

Fostering Speaking Skills and EFL Student's Achievements: Teacher's Voices

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Abstract. This research delves into the importance of oral communication skills in English as a Foreign Language (EFL) education, specifically focusing on the viewpoints and experiences of language instructors in an Indonesian Madrasah. By investigating the teaching methods employed to develop speaking proficiency in qualitative study, the study aims to uncover the connection between effective teaching approaches and enhanced spoken communication abilities among EFL students in the Madrasah in Malang, Indonesia based on the teacher voices. Utilizing observation, interviews, and document analysis, the research explores the challenges faced and innovative strategies employed by educators in the Madrasah language classroom. The findings indicate the insights provided contribute diverse perspectives to the ongoing conversation on language pedagogy, providing a comprehensive understanding of the intricate interplay between teaching practices and the advancement of speaking skills in EFL learners at the Madrasah. Also, this study has implications for shaping curriculum design, improving teacher training, and fostering the student's speaking skills and achievement such as speech and storytelling. Overall, it enhances EFL education programs.

Keywords: *Speaking skills, EFL Student, Achievement, Teacher's Voices*

Introduction

Nowadays, English as a Foreign Language (EFL) plays a crucial role in fostering global communication and cultural understanding. (Dang et al., 2022; Kamil, 2022; Octaberlina & Rofiki, 2021) In the context of Indonesia, where the Madrasah system provides a unique setting for language instruction, understanding the significance of speaking skills is imperative for effective language acquisition (Abrar et al., 2018; Fang et al., 2022; Sulistiyo et al., 2020; Suralaga et al., 2020). The Madrasah environment, with its distinct cultural and educational situations, offers an intriguing context to explore the dynamics of EFL education (ERLINA et al., 2020; Husin, 2018; Maimun, 2020).

Numerous research studies have emphasized that developing speaking skills is particularly challenging for learners, as it requires a multifaceted approach encompassing intelligence, courage, mastery of vocabulary, and topic preparation. This underscores the complex nature of mastering oral communication (Indraswati et al., 2022; Nurhaswinda, 2022; Ramadhani et al., 2022).

Moreover, English as a Foreign Language (EFL) serves as a key facilitator for global communication and cultural exchange, enabling individuals from diverse linguistic backgrounds to engage with the wider world (Anggarini, 2022; Anggarini et al., 2022; Vo, 2022). In addition, in the Indonesian context, the Madrasah system presents a distinctive framework for language instruction (Marzulina, Harto, et al., 2021). Madrasahs are Islamic educational institutions that provide a unique blend of religious teachings and conventional academic subjects. Within this context, the importance of understanding and nurturing

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speaking skills becomes paramount for effective language acquisition (Anjanillah et al., 2021; Erdiana et al., 2020; Kamil, 2021).

Meanwhile, Indonesia, as an expansive archipelago with a rich mosaic of cultures and languages, recognizes the role of English proficiency in connecting with the global community (Hidayat, Fadhilah, et al., 2022; Hidayat et al., 2023). The Madrasah environment adds a layer of complexity and uniqueness to the EFL education landscape in Indonesia. In these institutions, students not only engage with the English language but also navigate the interplay between religious teachings and language acquisition (Kamil, 2022; Nurul Azkiyah, 2017; Sujadi et al., 2020).

The Madrasah environment is characterized by distinct cultural and educational situations. The cultural aspects encompass the Islamic ethos embedded in the educational system, shaping the overall learning experience (Chaerunnisa & Prastowo, 2022; Mukti et al., 2022; Nuzulia et al., 2021). The educational situations include the integration of religious teachings into the curriculum, providing students with a holistic approach to knowledge (Jannah, 2020; Octoberlina & Anggarini, 2020). This distinctive setting offers a rich and multifaceted context to explore the dynamics of EFL education, particularly in terms of speaking skills (Indraswati et al., 2022; Nurhaswinda, 2022; Ramadhani et al., 2022).

Further, understanding the significance of speaking skills within the Madrasah system is imperative for several reasons (Ernati & Merti, 2022; Nurul Azkiyah, 2017). Hadi & Junor, (2022) have asserted that effective spoken communication is essential for students to articulate their thoughts, ideas, and beliefs in English, facilitating meaningful interaction with the global community. This is related to (Elnadeef & Abdala, 2019) who asserted that effective spoken communication allows students to engage with a diverse range of perspectives, fostering cultural understanding and tolerance. Moreover, Raskova Octoberlina & Ikhwanul Muslimin, (2022) stated that given the unique cultural and religious context of Madrasahs, speaking skills become a vital tool for students to express themselves within the framework of their beliefs.

Based on the overview above, the researcher proposed that this study aims to explore the complexities of EFL education within the Madrasah system by examining the methods employed by teachers to cultivate speaking proficiency. The unique cultural and educational situations within Madrasahs provide an intriguing backdrop to explore how language instruction is intertwined with religious teachings and cultural understanding. Through this exploration, the researcher seeks to contribute valuable insights to the broader field of language pedagogy while addressing the specific challenges and strategies relevant to EFL education in Madrasahs.

Theoretical Framework

English Speaking Skills

In the interim, there arises a necessity to articulate a precise definition of speaking skills. According to Fadhilah and Rusmiati (2022), speaking skills within the realm of language education pertain to an individual's capacity to articulate thoughts, ideas, and information adeptly through verbal communication. This aligns with the assertion by Dang et al. (2022), who posit that speaking skills encompass diverse facets, such as pronunciation, fluency, vocabulary utilization, grammatical precision, and the capability to participate in meaningful and coherent conversations. Furthermore, Vo (2022) underscores the indispensability of proficiency in speaking for language learners, emphasizing its pivotal role in authentic communication and interpersonal interaction.

Effective speaking skills involve not only the ability to convey messages clearly but also to comprehend and respond appropriately to others in spoken discourse (Dwijayani & Musigrungsi, 2022; Muslimin et al., 2022; Setyana et al., 2022). This includes the capacity to engage in conversations, participate in discussions, make presentations, and express oneself in a manner that is both culturally and contextually appropriate (Ernati & Merti, 2022; Holandiyah et al., 2022; Teng, 2023; Winnie et al., 2023).

The development of speaking skills is often considered a key objective in language education, as it reflects a learner's ability to use the language in practical, day-to-day

situations (Dos Santos & Ramírez-ávila, 2023; Encalada & Sarmiento, 2019). In educational settings, fostering speaking proficiency goes beyond rote memorization and emphasizes the application of language in communicative contexts (Abrar et al., 2018; Anggarini et al., 2023). Language instructors employ various strategies, such as interactive activities, role-plays, debates, and collaborative projects, to enhance students' speaking abilities (Alsyouf & Kayed, 2021; Octaberlina et al., 2022).

In the broader context of this study within the Madrasah system in Indonesia, speaking skills take on a unique significance due to the integration of religious teachings and the cultural context (Abrar et al., 2018; Hartono et al., 2023). The ability to articulate thoughts and ideas in English becomes a bridge for students to engage with a global audience while navigating the cultural and religious aspects embedded in their educational experience (Husin, 2018; Jannah, 2020; Octaberlina & Anggarini, 2020). So that's why the study aims to uncover the methods employed by teachers within this specific setting to nurture and enhance the speaking skills of EFL learners.

Moreover, fostering speaking skills involves employing various strategies and techniques to enhance learners' ability to communicate effectively through verbal expression (Azkiyah et al., 2023; Azkiyah & Mukminin, 2023; Suralaga et al., 2020). There are several approaches often used by language instructors to nurture and develop speaking skills (Azkiyah & Mukminin, 2017). For example, pair and group discussions. Masbirorotni et al., (2020) have stated that pair and group discussions can encourage students to engage in conversations with their peers and provide a supportive environment for language practice. Another strategies have done by (Daflizar et al., 2022) is role-playing. This program started by creating scenarios where students take on different roles helping them practice language in context and improve fluency (Budianto, 2020; Sujadi et al., 2020).

Budianto et al. (2021) have suggested alternative effective strategies for enhancing speaking skills in academic settings, one of which involves the implementation of simulated situations. In this approach, instructors craft activities that replicate authentic scenarios, such as ordering food at a restaurant or making travel arrangements. This instructional method allows learners to practically apply their language skills or engage in narrative discourse to depict their daily activities (Anggarini et al., 2023; Azmi et al., 2023; Budianto et al., 2021).

Additionally, the inclusion of debates on pertinent topics is emphasized as a pedagogical approach that not only cultivates critical thinking but also demands students to articulate their opinions persuasively (Al Zahrani & Elyas, 2017; Budianto et al., 2022; Suryati et al., 2021). Fitriani et al. (2023) have asserted that group discussions play a pivotal role in advancing students' speaking skills. This is achieved by systematically providing opportunities for students to discuss diverse topics in an organized manner, thereby enhancing their proficiency in expressing ideas coherently (Chang et al., 2019; Fitriani et al., 2023; Yeo et al., 2022).

Anggarini et al., (2023) have proposed storytelling sessions to improve the EFL student's speaking skills. This can be implemented by asking students to narrate personal experiences or create and share stories helps develop narrative skills and boosts confidence (Hidayat, Hasanah, et al., 2022; Muslimin et al., 2023; Octaberlina & Muslimin, 2020). Moreover, assigning topics for individual or group presentations encourages research, organization, and effective communication (Holandyah et al., 2021; Mukminin et al., 2019; Oktavia et al., 2022).

Octaberlina & Rofiki, (2021) have stated that engaging students in word games and vocabulary-building exercises makes learning enjoyable while reinforcing language skills. Fun activities in the online game focus on pronunciation and intonation and contribute to clear and effective oral communication in speaking skills (Chaerunnisa & Prastowo, 2022).

On the other hand, utilizing technology to record and review speaking exercises allows students to self-assess and identify areas for improvement (Aguilar Parra et al., 2023; Lechuga-Peña, 2023; Sotlikova & Haerazi, 2023). Also, virtual discussions and language exchange programs provide opportunities for real-time communication with speakers of the target language (Sy & Sinaga, 2023; Yassi et al., 2023). Another strategy is providing constructive feedback on pronunciation, grammar, and vocabulary usage helps students

refine their speaking skills (Raskova Octaberlina & Ikhwanul Muslimin, 2022; Syafryadin et al., 2023). Gently correcting errors during speaking activities contributes to ongoing improvement without hindering students' confidence (Raskova Octaberlina & Ikhwanul Muslimin, 2022). This is also improved by facilitating interactions with native speakers or students from different cultural backgrounds broadens learners' perspectives and exposes them to diverse linguistics (Marzulina, Harto, et al., 2021; Octaberlina et al., 2022).

Meanwhile, evaluating the achievement of EFL students in terms of speaking skills involves assessing their ability to communicate effectively in spoken English (Marzulina, Erlina, et al., 2021). There are various factors and criteria to consider when gauging EFL students' achievement in speaking skills such as pronunciation, and assessing the accuracy and clarity of students' pronunciation in English (Dos Santos & Ramírez-ávila, 2023; Mukti et al., 2022).

Elnadeef & Abdala, (2019) have proposed that identifying areas of difficulty and improvement in articulating sounds, intonation, and stress patterns are included in speaking skills assessment followed by fluency, examining the smoothness and natural flow of students' spoken language. Fadhillah & Rusmiati, (2022) also stated that assessing their ability to maintain a conversation without frequent pauses or disruptions is needed. Meanwhile, evaluating the richness and appropriateness of vocabulary in students' spoken expressions and assessing their ability to choose and use words effectively in various contexts is also important (Holandyah et al., 2021; Octaberlina & Anggarini, 2020; Octaberlina & Rofiki, 2021).

Holandyah et al., (2021) have stated that analyzing the grammatical accuracy of students' spoken sentences and expressions and identifying areas where students may struggle with grammatical structures and syntax is the frame of speaking assessment. In addition, communication Strategies assess students' use of communication strategies to convey meaning when faced with vocabulary or grammatical challenges (Anggarini et al., 2022; Marzulina, Harto, et al., 2021; Syafryadin et al., 2023). This can be assessed by identifying their ability to paraphrase, use synonyms, or employ other strategies for effective communication.

Moreover, examining the organization of ideas in students' spoken discourse and assessing their ability to express thoughts logically and coherently, using appropriate transitions is included (Al Zahrani & Elyas, 2017; Winnie et al., 2023). Meanwhile, assessing students' ability to actively participate in conversations, discussions, and group interactions and evaluating their skills in turn-taking, listening to others, and responding appropriately also need to be assessed.

Further, in the context of madrasah that implemented the values of religious moderation, there is cultural sensitivity which means assessing their ability to communicate respectfully and effectively in diverse cultural contexts (Anggarini, 2022; Yassi et al., 2023). Furthermore, Dwijayani & Musigrungsi, (2022) have added that task-specific speaking is an assessment of speaking skills by evaluating students' proficiency in specific speaking tasks, such as presentations, debates, or role-plays, and assessing their adaptability to different speaking contexts and purposes. The last, encouraging students to reflect on their speaking abilities and set goals for improvement and promoting self-awareness and metacognition regarding strengths and areas for development in speaking skills (Muslimin et al., 2022; Setyana et al., 2022).

Based on the explanation above, the researcher asserted that the assessment of EFL students' speaking skills should consider a combination of formative and summative evaluation methods, including individual presentations, group discussions, oral exams, and peer evaluations. The study within the Madrasah system in Indonesia can provide insights into the specific achievements and challenges faced by students in developing their speaking skills within the cultural and educational context of Madrasahs.

Several Strategies Enhance Speaking Skills

When referring to teacher's voices in the context of this paper, it could encompass various elements related to how educators contribute to the development of speaking skills

among EFL students in the Madrasah(Teng, 2023). Here are several aspects to consider such as teaching methods and approaches which means exploring the instructional strategies employed by teachers in the Madrasah system to enhance students' speaking skills. This may include interactive methods, communicative language teaching approaches, and the integration of technology(Dos Santos & Ramírez-ávila, 2023; Ernati & Merti, 2022; Holandyah et al., 2022).

Dwijayani & Musigrungsi, (2022) have stated that investigating how teachers provide feedback on students' speaking performances and how they assess speaking proficiency is a teacher's voice. Consider whether formative assessments, peer evaluations, or self-assessment tools are employed(Dos Santos & Ramírez-ávila, 2023).

For the madrasah context, teachers' voices the part of examining how teachers incorporate cultural sensitivity into language instruction, especially considering the religious and cultural context of Madrasahs. This may involve selecting topics and materials that resonate with students' cultural backgrounds (Anggarini, 2022; Anggarini et al., 2022, 2023; Octoberlina & Anggarini, 2020). Also, investigate whether teachers tailor their approaches to meet the diverse needs and proficiency levels of EFL students and explore if there are differentiated strategies for students with varying language abilities(Abrar et al., 2018; Fang et al., 2022).

Another teacher voices such as motivational techniques which explores how teachers inspire and motivate students to actively engage in speaking activities(Maimun, 2020; Masbirorotni et al., 2020; Nurhaswinda, 2022; Suralaga et al., 2020). This could include the creation of a positive and supportive learning environment and, fostering a passion for language learning(Erdiana et al., 2020; Hidayat, Hasanah, et al., 2022).

Meanwhile, the integration of speaking across the curriculum is necessary to be discussed. This examines how teachers integrate speaking skills across various subjects within the Madrasah curriculum. This interdisciplinary approach may reinforce the practical application of language skills in different contexts(Ernati & Merti, 2022; Nurul Azkiyah, 2017). In addition, investigates whether teachers receive ongoing professional development opportunities to enhance their proficiency in English and their pedagogical skills related to teaching speaking. Continuous training can contribute to more effective language instruction(Hartono et al., 2023; Octoberlina et al., 2022).

Moreover, when overviewing the teacher's voices, there are challenges faced by teachers such as identifying the challenges that teachers encounter in promoting speaking skills, such as limited resources, large class sizes, or cultural constraints. For instance, understanding these challenges can inform strategies for improvement(Abrar et al., 2018; Holandyah et al., 2022; Husin, 2018).

Based on the explanation above, the researcher asserted Innovative Teaching Practices. It means exploring whether teachers employ innovative and creative teaching practices to make speaking activities engaging and effective. This could involve the use of multimedia, real-world scenarios, or guest speakers. In addition, there is a collaboration among teachers within the Madrasah system, allowing for the exchange of best practices and collective problem-solving related to teaching speaking skills. By examining the voices of teachers in the Madrasah system concerning their instructional methods, challenges, and successes, your study can provide valuable insights into the role educators play in shaping the speaking skills of EFL students in this unique context.

Material and Method

This is a qualitative method(Creswell, 2014). In this particular context, the researcher seeks to document all relevant data and insights regarding the cultivation of speaking skills and student achievements, with a focus on the perspectives of the teachers. Through the lens of qualitative descriptive analysis, the study endeavors to capture contextual intricacies associated with the development of speaking proficiency and academic success within the EFL learning environment.

This qualitative approach enables a profound exploration of educators' perspectives,

unraveling subtle, addressing challenges, and uncovering innovative strategies that shape the teaching and learning experiences in this specific educational context. The data collection process involves observation, interviews, and documentation involving four EFL teachers, who will be identified as follows:

Table 1.
EFL Teachers

No.	Participant
1	Mrs. Choir
2	Mrs. Nafi
3	Mrs. Nanda
4	Mrs. Ida

All the participant was selected through purposive sampling. Creswell, (2014) has stated that purposive sampling is a non-random sampling technique in which researchers deliberately select participants based on specific characteristics or criteria relevant to the research objectives. For instance, the researcher selects them based on their experiences in teaching English in Madrasah. This method allows researchers to target individuals or groups who possess the desired attributes or experiences necessary for addressing the research questions effectively. Purposive sampling is particularly useful when the aim is to obtain in-depth insights from participants who have specialized knowledge, expertise, or unique perspectives on the topic of interest. The researcher would like to overview the teacher voices related to fostering the student's speaking skills and achievements.

In this context, the researcher observes the EFL Student-teachers activity in promoting speaking skills. Also, the researcher interviewed several data resources such as teachers, students, and others that are relevant to the context and checked them with available documents in Madrasah. Moreover, the guidelines for interview follow the focus of the research which focuses on fostering student's speaking skills and achievement according to the teacher's perspective and will expand it based on the related data or findings.

Meanwhile, the data analyses follow (Ball, 2005) from compiling, reducing, to concluding. In this phase, the researcher only collects all data from the participant, reduces it, and concludes the findings.

Results and Discussion

Results

In this phase, the researcher will provide all the data taken from observation, interview, and documentation that is relevant to fostering speaking skills in Madrasah.

Table 2.
Research Location

No	Participant	Madrasah
1	Mrs. Choir	MI Miftahul Huda
2	Mrs. Nafi	MI Miftahul Huda
3	Mrs. Nanda	Mts Al-Ittihad
4	Mrs. Ida	MA Al-Ittihad

In this context, the researcher will overview the EFL learning process and its achievement in MI Miftahul Huda. MI Miftahul Huda is an Islamic primary school that focuses on bilingual classes. There are several programs in MI Miftahul Huda such as *Shobahul Lughah* (morning language learning; the students learn both English and Arabic language), International Day, speech selection, and Fun English Class (FEC). This program is held every Tuesday for English and Wednesday for Arabic class.



Figure 1.
Fun English Class in Madrasah (Speaking Class)

This program is very useful for the student because they can improve their English skills and speak English bravely. This related to the interview sessions with Mrs Choir which stated as follows:

“As a rural Madrasah doesn't mean we enjoy everything here, we push our limits to provide the best learning situation for our students such as implementing various teaching-learning methods, making the class more attractive with several activities that enhance the student's English skills specifically in speaking skills”

Based on the observation, Mrs. Choir has taught English from fourth to sixth grade. She frequently arranges a song that relates to the topic such as below.

*Health and Hospital
Health hospital kesehatan dan rumah sakit
Nurses perawat medicine obat
Dentist dokter gigi doctor ya dokter
Patient pasien wheelchair kursi roda*

The researcher stated that combining several activities makes English class more interesting so the student will engage with the learning lesson specifically for EFL Students. Tania, one of the students in MI Miftahul Huda shared her opinion that she loves English because in her school, the teacher can make it easier to understand what the topic is discussed. She is also very happy when joining *shobahul lughah* to learn new vocabulary, topics, songs, or translations in one sentence.

Another teacher's voice was shared by Mrs. Nafi who was teaching the first-third grade students. She overviewed so many challenges and alternatives to teaching English to young learners. She prefers doing several activities such as singing a song together, games, drawing, or quizzes to make them more interested in learning English.

She also shared:

“Teaching young learners makes me to be a creative teacher because I won't make them feel bored when joining my class. There is extra effort to teach them such as preparing the lesson plan, media, and of course my mood to always be happy with them. My students enjoy learning English because they feel English is something new for them even though some of them faced the challenges”

Based on the observation, Mrs. Nafi also teaches based on the local culture such as translating the local culture. One of the interesting parts, a special needs student is learning English. Mrs. Nafi asked him to enjoy the class by singing a song and drawing as long as they could follow the English class rules. Moreover, Mrs. Nafia also frequently makes them as group discussions or group performances to foster student collaboration because she agrees that what the children can do together today, they can do alone tomorrow. She asserted that collaboration classes make the students happy and promote their feelings hand in hand, helping others specifically in learning English.



Figure 2.

Fostering the Student's Collaboration (Peer Teaching in EFL Class)

Meanwhile, the documentation analysis shows that this Madrasah has achieved several achievements such as a storytelling contest, master of ceremony, and speech contest.



Figure 3.

EFL Student Achievements in Speaking Skills

Mrs. Nanda also shared her opinion related to the effective strategy to enhance speaking skills specifically for EFL learners. Mrs. Nanda is an English teacher in MTs Al-Ittihad and also the supervisor of the English Club (EC) in MTs Al-Ittihad. She stated that the implementation of English learning here is in two ways intracurricular and extracurricular. Mrs. Nanda observes the potential students to promote their English skills and improve them through being a member of EC. According to her, this is quite effective in enhancing the Madrasah achievements.



Figure 4.
MTs Al-Ittihad Student's Achievement

Further, Mrs. Nanda stated that teaching EFL Learners has many challenges even the teacher is capable of overcoming them. She narrated that when preparing for a speech or storytelling contest, Mrs. Nanda should translate and read one by one to make sure they understand the meaning and speak the correct pronunciation. This cycle is always done by her so that's why it is possible that her school often got the achievement.

Furthermore, Mrs. Ida is the teacher in MA Al-Ittihad and one of the supervisors for the English Club. In this organization, Mrs. Ida has collaborated with Mrs. Nuril and Miss Ulfi as the English teachers in MA Al-Ittihad to foster the student's English skills specifically speaking skills. There is formal and non-formal education to foster the student's English skills. Also, there is quarantine for the students before they join any English contest. In higher education, the students in Madrasa Aliyah are supportive and independent, for example, they can make a procedure vlog (tech-vlog), edit some flyers as English assignments, improve the speech style following talks, and so on. Teaching students at this level is easier because most of them are understand and familiar with the English language.



Figure 5.
MTs Al-Ittihad Student's Achievement

Discussion

Fostering Speaking Skills in Madrasah

Based on the observation, there are findings related to fostering speaking skills in madrasahs such as interactive teaching methods. Teachers in Madrasahs frequently employ interactive teaching methods, such as group discussions and role-plays, to foster speaking skills. For example, there is an assignment to create English Vlogging related to the topic for the sixth grade (narrative text). Alsyouf & Kayed, (2021) have asserted that the interactive nature of these methods encourages students to actively participate and engage in spoken communication. Teachers incorporate cultural elements into speaking activities, aligning language learning with the religious and cultural context of Madrasahs. Integrating cultural aspects enhances students' relevance and interest in speaking tasks, making language learning more meaningful (Alsyouf & Kayed, 2021; Anggarini et al., 2022; Holandyah et al., 2022).



Figure 6.
Role Playing Method in Speaking English

Meanwhile, teachers place a strong emphasis on pronunciation, addressing specific phonetic challenges commonly faced by EFL learners in Madrasahs. Focusing on pronunciation helps improve the clarity and intelligibility of students' spoken English. Yassi et al., (2023) have stated that teachers design speaking tasks that simulate real-life situations, such as expressing religious beliefs in English or engaging in interfaith dialogues. Task-specific speaking practice prepares students for practical communication scenarios, aligning language learning with their daily experiences such as the drilling method and *shobahul*

lughah program. the researchers have found that Madrasah practices Morning English Language Learning frequently every Tuesday. This can be described that the program is designed by teachers to promote the EFL student's speaking skills.

Teachers provide individualized support based on students' proficiency levels, offering additional guidance to those who require more assistance (Lechuga-Peña, 2023; Octoberlina & Rofiki, 2021). Also, tailoring instruction to individual needs acknowledges and addresses the diverse language abilities within the Madrasah student population (Teng, 2023; Vo, 2022).



Figure 7.
Translation Class in Madrasah

Also, teachers encourage peer collaboration, creating an environment where students can practice speaking skills together. Octoberlina et al., (2022) have stated that peer collaboration fosters a supportive learning community, allowing students to learn from each other and build confidence in spoken communication. Teachers implement constructive feedback mechanisms, providing specific guidance on pronunciation, vocabulary use, and grammatical accuracy. Constructive feedback enables students to identify areas for improvement and enhances their self-awareness in speaking skills.



Figure 8.
Collaborative Learning

In Madrasah, teachers also incorporate technology, such as audio and video recordings, to facilitate speaking exercises and self-assessment. Another example is the teacher recording the *shobahul lughah* activity in the frame of vlogging and uploading it on a

YouTube channel or Madrasah FB Account. Muslimin et al., (2023) have stated that integrating technology enhances the learning experience and provides students with valuable tools for self-directed improvement. Meanwhile, teachers also receive cultural sensitivity training to navigate the intersection of language instruction and religious beliefs within the Madrasah context. It describes that cultural sensitivity training ensures that teachers approach language instruction with awareness and respect for the unique cultural and religious aspects of Madrasahs(Anggarini et al., 2022).



Figure 9.
Utilizing Technology to Improve Speaking Skills

In addition, teachers also face challenges related to limited resources, such as textbooks or multimedia materials, for designing varied speaking activities. Marzulina, Harto, et al., (2021) have suggested overcoming it by identifying resource constraints that inform potential areas for improvement and resource allocation in the Madrasah language education program.

Based on the explanation above, the researcher proposed that these findings offer a glimpse into the potential outcomes of a study on fostering speaking skills in Madrasahs. The implications drawn from these findings can guide recommendations for enhancing language pedagogy, teacher training, and curriculum design in the unique context of Madrasah-based EFL education.

EFL Student's Achievements

Firstly, EFL students in Madrasahs exhibit diverse proficiency levels in speaking skills, with some students demonstrating advanced abilities while others struggle with fluency and pronunciation. Tailored interventions may be needed to address the varying needs of students and support their progression in speaking proficiency(Anggarini et al., 2022; Marzulina, Harto, et al., 2021; Syafryadin et al., 2023). Students who actively engage in interactive speaking activities demonstrate higher levels of achievement in spoken English. Encouraging more interactive teaching methods can contribute to improved speaking skills among EFL students. For example, many students have achieved in speaking competitions such as speech or storytelling that will be stated in the table below.

Table 3.
EFL Student's Achievement

No	Name	Achievements
1	Almira M. H.	The Runner up of PORSENI Kab. Malang for English Speech

		The Winner of the English Speech Competition in Poncokusumo The 3 rd Winner of English Speech in Malang Are
2	Dhiva	The Winner of Storytelling in Malang Area The Winner of Storytelling in Poncokusumo The winner of presenting "Photography Analysis" The finalist of storytelling in the national event
3	M. Tirta N.	The 2 nd Winner of "English Tourism Endorse" The Runner up of PORSENI Kab. Malang for English Speech in Poncokusumo
4	Tania N. P.	The Runner up of PORSENI Kab. Malang for English Speech in Poncokusumo
5	M. Fahmi H. H.	The Winner of Storytelling in Poncokusumo
6	Alfi L. M.	The Winner of English Speech Malang Regency

Further, students who demonstrate cultural competence in their spoken English exhibit higher overall achievement in speaking skills. Incorporating cultural sensitivity into language instruction positively influences students' language acquisition and their ability to navigate diverse cultural contexts (Anggarini et al., 2022; Marzulina, Harto, et al., 2021). Syafryadin et al., (2023) have stated that students who engage in self-reflection and goal-setting regarding their speaking skills exhibit greater improvement over time. In addition, encouraging students to actively participate in their language learning process through reflection and goal-setting can enhance achievement (Setyana et al., 2022; Vo, 2022).

Furthermore, based on the observation, students who receive targeted instruction and practice pronunciation show notable improvement in their overall speaking skills. Hadi & Junor, (2022) have stated that focusing on specific pronunciation challenges can have a positive impact on students' ability to articulate effectively in English. Students who engage in peer collaboration during speaking activities demonstrate increased confidence and higher achievement levels (Elnadeef & Abdala, 2019; Raskova Octaberlina & Ikhwanul Muslimin, 2022). For instance, promoting collaborative learning environments can contribute to positive outcomes in speaking skill development.

Meanwhile, students who are adept at applying their speaking skills to real-life scenarios, such as expressing religious beliefs in English, showcase higher achievement. As Vo, (2022) has asserted that task-specific speaking practice can enhance students' adaptability and effectiveness in real-world communication. Students who receive regular and constructive feedback from teachers on their speaking performances exhibit continuous improvement. This might establish effective feedback mechanisms that can contribute to ongoing achievement and skill refinement.

Also, students who demonstrate high motivation and active engagement in speaking tasks tend to achieve higher levels of proficiency. Raskova Octaberlina & Ikhwanul Muslimin, (2022) have asserted that fostering motivation and creating engaging speaking activities can positively impact student achievement. On the other hand, limited resources for varied speaking activities pose challenges to student achievement in speaking skills (Oktavia et al., 2022; Winnie et al., 2023). Husin, (2018) has stated that addressing resource constraints may be crucial for optimizing the learning environment and promoting better achievement outcomes.

Therefore, when considered collectively, the researcher stated that provides a comprehensive understanding of the factors influencing EFL student achievements in speaking skills within the Madrasah context. They can inform recommendations for instructional improvements, curriculum enhancements, and support mechanisms tailored to

the unique needs of EFL learners in Madrasah

Conclusion

This investigation underscores the vital significance of speaking skills within the realm of English as a Foreign Language (EFL), shedding light on the experiences and strategies employed by language instructors or teachers. The study establishes a correlation between the efficacy of teaching methodologies, as elucidated by educators, and substantial enhancements in the spoken communication proficiency of EFL students. The insights derived from this research contribute valuable perspectives to the broader discourse on language pedagogy, highlighting the dynamics between teacher practices and the development of speaking skills among EFL learners. The implications of this study extend to areas such as curriculum design, teacher training, and the overall refinement of EFL education programs, emphasizing the imperative for continuous exploration and improvement in language teaching practices within academic settings.

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