of students at the International Standard Madrasah Mambaul Falah, data will be collected through multiple methods, such as interviews with both students and English teacher, as well as classroom observations. These methods will then be corroborated with additional data, including audio recordings of speaking activities, teaching materials, and video recordings of speaking assessments.

This process aims to evaluate the credibility of the data by checking the same information through various techniques. By doing so, the study aims to ensure the reliability and validity of the findings. The evidence presented will include observations of students' speaking

performances, teacher's feedback in the classroom, the challenges encountered during speaking activities, and the overall impact of these activities on the development of students' speaking skills.

G. Research Procedure

There were several stages or processes that the researcher carried out during the study, including:

1. Pre-Field Stage

This stage describes the steps the researcher takes before collecting or analyzing the data. These steps include:

a. Prepare a research design.

At this stage, the researcher prepares a research design that includes the title, research question, research objectives, and methods or strategies to be used.

b. Determine the location or subject of the research.

The researcher chooses the place and informant to be involved in the research.

c. Managing licensing.

Researchers apply for research permits, such as letters of introduction from the campus, to obtain approval to conduct further research.

d. Carry out initial observations.

The researcher conducted a preliminary assessment to determine the feasibility of the location as a research site.

e. Prepare research tools and materials.

Researchers prepare the necessary equipment or media during the research, such as books, stationery, laptops, and other supporting materials.

2. Stage of Fieldwork

The first step taken by the researcher was to establish communication with the administrative officer of the International Standard Madrasah Mambaul Falah. After securing approval for the study on the development of students' English speaking skills, the researcher scheduled meetings with the relevant English teacher and students for interviews. Data collection involved the following instruments:

- a. Semi-structured interviews: The researcher conducted interviews with both the English teacher and students, directly recording their responses to ensure clarity and confirm accuracy.
- b. Classroom observations: The researcher observed the teacher's methods for enhancing students' English speaking skills in the classroom, focusing on the techniques employed during speaking activities and how they align with the teaching methods of the curriculum.
- c. Document review: To verify the credibility of the data obtained from the interviews and observations, the researcher reviewed relevant documents, such as lesson plans, student assessments, and teaching materials used during the study.

After completing the data analysis, the researcher will recheck the findings using triangulation methods. Both source triangulation and technique triangulation will be employed to ensure the validity of the data. Finally, the researcher will draw conclusions based on the analyzed data and the findings from the triangulation process.

3. Final Stage of Research

In the third or final stage, what researchers do is to process the data that has been found and has been obtained in the field, then the data is compiled and presented with a narrative to draw data conclusions from the data that has been previously presented. Furthermore, the researcher compiled a research report with rules in accordance with the scientific work guidebook to make it easier for researchers to compile scientific work properly. The final step taken by the researcher is consultation with the supervisor in order to get criticism and input that is useful for the process of improving a better research proposal.

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J E M B E R

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Objects

An overview of the research subject, and the sub-subjects are organized based on the researcher's focus.

1. ICP and MBI Mambaul Falah

In 2018, before MBI was established, Mambaul Falah was only known as Mambaul Falah. However, over time, the school grew and became more well-known. This development motivated the headmaster to make improvements so the school could continue to grow. Later, the current director of MBI proposed the ICP (International Class Program), which he has managed ever since.

In short, after going through various considerations, the director of ICP finally established his program, which was still in its early stages at that time. The classes were simple, and the number of students was not as many as today. The MBI director continued to develop the program with the available resources. Within a few years, the ICP program became well-known for its strengths. Shortly after that, Mambaul Falah also created its own programs, namely MBP, MBR, and MTQ. Therefore, the change from ICP to MBI was simply an adaptation to the programs developed by the main institution, Mambaul Falah.

2. The Profile of MBI Mambaul Falah

MBI Mambaul Falah is a private school with the National School Identification Number (NPSN) 20580228. It is located on Jl. KH. Burhan Al Mansur, Tambilung Village, Tambak Sub-district, Gresik Regency, East Java, with the postal code 61182. The school is led by the principal, Ali Subhan, who has the main responsibility for managing and improving the quality of education.

The programs at MBI Mambaul Falah include Madrasah Tsanawiyah (equal to Junior High School) and Senior High School. By offering these levels, the school provides continuous secondary education in one institution, so the learning process can run in a more organized and sustainable way.

As a madrasah with international standards, MBI Mambaul Falah not only focuses on academic results but also gives strong attention to Islamic education and character building. This is in line with the school's vision to create a young generation that has knowledge, good morals, and the ability to compete at the global level.

3. Vision and mission of MBI Mambaul Falah

MBI Mambaul Falah is an educational institution that carries out the mandate to support the Vision and Mission of National Education. Therefore, MBI Mambaul Falah needs to have a Vision and Mission that can be used as a policy direction in achieving the aspired educational goals.

a. Vision

“The realization of students who are religious, intelligent, cultured in literacy, and globally competitive.”

b. Mision

- 1) Carry out learning based on the study of classical books.
- 2) Implement contextual science learning.
- 3) Developing foreign language skills as a means of facing globalization.
- 4) Implementing technology-based innovative learning.

4. English Teacher and MTs student’s data of MBI Mambaul Falah

Teacher data at MBI Mambaul Falah totals 14 people, including 7 male teachers and 7 female teachers. Among them, only one teacher is responsible for teaching English at the Madrasah Tsanawiyah (MTS) level. This teacher plays an important role in developing students’ foreign language skills, especially in English, which is one of the core subjects in the curriculum. Furthermore, The total number of MTS students at MBI Mambaul Falah is 73 students, divided into three grade levels. Grade VII has 32 students 16 male and 16 female. Grade VIII consists of 21 students, with 9 male and 12 female. Meanwhile, Grade IX has 20 students, consisting of 8 male and 12 female. The following table presents detailed data on the English teacher and the distribution of MTS students at MBI Mambaul Falah:

Tabel 4. 2 Data of English Teacher and MTS Students at MBI Mambaul Falah

No	CLASS	GENDER		QUANTITY
		L	P	
1	English Teacher	0	1	1
2	VII	16	16	32
3	VIII	8	12	21
4	IX	8	12	20
	QUANTITY	32	41	73

B. Research Findings

After the researcher conducted the research process and obtained data in the field, the researcher uses various data collection techniques, then the data obtained is analyzed in detail and critically in the hope of obtaining accurate data. In this study, researcher present data using interview, observation. The data presented in this study are focus on three research question, 1.What are the most common challenges faced by students at International Standardized Madrasah Mambaul Falah when Speaking English?, 2. What Strategies that can help students overcome speaking problems and improve their speaking skills. The purpose of this section is to answer the questions.

1. The Challenges Faced by Students in Speaking English

a. Pronunciation

Based on the observation on April 22, 2025, the students explained that they often had difficulty pronouncing certain English sounds and words accurately, which sometimes caused misunderstandings during communication. They mentioned that there was a clear difference between the written form and the pronunciation

of English words. For example, the phrase “Good Morning” is actually pronounced /'ɡʊd 'mɔːrnɪŋ/, but some of them thought it was pronounced “God Morning.” This finding was also confirmed through interviews with several students, including L, who said:⁵⁸

“My difficulty lies in pronunciation, as the spelling and pronunciation are often different. For example, I used to pronounce the phrase "good morning" to "god morning.””

Meanwhile, some students also found it hard to pronounce the sound /θ/ in the word think and /ð/ in the word this. Because of that, they often changed the sounds into /t/ or /d/. This was supported by an interview with H, who said:⁵⁹

“I have trouble pronouncing words with /θ/ and /ð/ sounds, like think and this. Sometimes I pronounce them as tink and dis.”

From this, it could be seen that the students had difficulty understanding how to read English words and were not familiar with the pronunciation of certain sounds that are part of English pronunciation rules. Based on the statement above, it could be concluded that having good pronunciation skills greatly helped increase students' confidence in speaking English.

b. Vocabulary

Based on the interview, most students said that their limited vocabulary made it hard for them to express their ideas smoothly. This lack of vocabulary not only slowed down their speech but also reduced

⁵⁸ Interviewed Towards Students of Eight grade, MBI Mambaul Falah, 22nd April 2025

⁵⁹ Interviewed Towards Students of Eight grade, MBI Mambaul Falah, 22nd April 2025

their confidence, as they often paused or switched to their native language when they couldn't remember the right words. This was supported by the interview with A, who said:⁶⁰

“I don't know much about vocabulary, so I feel embarrassed when speaking. I also rarely practice vocabulary outside of class, so I have very little knowledge about vocabulary.”

Meanwhile, based on W's opinion, it is as follows:

“sometimes I want to express a certain idea, but I forget or don't know the English word for it. So I end up staying silent or substituting another word, even though it's not quite right.”⁶¹

The data obtained from the interviews were also supported by the researcher's direct observations. The observations showed that many students still had limited vocabulary mastery. For instance, when students tried to express their opinions or answer the teacher's questions, they often paused in the middle of a sentence and switched to their native language. This did not occur only once or twice, but was experienced by most students. From this condition, it could be concluded that the students' lack of vocabulary caused them to hesitate when expressing their ideas in English.⁶²

c. Grammar

The results of the observations showed that most students had difficulty using grammar rules correctly. However, out of eight students, two stated that grammar rules helped them in speaking. They

⁶⁰ Interviewed Towards Students of Eight grade, MBI Mambaul Falah, 22nd April 2025

⁶¹ Interviewed Towards Students of Eight grade, MBI Mambaul Falah, 22nd April 2025

⁶² Observation at MBI Mambaul Falah 22nd April 2025

viewed grammar as a guide to forming sentences that were more structured and easier to understand. The following are the results of interviews with students U and F:⁶³

“Yes, grammar has helped me a lot, because it helps me understand how to construct sentences in English.”

“Grammar makes me more confident because I know my sentences are correct.”

This was in line with the observation results, which showed that during speaking lessons, the teacher asked students to tell their vacation experiences orally. Out of the eight students who were asked to come forward, there were clear differences in how they used grammar. Two students were able to deliver their stories more clearly and coherently.⁶⁴ They seemed more confident in constructing sentences, although they still paused at times to think. The sentences they used were mostly grammatically correct, so their messages could be understood clearly.

Four other students seemed to have difficulty speaking. They often paused for a long time in the middle of a sentence, and some even repeated words because they were unsure about the correct verb form. Some students chose to make very short sentences to avoid grammatical mistakes. For example, one student said, “I go to beach... with my family,” then paused for a long time and did not continue the story, even though they actually wanted to add more details. This was

⁶³ Interviewed Towards Students of Eight grade, MBI Mambaul Falah, 22nd April 2025

⁶⁴ Observation at MBI Mambaul Falah 22nd April 2025

in line with the interviews with four students who experienced grammatical difficulties, namely L, P, E, and I, who said:⁶⁵

“I want to talk at length, but I'm afraid my grammar is wrong, so I usually just make short sentences.”

“I often get confused about whether to use ‘did’ or ‘do’. Sometimes I know the meaning, but I'm afraid of making a grammatical mistake, so I tend to stay quiet.”

“When I speak quickly, I pause for a long time because I think about grammar first.”

“Grammar makes me feel insecure, so I can't speak fluently.”

Overall, out of 8 students, two (F and U) felt that grammar was helpful, while four students (L, P, E, and I) felt that grammar made spontaneous conversation more difficult. These findings showed that grammar played a dual role: for a small number of students, it helped them construct sentences correctly, but for most students, it became an obstacle that reduced their fluency and confidence in speaking English.

2. Strategies that Can Help Students Overcome Speaking Problem and Improve Their Speaking Skills

Classroom observations showed that teacher often used communicative activities such as pair work, group discussions, and role plays to encourage students to speak more actively. During these activities, students were seen having simple conversations with their classmates. Although some of them still showed hesitation, several students appeared more confident in expressing their opinions. The

⁶⁵ Interviewed Towards Students of Eight grade, MBI Mambaul Falah, 22nd April 2025

classroom atmosphere also became more interactive compared to when the teacher only gave explanations.⁶⁶ This finding was reinforced by the teacher's statement in the interview:

“I usually ask students to practice conversation in pairs or groups. Sometimes I use role play and discussion to make them more active.”

Another strategy seen during the observation was giving motivation and support step by step. Teacher gave shy students a chance to speak first in small groups before speaking in front of the class. From the observation, students looked more relaxed when speaking in small groups and slowly became more confident to speak in front of the class after getting this experience.⁶⁷ This was in line with the teacher's statement:

“I motivate them and give positive feedback. I also allow them to speak in small groups first before speaking in front of the class.”

During the learning process, it was also seen that the teacher did not correct all of the students' mistakes right away. When a student made a mistake in pronunciation, the teacher just smiled and let the student finish speaking. This attitude made the students feel more comfortable to keep talking. The teacher explained in an interview that:

“I always tell them that making mistakes is normal. I focus more on their effort to speak rather than correcting every mistake.”

In addition, observations showed that teacher often asked students simple questions, such as “What is your hobby?” or “Do you like

⁶⁶ Observation at MBI Mambaul Falah 27nd April 2025

⁶⁷ Observation at MBI Mambaul Falah 27nd April 2025

football?” Students who were initially hesitant began to answer briefly, then received praise from the teacher with comments such as “Good job” or “Very good.” Such praise seemed to boost the students' confidence.⁶⁸

The teacher confirmed in an interview:⁶⁹

“I encourage them by giving simple questions and praise every time they try to answer in English.”

The teacher also integrate games and role play into classroom activities. Observations show that students are more relaxed and enthusiastic when role playing, for example, simulating conversations at the market or restaurant. Some students even laugh when they make mistakes, but continue the conversation without feeling pressured.⁷⁰

Teacher confirm the effectiveness of this strategy by stating:

“Yes, I usually use games and role plays. They are very effective because students feel more relaxed and enjoy the activity.”

In terms of pronunciation and fluency, teacher often ask students to repeat sentences, practice tongue twisters, and sing songs in English. During the observation, students appeared enthusiastic about singing along to the songs played, even though their pronunciation was not yet perfect.⁷¹ The teacher stated in an interview:

“I ask students to repeat after me, and sometimes use English songs or videos.”

Another strategy that was observed was vocabulary enrichment.

The teacher gave new vocabulary words every day and asked students to

⁶⁸ Observation at MBI Mambaul Falah 27nd April 2025

⁶⁹ Interviewed Towards Teacher of Eight grade, MBI Mambaul Falah, 27nd April 2025

⁷⁰ Observation at MBI Mambaul Falah 27nd April 2025

⁷¹ Observation at MBI Mambaul Falah 27nd April 2025

make sentences. Observations showed that students wrote down the vocabulary words, then were assigned to memorize 10 of them.⁷² The teacher explained:

“I give them new vocabulary every day and ask them to make sentences. I also encourage them to keep a vocabulary notebook.”

During the lesson, the classroom atmosphere was conducive and supportive. The teacher tried to prevent teasing by reprimanding students who laughed at their classmates. This made other students feel more confident to speak up.⁷³ The teacher stated:

“I try to make the class fun and supportive, so students are not afraid of being laughed at by their friends.”

To evaluate the effectiveness of the strategy, the teacher observed the students' progress in terms of participation, fluency, and confidence. From the observation, it was seen that some students who were previously passive began to participate actively, albeit still with simple sentences. The teacher explained:⁷⁴

“I look at their participation in class, their fluency when speaking, and their confidence compared to before.”

C. Discussion

The results of this study indicate that the main difficulties students have in speaking English lie in the micro aspects, namely pronunciation, vocabulary, grammar, and fluency. Classroom observations show that students often make pronunciation mistakes, for example, saying “god

⁷² Observation at MBI Mambaul Falah 27nd April 2025

⁷³ Observation at MBI Mambaul Falah 27nd April 2025

⁷⁴ Interviewed Towards Teacher of Eight grade, MBI Mambaul Falah, 27nd April 2025

morning” instead of “good morning” or ‘tink’ instead of “think.” Interviews with students also confirm these difficulties. These findings are supported by Brown, who explains that pronunciation, vocabulary, grammar, comprehension, and fluency are important components of speaking skills.⁷⁵ Previous research by Dila Ratna on his research, where students experienced improvements in pronunciation and fluency after being trained to speak through repeated conversations.⁷⁶ This proves that consistent communicative practice helps reduce phonological errors.

Limited vocabulary also emerged as a significant obstacle. Observations showed that students often paused because they could not find the right words, even resorting to using Indonesian. Interviews confirmed that limited vocabulary made students less confident. Based on the argument of Nation emphasized the importance of vocabulary mastery for effective communication.⁷⁷ These results are consistent with Muhammad Yuseano and Laila’s research on English Clubs, which found that vocabulary-based extracurricular activities help students expand their lexicon and improve their sentence construction skills.⁷⁸

Grammar provides a variety of dynamics. Some students find grammar helpful in constructing sentences, but others feel burdened by it,

⁷⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th ed., [8. Nachdr.] (Longman, 2005).

⁷⁶ Ratna Dila, “Improving Students’ Speaking Skill Through Peer Teaching Strategy at the Eleventh Grade of Ma Ddi Lombo’na Kab. Majene” (Thesis, Institut Agama Islam Negeri Pare-Pare, 2023).

⁷⁷ I. S. P. Nation, *Learning Vocabulary in Another Language*, 14th printing, Cambridge Applied Linguistics (Cambridge Univ. Press, 2012).

⁷⁸ Muhammad Yuseano Kardiansyah dan Laila Ulsi Qodriani, “English Extracurricular and Its Role to Improve Students’ English Speaking Ability,” *RETORIKA: Jurnal Ilmu Bahasa* 4, no. 1 (2018): 60–69, <https://doi.org/10.22225/jr.4.1.522.60-69>.

which reduces their fluency. Teacher also mentioned that students prefer to use simple sentences to avoid grammatical errors. Harmer explains that grammar is important for constructing sentences, but an excessive focus on rules actually hinders spontaneity in speaking.⁷⁹ The results of this study are in line with Deswitas's findings on the Conversation Program, which concluded that a communicative approach is more effective in boosting students' confidence than overly structural grammar teaching.⁸⁰

Affective factors such as nervousness, shyness, and fear of making mistakes were also major obstacles. The observations showed that students often avoided eye contact, stayed quiet, and looked nervous when asked to speak. Interviews with students revealed that they were afraid of being laughed at if they made mistakes. According to Krashen's Affective Filter Hypothesis, nervousness can block or slow down the process of learning a new language.⁸¹

The teaching strategies used by teacher also had a significant impact. Observations showed that teacher implemented communicative activities such as group discussions, pair work, role play, and integrated games and songs. Teacher also provided motivation, positive reinforcement, and normalized mistakes so that students would be more confident in speaking.

⁷⁹ Jeremy Harmer, *Teaching and Learning Grammar*, 11th impr, Longman Keys to Language Teaching (Longman, 1995).

⁸⁰ Deswita Lestiawati Tumada, "The Development Students' Speaking Skill by English Club Extracurricular," *UNIARA: Jurnal Ilmiah Lintas Ilmu* 17, no. 2 (2024): 38–41.

⁸¹ Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, Reprinted, Language Teaching Methodology Series (Pergamon Press, 1984).

This strategy is in line with Communicative Language Teaching, which emphasizes interaction as the primary means of language learning.⁸²

Daily vocabulary enrichment was also found to be effective. Teacher provided new vocabulary every day and asked students to make sentences. Observations on page 64 showed that students took notes and tried to use new words, even though they were still simple. Nation stated that vocabulary is one of the core aspects of communication.⁸³

A conducive and supportive classroom environment plays a major role in increasing students' courage to speak. Teacher always reprimand students who tease their friends to maintain a positive atmosphere. Observations show that students who were initially passive became more courageous in answering questions after feeling safe. A Positive classroom climate is an important factor in building learning motivation. Previous research by Wirda on the Morning English Program found that a pleasant classroom atmosphere encourages students to use the target language more.⁸⁴

In terms of evaluation, teacher assess the effectiveness of strategies through student participation, fluency, and confidence. Observations show an increase in the participation of students who were initially passive. This approach is in line with the concept of formative evaluation.

⁸² Jack C. Richard, *Communicative Language Teaching Today* (Cambridge University Press, 2006).

⁸³ Nation, *Learning Vocabulary in Another Language*.

⁸⁴ Wirda Maulia, "The Influences of Conversation Program at Madrasah Aliyah Babul Huda Tualang Cut in improving The Students' Speaking Skill," *JL3T (Journal of Linguistics, Literature and Language Teaching)* 7, no. 1 (2021): 62–72, <https://doi.org/10.32505/jl3t.v7i1.3131>.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the research results presented in the previous chapter, the following conclusions can be drawn:

1. The main difficulty observed was in pronunciation, as students often mispronounced certain words. For example, *good morning* was pronounced as *god morning*, and the sound /θ/ in the word *think* was replaced with /t/, making it sound like *tink*. In addition, limited vocabulary often caused students to pause mid-sentence or mix Indonesian words when speaking. Grammar also posed a challenge; while some students believed it was helpful, most found it difficult, which led them to produce short, simple sentences lacking detail. Psychological factors such as shyness, fear of making mistakes, and anxiety about being laughed at further reduced their confidence. These issues were evident through signs such as trembling voices, long pauses, and hesitation to respond even when they actually understood the question.
2. Factors that influence students' speaking skills come from internal and external aspects. Internal factors include low self-confidence, lack of motivation, and anxiety, which cause students to quickly forget material and have difficulty concentrating when speaking. Meanwhile, external factors include teaching strategies that are too lecture-centered, making

students passive; a learning environment that is still dominated by Indonesian even though there is an English Area policy; and school support through English language programs that are not yet fully implemented. The combination of these internal and external factors significantly affects the extent to which students dare and are able to use English in daily interactions.

3. The strategies implemented by teacher have been proven to help students overcome their speaking barriers. Communicative methods such as group discussions, pair work, and role play encourage students to interact more frequently in English in a relaxed atmosphere. Teacher also provide positive reinforcement by not directly correcting mistakes and praising students for their efforts, thereby boosting their confidence. Gradual practice allows shy students to speak in small groups first before performing in front of the class. In addition, vocabulary enrichment through the introduction of new words every day, pronunciation practice with sentence repetition, games, and songs, as well as a supportive classroom environment without ridicule, all contribute to increased participation, fluency, and courage in speaking English.

B. Suggestions

1. For Teacher

Teacher are advised to continue developing communicative teaching methods, providing motivation, and creating a supportive classroom environment so that students have the courage to speak. A

variety of methods such as presentation projects, digital media, and other interactive activities can be used to strengthen students' courage and fluency.

2. For Students

Students are expected to practice speaking more, both inside and outside the classroom. Participating in extracurricular programs, being active in the English Club, and getting used to using new vocabulary in everyday conversation can help improve speaking skills.

3. For School

Schools are expected to continue supporting English language learning through regular activities such as English Day, speech contests, debates, and storytelling. Providing facilities such as audiovisual media, English-language libraries, and special rooms for conversation activities can also strengthen learning.

4. For Future Researchers

This study is still limited to one institution and focuses on general factors. Therefore, future researchers can expand the research object to different levels of education, compare specific teaching strategies, or examine in greater depth the role of digital technology in improving students' speaking skills.

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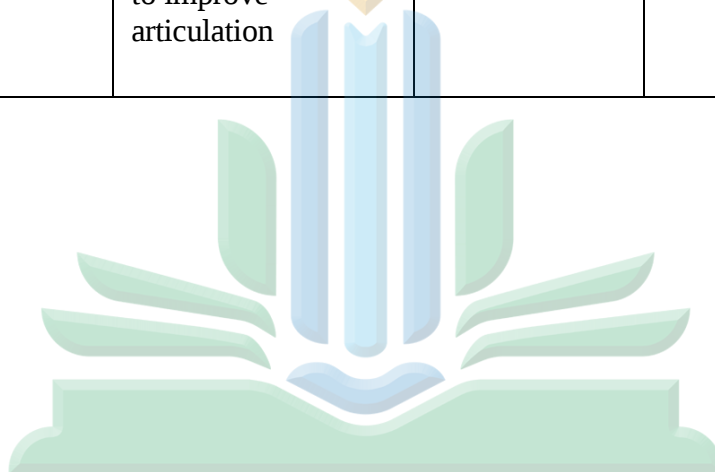
APPENDIX

Appendix 1. Research Matrix

TITLE	VARIABLES	SUB-VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTION
A Study On The English Speaking Skills Of Students At International Standardized Madrasah Mambaul Falah	Students' English Speaking Skills	1. Pronunciation	- Students' ability to pronounce English words correctly and clearly	1. Primary Data: - Students (participants at MBI Mambaul Falah) - English Teacher 2. Secondary Data: - School profile and documents - Observation records	Research Design: - Descriptive - Qualitative Data collection: - Observation Interview - Document Review Data Analysis: - Data reduction - Data Display - Data Condensation Data validity: - Triangulation - Technique	3. What are the most common challenges faced by students at International Standardized Madrasah Mambaul Falah when Speaking English?
		2. Vocabulary	- Students' ability to use appropriate and varied vocabulary during communication			4. What factors influence Students' Speaking Skills at International Standardized Madrasah Mambaul Falah?
		3. Grammar	- Students' accuracy in using			5. What strategies can help Students at International Standardized Madrasah Mambaul Falah overcome the speaking problem and improve their speaking skills?

			grammatical structures when speaking English			
		4. Fluency	- Smoothness and natural pace of students' speech without long pauses or hesitation			
	Influencing Factors	1. Fear of Mistake	- The level of anxiety students feel about making errors while speaking English			
		2. Shyness	- Students' emotional hesitation to speak due to embarrassment or fear of judgment			
		3. Nervousness	- Students' physiological or Psychological tension when asked to speak in English			
	Strategies to Improve Speaking Skills	1. communicative activities	- Pair work, group discussion, and role play to enhance speaking practice			
		2. teacher's support and motivation	- Encouragement, praise, and constructive feedback to build			

		3. Vocabulary Enrichment	students' confidence Daily new vocabulary exercises and sentence- making practice			
		4. Pronunciation practice	- Repetition, English songs, and videos to improve articulation			



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Appendix 2. Interview Transcript

Subjek: Siswa

Tanggal Wawancara: 22 April 2025

Pertanyaan:

1. Apa kesulitan utama yang kamu hadapi ketika berbicara dalam bahasa Inggris?
2. Bagaimana dengan penguasaan kosakata kamu selama berbicara?
3. Bagaimana pandangan kamu tentang penggunaan grammar dalam berbicara?
4. Apakah kamu merasa gugup atau takut ketika diminta berbicara di depan kelas?
5. Menurut kamu, apa yang bisa membuat kamu lebih percaya diri untuk berbicara bahasa Inggris?

Siswa: L

1. Kesulitan saya ada di pengucapan, karena tulisan dan cara bacanya sering berbeda. Misalnya, kata “*good morning*” saya dulu sering ucapkan “god morning”.
2. Kosakata saya masih terbatas, jadi kalau sedang berbicara sering berhenti di tengah kalimat karena lupa kata. Kadang saya juga mencampur dengan bahasa Indonesia.
3. Saya masih bingung pakai grammar yang benar. Jadi saya memilih membuat kalimat yang pendek agar tidak salah.
4. Iya, saya sering gugup. Takut salah dan ditertawakan teman-teman.

5. Kalau guru tidak langsung menegur dan memberi semangat, saya jadi lebih berani untuk mencoba.

Siswa P

1. Kesulitannya di grammar. Saya sering bingung menyusun kata dengan benar walaupun tahu artinya.
2. Kosakata saya masih sedikit. Kalau lupa kata, biasanya saya diam dulu atau pakai bahasa Indonesia.
3. Menurut saya grammar penting, tapi kadang bikin saya lambat dan gugup karena takut salah.
4. Iya, saya sering gugup. Kadang suara jadi pelan dan tangan dingin.
5. Kalau guru bilang tidak apa-apa salah dan tetap mendukung, saya jadi lebih tenang dan berani.

Siswa E

1. Saya sering bingung memilih kata yang tepat, kadang sudah tahu artinya tapi tidak yakin cara mengucapkannya.
2. Masih kurang, jadi waktu ngomong sering berhenti atau lupa kata.
3. Grammar itu susah. Jadi saya lebih suka pakai kalimat sederhana supaya tidak salah.
4. Iya, saya sering takut salah dan akhirnya tidak jadi berbicara.
5. Kalau guru tidak langsung menegur saat salah dan memberikan penjelasan setelahnya, saya lebih berani bicara.

Siswa I

1. Saya kesulitan di pengucapan. Banyak kata yang cara bacanya berbeda dari tulisannya, jadi saya sering salah.
2. Masih terbatas, jadi sering lupa kata. Kadang saya pakai bahasa Indonesia kalau tidak tahu bahasa Inggrisnya.
3. Saya masih suka bingung pakai grammar, terutama bentuk kata kerja. Kadang lupa menambahkan *-ed* kalau kalimatnya masa lalu.
4. Iya, sering. Deg-degan, dan kadang malah lupa mau ngomong apa.
5. Latihan bareng teman dan suasana yang santai bisa bikin lebih percaya diri.

Siswa U

1. Saya malu dengan logat saya sendiri, karena aksennya beda jauh dengan bahasa Inggris yang benar.
2. Cukup, tapi kadang masih lupa. Kalau lupa, biasanya saya diam sebentar lalu lanjut.
3. Grammar penting menurut saya, karena bisa bikin kalimat lebih teratur dan mudah dipahami.
4. Iya, apalagi kalau banyak teman. Tapi kalau di kelompok kecil, saya lebih tenang.
5. Kalau guru terus kasih motivasi dan suasananya nggak tegang, saya jadi lebih berani ngomong.

Siswa F

1. Grammar kadang bikin bingung, tapi saya rasa grammar juga membantu supaya kalimat saya lebih jelas.

2. Masih kurang. Jadi kalau kehabisan kata, saya berhenti sebentar lalu lanjut dengan kata yang saya tahu.
3. Menurut saya grammar itu panduan penting, tapi jangan terlalu dipikirkan biar bisa ngomong lancar juga.
4. Awalnya iya, tapi karena sering latihan, sekarang lebih berani.
5. Kalau terus dikasih kesempatan bicara dan suasananya santai, saya bisa lebih lancar.

Siswa H

1. Saya kesulitan mengucapkan kata yang ada bunyi /θ/ dan /ð/, seperti *think* dan *this*. Kadang saya ucapkan jadi *tink* dan *dis*.
2. Masih kurang juga, jadi kadang saya berhenti dulu waktu ngomong.
3. Grammar itu penting, tapi kadang bikin saya ragu. Jadi saya sering pakai kalimat pendek.
4. Iya, sering gugup. Jadi kadang ngomongnya terburu-buru dan nggak jelas.
5. Kalau sering latihan kelompok dan guru kasih dukungan, saya lebih berani.

Siswa W

1. Saya sering takut salah ngomong. Kadang udah tahu jawabannya, tapi nggak berani ngomong.
2. Masih terbatas, jadi sering berhenti lama mikir kata yang pas.
3. Grammar penting, tapi saya sering lupa aturannya. Jadi ngomongnya pelan-pelan biar nggak salah.
4. Iya, gugup banget. Takut diketawain teman-teman.

5. Kalau sering latihan dan guru nggak langsung marah kalau salah, saya lebih berani ngomong.

Subjek: Guru

Tanggal: 27 April 2025

Pertanyaan

1. Bagaimana Ibu melihat kemampuan berbicara siswa di kelas?
2. Strategi apa yang biasanya digunakan untuk membantu siswa berbicara lebih aktif?
3. Bagaimana cara Ibu menghadapi siswa yang pemalu atau gugup ketika berbicara?
4. Apakah Ibu langsung mengoreksi kesalahan siswa saat berbicara?
5. Menurut Ibu, apa penyebab utama siswa merasa sulit berbicara dalam bahasa Inggris?
6. Apakah strategi yang digunakan sudah cukup efektif sejauh ini?

Jawaban:

1. Secara umum, kemampuan mereka masih perlu ditingkatkan. Banyak yang masih kurang lancar dan sering malu untuk berbicara.
2. Saya menggunakan kegiatan komunikatif seperti diskusi kelompok, kerja berpasangan, dan permainan peran. Kegiatan ini membuat mereka lebih santai untuk berbicara.
3. Biasanya saya beri kesempatan mereka untuk bicara dulu di kelompok kecil. Setelah itu baru saya minta tampil di depan kelas.

4. Tidak selalu. Kalau kesalahannya ringan, saya biarkan dulu sampai mereka selesai berbicara. Nanti baru saya koreksi dengan cara yang halus.
5. Sebagian besar karena rasa takut dan kurang percaya diri. Mereka khawatir salah ucap atau salah grammar.
6. Saya rasa cukup efektif. Sekarang sudah mulai banyak siswa yang lebih berani berbicara, walaupun masih terbata-bata.



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Appendix 3. Interview Documentation

NO	PICTURES	DESCRIPTION
1.		THE RESEARCHER INTERVIEW WITH STUDENTS ABOUT THE CHALLENGES OF SPEAKING IN THIS SCHOOL
2.		THE RESEARCHER INTERVIEW WITH TEACHER STRATEGY THAT CAN HELP ENGLISH SPEAKING STUDENTS
3.		DOCUMENTATION OF LEARNING OBSERVATION IN EIGHT GRADE MBI MAMBAUL FALAH

4.		DOCUMENTATION OF LEARNING OBSERVATION IN EIGHT GRADE MBI MAMBAUL FALAH
5.		DOCUMENTATION OF LEARNING OBSERVATION IN EIGHT GRADE MBI MAMBAUL FALAH
6.		THE RESEARCHER INTERVIEW WITH STUDENTS ABOUT THE CHALLENGES OF SPEAKING IN THIS SCHOOL

7.		DOCUMENTATION OF LEARNING OBSERVATION IN EIGHT GRADE MBI MAMBAUL FALAH
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Appendix 4. Research Journal

JURNAL KEGIATAN PENELITIAN

No.	Hari, Tanggal	Kegiatan	Paraf
1.	29 Nov Minggu, 2024	Wawancara dan observasi pra-penelitian di sekolah MS1 Magal.	
2.	1-5 Des	Melakukan wawancara pra-penelitian (wawancara observasi) di kelas-kelas di MS1 Magal.	
3.	Rabu 17 Januari 2025	menyampaikan surat permohonan penelitian di MS1 MS1 Magal.	
4.	Sabtu 25 Januari 2025	Melakukan wawancara dan dokumentasi di MS1 Magal.	
5.	Sabtu, 18th Feb 2025	bertugas sebagai beasiswa - 6. Interview wawancara di siswa 1, 2, 3, 4	
6.	Jum'at 28 Feb 2025	Interview dengan siswa 5, 6, 7, 8	
7.	Kamis 10 April 2025	Observasi kelas, kegiatan, siswa kelas 8.	
8.	Selasa 22 April 2025	Interview di cara mendokumentasi siswa 1, 2	
9.	Kamis 24 April 2025	Interview di siswa 3, 4	
10.	Jum'at 25 April 2025	Interview secara mendokumentasi di siswa 5, 6	
11.	Sabtu 26 April 2025	Interview di siswa 7, 8	
12.	Minggu 27 April 2025	Interview with teacher to add information.	
13.	Senin 28 April 2025	menyampaikan surat selesai penelitian di MS1 Magal.	



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Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs MBI Mambaul Falah

Jln. Kyai Burhan Al- Mansur, Tambilung, Sukaoneng, Tambak, Kabupaten
 Gresik, Jawa Timur 61182

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan
 Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 211101060024
 Nama : HOLIFAH
 Semester : Semester delapan
 Program Studi : TADRIS
 BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "A STUDY ON THE
 ENGLISH SPEAKING SKILLS OF STUDENT'S AT INTERNATIONAL
 STANDARDIZED

MADRASAH MAMBAUL FALAH" selama 30 (tiga puluh) hari di
 lingkungan lembaga wewenang Bapak Ali Subhan, S. H., M. Ap.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 7 Januari

2025 an. Dekan,

Wakil Dekan Bidang
 Akademik,



KHOTIBUL UMAM



MADRASAH BERTARAF INTERNASIONAL MAMBAUL FALAH

Jln. Kyai Burhan Al- Mansur, Tambilung, Sukaoneng, Tambak, Gresik kode Pos 61182

SURAT KETERANGAN

Nomor : 17/MBI/MF/II/2025

Yang bertanda tangan dibawah ini :

Nama : Ali Subhan S.H., M.Ap

NIP : -

Jabatan : Direktur MBI Mambaul Falah Menerangkan bahwa

Nama : Holifah

NIM : 211101060014

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : A Study on the English Speaking Skills of Students' at
International Standardized Madrasah Mambaul Falah

Nama tersebut di atas adalah mahasiswa Universitas Islam Negeri Kyai Haji Ahmad Sidiq Jember dan **Telah Menyelesaikan Penelitian Skripsi** di MTs MBI Mambaul Falah mulai dari tanggal 16 April s.d 30 April 2025.

Demikian keterangan ini dibuat untuk digunakan semestinya.

Gresik, 01Mei
2025 Direktur
MBI Mambaul
Falah



Ali Subhan, S. H., M.Ap

DECLARATION OF AUTHENTICITY

Name : Holifah
Students' number : 211101060024
Study Program : English Education Department
Faculty : Education and Teacher Training
Institution : State Islamic University of
KH.Achmad Siddiq of Jember.

Declare that thesis entitled " A study on the English Speaking Skills of Students at International Standardized Madrasah Mambaul Falah" is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previously submitted to any other university for a higher degree I also declare that the publication cited in this work has been personally consulted

Jember, 14 October 2025
I declare



Holifah
NIM.211101060024



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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Holifah
NIM : 211101060024
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : A Study on The English speaking Skills of Students at International
Standardized Madrasah Mambaul Falah

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JEMBER

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

RESEARCH GUIDELINES

A. OBSERVATION GUIDELINES

1. Objective condition of MBI Mambaul Falah school Proses how they communicate through English language each other.
2. Want to know more in observing how students use English in classroom interactions, including their fluency, pronunciation, vocabulary use, and confidence when speaking.the dialect they use in maintaining their culture or identity.

B. INTERVIEW GUIDELINES

Student Interview

1. What are the main difficulties you face when speaking in English?
2. How is your vocabulary mastery when speaking?
3. What is your opinion about the use of grammar in speaking?
4. Do you feel nervous or afraid when you are asked to speak in front of the class?
5. In your opinion, what can make you feel more confident to speak English?

Teacher Interview

1. How do you see the students' speaking ability in the classroom?
2. What strategies do you usually use to help students speak more actively?
3. How do you handle students who are shy or nervous when speaking?
4. Do you immediately correct students' mistakes while they are speaking?
5. In your opinion, what are the main reasons students find it difficult to speak in English?
6. Do you think the strategies you have used so far are effective enough?

C. DOCUMENTATION GUIDELINES

1. Profile of MBI Mambaul Falah institution
2. Vision and mission of MBI Mambaul Falah institution
3. Photographs of activities related to how they communicate through English language each other.

Appendix 5. Researcher Identity

RESEARCHER IDENTITY



Personal Information

Full name : Holifah
 Nim : 211101060024
 Gender : female
 Place & date of birth : Gresik, February 09th 2004
 Address : Dsn. Pinang Gunung, RT.001 RW.001Desa Teluk Jati Dawang Kec. Tambak
 Religion : Islam
 Department/major course : FTIK/English Department
 Email address : kholifahamid09@gmail.com

Educational background

- | | |
|---------------------------------------|-----------|
| 1. TK PGRI | 2008-2010 |
| 2. SD Negeri 4 Teluk Jati Dawang | 2010-2015 |
| 3. MTs MBI Mambaul Falah | 2015-2018 |
| 4. MA MBI Mambaul Falah | 2018-2021 |
| 5. UIN Kiai Haji Achmad Siddiq Jember | 2021-2025 |

Organizational Experince

1. Secretary ESC MBI Mambaul Falah
2. Member of IKMAMEBA UIN KHAS Jember
3. Member of PMI UIN KHAS Jember
4. Member of PERGABA UIN KHAS Jember
5. Committe of BSF- Jember Divisi Kominfo.