

## **EFL Teaching Strategy in Speaking used by the Teachers During the English Camp Program**

**Firsty Mawaddah<sup>1</sup> Atni Prawati<sup>2</sup> Maria Safriyanti<sup>3</sup>**

English Study Program, Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru City, Riau Province, Indonesia<sup>1,2,3</sup>

Email: [firstymawaddah1@gmail.com](mailto:firstymawaddah1@gmail.com)<sup>1</sup> [atni.prawati@lecturer.unri.ac.id](mailto:atni.prawati@lecturer.unri.ac.id)<sup>2</sup>  
[maria.safriyanti@lecturer.unri.ac.id](mailto:maria.safriyanti@lecturer.unri.ac.id)<sup>3</sup>

### **Abstract**

The changing role of English Education, has been shifted from focused on linguistic proficiency to the application of language use in everyday life. This change has responded by MAN 2 Kuantan Singingi by creating a program called the English Camp Program, which emphasizes the practical use of English in daily life. The teachers' strategies play a crucial role in facilitating students' speaking practice, as they guide and support the practical use of English in real-life contexts. This study explores the specific teaching strategies employed by the teachers at English Camp of MAN 2 Kuantan Singingi to facilitate effective speaking development. Using a qualitative case study approach, data were collected through interviews and supported by observations. Findings reveal that there are some strategies that the teachers use; role-play, CLT (communicative language teaching), group discussion, learning by teaching and peer questioning, demonstration, games, and task-based language teaching (TBLT). From the discussion, CLT (Communicative Language Teaching) has found as the best strategy in this research.

**Keywords:** Teachers Strategy, Teaching Speaking, English Camp



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

### **INTRODUCTION**

English holds significant importance in the academic context in Indonesia. English language education in Indonesia has undergone significant changes in recent years. According to Zein, Sukyadi, Hamied, and Lengkanawati (2020), the focus of English education in Indonesia has shifted towards communicative language teaching, emphasizing the practical use of the language for effective communication. This shift aims to cultivate not only linguistic proficiency but also the ability to apply language skills in real-life situations. The principal of Madrasah Aliyah Negeri 2 Kuantan Singingi decided to establish a language development program, it is English Camp Program MAN 2 Kuantan Singingi. This program was adopted from the Kampung Inggris PARE AEC (Arabic English Course), Pare, Kediri, East Java. For a year, the English teachers from MAN 2 Kuantan Singingi learn in Kampung Inggris PARE AEC, and then they go back to MAN 2 Kuantan Singingi and practice what they have learned in Kampung Inggris. The design of the content and curriculum greatly influences the students' perceptions. Teacher-related factors also exert substantial influence, including the teacher's personalities, professional knowledge, communication effectiveness, and attitudes toward both students and the subject matter. Based on the statements, the researcher seeks to explore the teaching strategies employed by the teachers in the English Camp Program at MAN 2 Kuantan Singingi. Specifically, the researcher will emphasize the teaching strategies to enhance students' speaking skills, recognizing spoken communication as the primary means of interaction.

The cognitive demands of speaking are particularly evident in spontaneous speech, which requires planning, idea generation, and long-term recall. Because of that, speaking skills are challenging for students. As Afebri, H., A., & Muhsin, K. (2019) said, there are many factors that can affect or influence learners' speaking performance, such as performance conditions (time

pressure, planning, standard of performance, and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability, topical knowledge, and feedback during speaking activities. Due to the problems in learning and teaching speaking skills, various strategies are needed. By using the right strategies, students can overcome their difficulties and improve their speaking skills. Teaching has a complex definition. On the authority of Cambridge Dictionary, teaching is an action to give someone knowledge or to train someone. According to Brown (2014), teaching is showing or helping someone learn how to do something, giving instructions, guiding in the study of something, providing knowledge, and causing them to know or understand. Amidon, E. J., & Flanders, N. A. (1967) defined teaching as an interactive exchange, mainly occurring through verbal communication within the classroom setting, where teachers engage with students during specific learning activities. A good teaching process should be well planned, with teachers or educators determining the desired goals, instructional approaches, and assessment methods. Teaching strategy refers to the different methods or approaches used by teachers during the teaching-learning process. These strategies play a crucial role, as they influence the teachers' ability to successfully reach their educational objectives. According to Wehrli (2003) as cited in Tumanggor, Heriansyah, & Inayah (2018), there are some teaching strategies that can be used in teaching process: (1) brainstorming, (2) case-based small-group discussion, (3) demonstration, and (4) games. According to Anggraini, N., & Santoso, D. (2024), there are three effective teaching strategies that teachers can apply in teaching speaking: (1) Communicative Language Teaching (CLT), (2) Task-Based Language Teaching (TBLT), (3) The Silent Way.

Among EFL learners, mastering speaking skills has consistently posed the greatest challenge. Besides listening, reading, and writing, speaking skills are deemed paramount and are in high demand in today's competitive landscape (Vellayan, 2020). The act of speaking not only demonstrates respect, sympathy, empathy, or concern for others, but also enhances the clarity and reception of the conveyed message. Speaking is a cognitive process that demands heightened brain activity. The cognitive demands of speaking are particularly evident in spontaneous speech, which requires planning, idea generation, and long-term recall. That is why speaking is hard for learners; as Barbour (2020) stated, speaking is a challenging skill to master since students are often terrified of making mistakes when speaking, and they must practice their speaking skills due to issues with vocabulary, grammar, and pronunciation, among other things. Strategies for teaching speaking play a pivotal role in the development of speaking skills and are crucial considerations not only for students but also for teachers. The principles of teaching are guidelines that help educators create effective learning environments and support student learning.

In addition to teaching strategies, teachers' principles in teaching speaking hold a significant role in shaping students' learning experiences. These principles, which often reflect teachers' beliefs about language acquisition and communication, influence how speaking activities are structured and delivered. When teachers prioritize creating an encouraging, communicative environment, for instance, they foster confidence in students, making them feel more comfortable to express themselves. According to Brown (2015) there are eight teachers' principles in teaching speaking: (1) Focus on Both Fluency and Accuracy. Depending on Your Objective, (2) Ascertain That the Complexity of Your Techniques Is Appropriate, (3) Provide Techniques That Spark the Interest of Students, (4) Encourage the Use of Authentic Language in Meaningful Contexts, (5) Provide Appropriate Feedback, (6) Capitalize on the Natural Link Between Speaking and Listening, (7) Give Students Opportunities to Initiate Oral Communication, (8) Encourage the Development of Speaking Strategies.

## RESEARCH METHODS

The research method of this research is qualitative method. According to Creswell (2009), qualitative research serves as a method for exploring and comprehending the significance that individuals or groups attribute to a social or human problem. Related to the aims of this research is to know the strategies that teachers of English Camp Program MAN 2 Kuantan Singingi apply in teaching speaking. To explore the strategies that teachers apply in teaching speaking at English Camp Program MAN 2 Kuantan Singingi, the researcher use case study as the design of this research. As in Creswell (2009) stated that case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. Since the primary goal is to delve deeply into the nuanced methods employed by teachers in teaching speaking skills, a combination of interviews and observation methods offers a comprehensive approach. These techniques allow for direct interaction with teachers, keen observation of their instructional practices, and the collection of relevant materials or records that provide valuable insights into their strategies. To collect the data, the researcher used depth-interview as the main sources of data and observation in the class as the additional sources.

This research was started on July 22 2024 at MAN 2 Kuantan Singingi, which is located at Pasar Baru Street, Pangean village, No.01, Kuantan Singingi regency. The participants in this study are three teachers of English Camp Program at MAN 2 Kuantan Singingi, chosen through purposeful sampling strategy. In qualitative research, purposive sampling, as elucidated by Creswell (2007) is employed when the selection of individuals and sites is deliberately geared towards providing valuable insights into the identified problem or phenomenon under investigation. The researcher's reasons for selecting these three teachers were based on their particular focus on teaching speaking skills, ensuring that their perspectives and experiences made meaningful contributions to the research investigation. For the data analysis technique, the researcher used the method by Miles and Huberman (1994), there are three steps in this technique: (1) data reduction, this process involves selecting, focusing, simplifying, abstracting, and transforming the data found in written field notes or transcriptions, (2) data display, during the process of reducing and displaying the data, the focus is aligned with the formulation of the research problem, which, in this case, revolves around two questions: 1) what are the teachers' strategies? And 2) how do the teachers use the strategies and the activities? (3) conclusion drawing, conclusion drawing commences after the initial data collection, with the analyst forming temporary conclusions. In essence, this process entails continuous analysis and verification of conclusions to ensure their validity.

## RESEARCH RESULTS AND DISCUSSION

The findings from the interviews and observations at the English Camp Program provide valuable insights into the strategies used by teachers and their alignment with established theories in language teaching. The analysis reveals both commonalities and differences in the approaches employed by the teachers, shedding light on effective practices and areas for improvement.

### Common Strategies for Teaching Speaking

The study found that each teacher utilized different primary strategies to enhance students' speaking skills. Mrs. L emphasized discussion as her primary method. This strategy aligns with the constructivist approach to learning, which promotes active participation and critical thinking. By asking students what they already knew about a topic and facilitating open-

ended discussions, Mrs. L created a dynamic and engaging learning environment. This approach helps students articulate their thoughts and engage deeply with the material, fostering better speaking skills. In contrast, Mr. F preferred role-play as his main strategy. Role-playing activities simulate real-life scenarios, allowing students to practice speaking in a context that mimics authentic situations. This method is effective in building students' confidence and fluency as they interact in various roles. The observations confirmed that Mr. F's role-play exercises encouraged spontaneous use of language, enhancing students' ability to communicate effectively in everyday situations. Mr. B, on the other hand, used group techniques such as learning by teaching and peer questioning. This collaborative approach promotes active interaction among students and enhances their speaking skills through peer engagement. By having students teach each other and ask questions within small groups, Mr. B's method supports both speaking and listening development, fostering a more interactive and supportive classroom environment.

### **Importance of a Supportive Environment**

The teachers' perspectives on what is most important in teaching speaking varied. Mrs. L highlighted the significance of a supportive environment, which she believed was crucial for increasing student motivation and participation. This aligns with research suggesting that a positive and encouraging learning atmosphere can enhance student engagement and confidence in speaking activities. Mr. F emphasized inclusivity, ensuring that all students, including those with weaker skills, were involved in the learning process. This approach not only supports the development of less confident students but also leverages the strengths of more proficient learners to assist their peers. This strategy reflects the importance of differentiated instruction and peer support in promoting effective language learning. Mr. B focused on practice as the key element in teaching speaking. His emphasis on frequent speaking opportunities and encouraging students to overcome their fear of making mistakes underscores the value of continuous practice in developing speaking skills. This approach is supported by the notion that regular practice helps students become more fluent and confident in their language use.

### **Alignment with Brown's Strategies**

The strategies used by the teachers were examined in relation to Brown's (2015) recommendations for effective language teaching.

1. Fluency vs. Accuracy: The teachers generally agreed that fluency was prioritized over accuracy. Mr. B's approach, which emphasized fluency and active participation, aligns with the idea that communication is more important than grammatical perfection in language learning. This focus on fluency helps students become more comfortable and confident in their speaking abilities.
2. Complexity of Techniques: Mrs. L's use of varied and practical assignments reflects an understanding of appropriate technique complexity, providing students with real-world practice opportunities. In contrast, Mr. F acknowledged the challenges of ensuring fairness and differentiating instruction, indicating that his techniques are still evolving.
3. Sparking Interest: The teachers employed various methods to spark students' interest. Mrs. L used multimedia tools and real-life simulations, while Mr. F used role-playing. These approaches are effective in engaging students and making learning more relevant and enjoyable.
4. Authentic Language Use: Both Mrs. L and Mr. F emphasized the importance of using authentic language in meaningful contexts. Mrs. L's assignments and Mr. F's role-plays both

provide students with opportunities to practice language that is relevant to real-life situations.

5. Providing Feedback: Feedback was provided in a constructive manner by Mr. B and Mrs. L, focusing on both strengths and areas for improvement. This balanced approach supports students' learning and helps them build confidence while addressing errors.
6. Integrating Speaking and Listening: Mrs. L and Mr. F effectively integrated speaking and listening activities. Mrs. L's discussions and Q&A sessions, along with Mr. F's role-plays, facilitated the natural connection between these skills, enhancing overall communication abilities.
7. Opportunities for Initiating Communication: Both teachers provided students with opportunities to initiate oral communication. Mrs. L's discussions and Mr. B's role-plays encouraged students to take the lead in conversations, promoting active engagement.
8. Development of Speaking Skills: The emphasis on varied assignments and role-plays by Mr. B and Mr. F supports the ongoing development of speaking skills. Their approaches ensure that students have continuous opportunities to practice and refine their abilities.

## **Discussion**

Among the strategies identified in this research, role-play emerged as particularly effective. Mr. E's use of role-play enabled students to engage in scenarios that mimic real-life situations, significantly fostering their fluency and confidence in speaking. This aligns with the findings of Mauliyah (2017), which identified Communicative Language Teaching (CLT), encompassing role-play, as the most effective strategy for teaching speaking. The role-play approach in your study proved beneficial in helping students become accustomed to using English in authentic contexts, thus enhancing their spontaneous communication abilities. When compared to Aisyah (2022) research conducted at Kampung Inggris Program MAN 1 Kuantan Singingi, which found that debate was particularly effective in stimulating student participation in speaking, your study indicates a different preference in strategies. The teachers at MAN 2 Kuantan Singingi favored collaborative techniques like group discussions and role-play, highlighting that each learning environment has unique needs and challenges that influence which strategies are most effective. Additionally, Silvina (2022) study at Junior High School 1 Tembilahan revealed that role-play was commonly used by teachers to enhance students' speaking abilities. This finding reinforces the effectiveness of role-play as a versatile strategy across different educational contexts. However, it also underscores the necessity for teachers to adapt their strategies to their specific student demographics and learning objectives. The findings from the interviews and observations at the English Camp Program provide valuable insights into the strategies used by teachers and their alignment with established theories in language teaching. The analysis reveals both commonalities and differences in the approaches employed by the teachers, shedding light on effective practices and areas for improvement.

## **CONCLUSION**

Based on the formulation of the problem and the results of this study, the researcher draws the conclusion that: This study investigates the strategies that teachers applied in the English Camp Program of MAN 2 Kuantan Singingi based on the strategies by Brown (2015). Data analysis shows that teachers are aware of the importance of using varied and effective strategies to enhance students' speaking skills. The findings indicate that teachers employ a range of techniques, including role-plays, group discussions, and interactive activities, simulation, pair-work, group-work, peer-teaching, to engage students and improve their speaking. The use of authentic language and real-life scenarios helps students to better grasp

the practical applications of their language skills. Teachers also provide continuous feedback, which is crucial for students' development and confidence in speaking. The study highlights the effectiveness of employing diverse and interactive strategies in teaching speaking skills in the English Camp Program. Teachers' awareness and implementation of these strategies, as outlined by Brown (2015), play a significant role in enhancing students' language proficiency and confidence. The continuous development and adaptation of these methods are essential to meet the evolving needs of students and ensure fair and effective learning opportunities for all.

**BIBLIOGRAPHY**

- Afebri, H., Aderlaepe, & Muhsin, M. K. (2019). Factors affecting students' difficulties in speaking performance of the tenth grade students of SMA Negeri 1 Tiworo Kepulauan. *Journal of English Education and Teaching*, 3(1), 95-105.
- Aisyah, A. L. (2022). Investigating English teaching strategies in developing speaking skills at Kampung Inggris program of MAN 1 Kuantan Singingi, Beringin Taluk, Riau Province. *Journal of Language Teaching and Research*, 13(4), 567-578.
- Amidon, E. J., & Flanders, N. A. (1967). *The Role of the Teacher in the Classroom: A Manual for Understanding and Improving Teacher Classroom Behavior*. Association for Productive Teaching.
- Barbour, M. K., Labonte, R., Hodges, C. B., Barbour, M. K., & Labonte, R. (2020). *Understanding Pandemic Pedagogy: Differences Between Emergency Remote, Remote, and Online Teaching*. A special report of the State of the Nation: K-12 E-Learning in Canada project. Torrey Trust.
- Brown, H. D. (2014). *Principles of language learning and teaching*. Allyn & Bacon.
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Intercultural Education.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. SAGE Publications.
- Tumanggor, M., Heriansyah, H., & Inayah, N. (2018). Investigating the Teacher's Strategies in EFL Speaking Class. *Research in English and Education (READ)*, 130-135.
- Vellayan, G., Singh, C. K. S., Tek, O. E., Yunus, M. M., Singh, T. S. M., & Mulyadi, D. (2020). A review of studies on cooperative learning strategy to improve ESL students' speaking skills. *Turkish Journal of Computer and Mathematics Education*, 12(3), 63-68.
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011-2019). *Language Teaching*, 53(4), 491-523. <https://doi.org/10.1017/S0261444820000208>