

Teachers' Strategies in Teaching Speaking Skills at Islamic Boarding School

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Abstract. This study aimed to explore the strategies that teachers use to teach speaking skills at an Islamic boarding school and to investigate the strengths and weaknesses of those strategies. A qualitative case study was conducted at Ar Rahmat modern Islamic boarding school in Majalengka, Indonesia, where students are encouraged to use English in their daily communication. The participants were two English teachers, two junior high school students, and two language administrators. Data were collected through observation, interviews, and document analysis, and were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014). The findings show that speaking skills were developed through four stages: vocabulary learning (drilling and memorizing), conversation (role-play and direct teaching), speaking performance (public speaking), and enrichment programs (drama and read-aloud). The strengths of these strategies are that they build students' vocabulary, pronunciation, fluency, cooperation, and confidence to speak. Their weaknesses are boredom caused by repetitive drilling and memorizing, limited supervision during role-play, difficulty for low-ability students in direct teaching, and students' nervousness, embarrassment, and shyness during public speaking, drama, and read-aloud. The study is expected to validate and extend previous research and to enrich references in English language teaching.

Keywords: strategy, speaking skills, teaching speaking, Islamic boarding school

1. INTRODUCTION

Speaking ability is a necessary skill for communicating in English. The capacity to communicate is essential because it is required in everyday activities. Wardhany (2020) stated that speaking is one of the essential abilities that English language learners must develop because they routinely engage with others to express

ideas or feelings effectively and coherently. Renandya & Widodo (2016) argue that speaking is characterized by dynamic interactions between mental, articulatory, and social processes. Thus, speaking plays a vital role in all aspects of daily life. Students must master speaking skills to build global communication. Moreover, this ability is the core of all other skills.

Islamic boarding schools are one of the educational institutions in Indonesia. Islamic boarding schools aim to control the students' lives 24 hours a day. The modern Islamic boarding school is one of the currently developing Islamic boarding schools. Modern Islamic boarding schools use creative learning techniques because they constantly change to reflect the times. Besides teaching the Koran, English-speaking programs in daily activities are intensified in Islamic boarding schools (Irfani, 2018; Holandiah et al., 2022). The language program aims to apply learning interventions to foreign language mastery to enhance students' abilities to speak and communicate the target foreign language in Islamic boarding schools (Utami et al., 2020). Students must use English to interact during daily activities outside of class. This behavior often occurs in boarding school settings. Students are familiar with communicating in the target language, so they are more assured when expressing their emotions in English. However, using English every day does not by itself guarantee that students learn to speak well. Teachers still have to plan how speaking is introduced, practiced, and evaluated in both classroom and dormitory activities.

In this respect, a strategy for teaching speaking is essential for teachers to have. The teacher must have a strategy so students can more easily accept the teaching process and achieve its goals. Razi et al. (2021) argue that teachers' strategies are a sequence of activities that are planned and arranged by teachers and include using techniques and various resources or advantages in learning. Ganna et al. (2018) propose that teachers use proper teaching strategies to encourage students to speak English. Depending on the needs and interests of the students, teachers might employ various instructional strategies to accomplish specified objectives (Anggraeni et al., 2020). Thus, the teacher's teaching strategy is also a significant factor in learning English for students.

Teaching speaking is essential for English instructors since it plays a significant role in language abilities. Brown (2014) states that teaching is the process of directing and encouraging learning and enabling and creating the conditions for learning. Teaching speaking can have an impact on student learning results. According to Renandya & Widodo (2016), teaching speaking is a systematic and theoretically principled approach to facilitating the students' comprehension of speaking processes and their development of speaking competence. Furthermore, According to Brown & Yule, referenced in Razi et al. (2021), speaking teaching allows pupils to communicate in the target language to handle basic interactive abilities. Teaching is referred to as a purposeful process for obtaining student knowledge. As a result, there will be a cycle of transferring information about speaking abilities and enhancing students' capacity to articulate their thoughts through speaking during the teaching process.

Within this teaching process, the boarding school atmosphere plays an important role in English language development because students must converse with one another in the same language. According to Tylén et al., cited in Nölle et al. (2020), language is a system of conventions continually reshaped by learning and usage in social interaction. Such interaction can become a positive communication habit in the

boarding school and, in turn, builds students' confidence; Tridinanti (2018) notes that the growth of speaking skills correlates with one's confidence in achieving the objective of language acquisition. Teachers and school officials in Islamic boarding schools therefore need to create programs and apply strategies that help students acquire the target language and prepare them for life beyond school.

Islamic boarding schools exist in most Islamic countries, including Indonesia, and Lestari & Pratolo (2019) mentioned that they receive different treatment from other institutions. Their 24-hour system, in which classroom learning continues in the dormitory, makes them a distinctive setting for studying how speaking is taught. Previous studies of teachers' strategies for teaching speaking have mostly been conducted in conventional school and college classrooms. Bakar et al. (2019) investigated the efficacy of project-based learning for improving students' speaking competence in technical colleges, Apriyanti & Ayu (2020) described the implementation of the think-pair-share strategy for secondary students, and Anggraeni et al. (2020) and Razi et al. (2021) examined teachers' strategies at the senior and junior high school levels. Research in boarding school settings is still limited: Lestari & Pratolo (2019) looked at the strategies of English teachers in an Islamic boarding school, and Holandiyah et al. (2022) focused on speaking challenges in a life skill program. These studies pay little attention to how teachers' strategies are arranged across the connected stages of a modern boarding school's speaking program, from vocabulary building and conversation to speaking performance and enrichment classes, or to the strengths and weaknesses of each strategy as seen by teachers, language administrators, and students. This study addresses that gap by describing the strategies used at one modern Islamic boarding school together with their strengths and weaknesses.

Therefore, the purpose of this research was to find out the strategies used by teachers in speaking activities in Islamic boarding schools and to investigate the strengths and weaknesses of those strategies. Oxford (2017) states that "strategies are specific actions, behaviors, phases, or techniques that students use to advance their competence in the foreign language they are learning" (p. 30). In addition, the researchers wanted to know the advantages and disadvantages of the strategies teachers have used there because, as discussed earlier, language use is mandatory for students to communicate in daily activities.

2. METHOD

2.1 Research Design

This study employed qualitative research methods. Qualitative research is a method for investigating and comprehending the significance that individuals or groups attribute to a social or human issue (Creswell, 2018). This approach was appropriate because the study sought to understand how teachers teach speaking and how the strategies are experienced by those involved, rather than to measure outcomes numerically.

The design of this research was a case study. Case studies are comprehensive contextual analyses of one or more instances of a natural phenomenon, such as a person, group of people, program, event, place, or decision (Tracy, 2020). A case study was chosen for three reasons. First, teachers' strategies for teaching speaking cannot be separated from their context: at Ar Rahmat, speaking is taught in classrooms and

also in dormitory and courtyard activities within a 24-hour language environment, so the strategies make sense only within this setting. Second, the research needed an indepth picture of one bounded program rather than a broad comparison across schools. Third, a case study allowed the researcher to combine several sources of evidence (observations, interviews, and documents) to understand each strategy and its strengths and weaknesses. The case in this study was the speaking program of Ar Rahmat Islamic boarding school in Majalengka.

2.2 Setting and Participants

This research was conducted at Ar Rahmat Islamic boarding school in Majalengka, a modern boarding school that runs programs to develop students' English skills. The researcher focused on the teaching strategies that teachers employed to facilitate the development of students' speaking skills. The participants were selected purposively according to their involvement in the speaking program. Two English teachers were chosen because they taught English and the English for Pesantren subject and were the ones who designed and applied speaking strategies in class and in boarding school activities. Two language administrators, who are trusted by the board of teachers to guide the vocabulary, conversation, and public speaking activities, were chosen because they could explain how the program runs daily and what rules apply. Two junior high school students, one from grade VIIB and one from grade VIIIA, were chosen as the recipients of the strategies so that strengths and weaknesses could also be seen from the learners' side.

2.3 Data Collection Techniques and Instruments

The researcher collected data through observations, interviews, and document analysis. The indicators for each instrument are presented in Table 1.

The researcher observed three occasions: an English lesson in class VIIIA taught by teacher 1, an English for Pesantren lesson in class VIIB taught by teacher 2, and the morning conversation activity in the mosque courtyard. The speaking activities were recorded in field notes using an observation guide. After that, the researcher interviewed the two English teachers, the two language administrators, and the two students using an interview guide, to explore the current condition of the English-speaking learning programs designed by teachers at the Islamic boarding school. In addition, the researcher also collected document data through lesson plans and several photos of activities at the boarding school related to speaking activities.

Table 1. Indicators of the research instruments

Instrument	Source	Indicators
Observation (field notes)	English lessons in VIIA and VIIB; morning conversation activity	1) How the teacher or administrator introduces and models the activity (explanation, examples, demonstration) 2) Speaking tasks done by students (imitating, repeating, dialogue, speech, performance, reading aloud) 3) Students' participation and use of English 4) Feedback, correction, and supervision given by teachers and administrators 5) Students' responses and difficulties (e.g., boredom, shyness, off-task behavior)

Interview	English teachers (2)	1) Strategies used for teaching speaking and the reasons for using them 2) Procedure of each strategy 3) Perceived strengths of the strategies 4) Obstacles or weaknesses and how they are handled
Interview	Language administrators (2)	1) Schedule and organization of vocabulary, conversation, and public speaking activities 2) Targets, rules, and sanctions for using the language 3) Role in guiding and supervising students 4) Perceived strengths and weaknesses of the activities
Interview	Students (2)	1) Speaking activities they experience 2) Perceived help of the activities for their speaking 3) Feelings during the activities (confidence, boredom, nervousness, embarrassment) 4) Difficulties they face
Document analysis	Lesson plans	1) Learning objectives and speaking materials 2) Teaching strategies and learning activities 3) Assessment or feedback on speaking
Document analysis	Photos of activities	1) Setting and organization of the activities 2) Students' participation in the speaking activities

2.4 Data Analysis

The researcher adopted the data analysis techniques of Miles, Huberman, and Saldaña (2014). The steps below describe how each stage was applied in this study.

2.4.1 Data collection

Interview recordings, field notes from the three observations, lesson plans, and photos were gathered and organized according to the four learning stages found in the program (vocabulary learning, conversation, speaking performance, and enrichment), following the research problems: the strategies used by teachers and their strengths and weaknesses.

2.4.2 Data reduction

Interviews were transcribed and read repeatedly together with the field notes and lesson plans. The researcher selected and coded the parts that described a teaching strategy (e.g., drilling, memorizing, role-play), the procedure of its use, and its strengths or weaknesses (e.g., students' confidence, boredom, nervousness). Information unrelated to speaking was set aside.

2.4.3 Data display

The reduced data were displayed as descriptive text and tables. Table 2 summarizes the learning stages and strategies, and Table 3 summarizes the strengths and weaknesses of each strategy. Quotations from teachers and students are used as evidence.

2.4.4 Conclusion drawing and verification

The researcher drew conclusions about the strategies and their strengths and weaknesses, and checked them by comparing the observation, interview, and document data. In this way, the conclusions are supported by evidence from the data collection stage.

3. RESULT

To succeed in the goal of English language activities in modern boarding schools, the teacher has determined steps that can support speaking proficiency. In addition, it was accompanied by the teachers' strategy in teaching because this will affect the learning outcomes at the boarding school. Based on the first observation in class VIIA during English lessons, teacher 1 attempted to familiarise students with how to respond to simple questions in English, such as how they are, how they feel, etc. Teacher 1 tried to encourage class participation by asking students for their opinions, to which they were required to respond in English. Additionally, teacher 1 needed students to take turns reading and responding to queries whenever they discussed an exercise. The teacher and classmates assisted students who needed help communicating or answering questions.

Furthermore, the researcher observed English for Pesantren learning in VIIB, where teacher 2 emphasized student comprehension, the meaning of vocabulary, and practice. Teacher 2 encouraged students to expand their vocabulary by consulting a dictionary. Additionally, students must memorize the provided vocabulary. The vocabulary would be repeated until the students could articulate it correctly. Students' understanding was also routinely assessed by demonstrating the object of the vocabulary's meaning in the classroom. The teacher also organized ice-breakers, allowing students to practice speaking skills through dramatic performances.

The researcher also observed one of the boarding school activities, namely morning conversation. This activity allowed students to practice speaking skills with friends. In the morning conversation activity, the teacher was assisted by the language administrator in giving examples of conversation text to students through dialog. All students attended this activity and gathered in front of the large mosque courtyard. The teacher practiced the dialogue, then the students imitated and repeated it several times. After that, students were allowed to practice with friends under the control of language administrators. In addition, the language administrator also asked some students to demonstrate the conversation in front of all their friends. Before starting the simulation, the administrators gave a jargon so students remained enthusiastic and ready.

The following were the results of the researcher's observations regarding activities that were closely related to speaking skills development in Islamic boarding schools and their strategies.

Table 2. Learning stages and teachers' strategies

Learning Stages	The Strategies Applied by Teachers
Vocabulary Learning Activity	1) Drilling, 2) Memorizing
Conversation Activity	1) Role-play, 2) Direct teaching strategy
Speaking Performance Activity	Public speaking
Enrichment Program	1) Drama, 2) Read-aloud

Some activities were closely related to speaking skills development in the boarding school, such as vocabulary learning, conversation, speaking performances, and enrichment English programs, all of which applied as much as possible to using daily language in the boarding school environment. These activities were also maximized by using strategies that teachers have designed to make these activities successful, and students can participate in these activities and get the core of learning.

3.1 Vocabulary Learning Activity

This activity took place on Monday through Thursday in the afternoon. Usually, vocabulary provision activities would be guided by administrators trusted by the board of teachers to assist activities at the boarding school. The vocabulary presented was more related to the objects around, and the vocabulary was given at once in three languages: English, Indonesian, and Arabic.

3.1.1 Drilling

The drilling strategy was the teacher's first step in introducing vocabulary to students in a boarding school environment. According to teacher 2, she said:

"Strategies often applied there are drilling and repetition. That is the initial stage for students to recognize various vocabularies."

At first, the teacher gave two or three vocabulary words that will be repeated up to three times as a demonstration. Meanwhile, students would listen while the teacher was practicing the vocabulary. After that, students tried to repeatedly imitate the teacher's words until they could imitate them well. Indirectly, students memorized the vocabulary that had been spoken frequently. Then, students are allowed to record the vocabulary given earlier. Syakur et al. (2019) proved that the drilling method for learning new vocabulary is effective by having the teacher pronounce the language and have students copy it.

In addition to vocabulary, students were also given one simple expression for each word so that students knew how to arrange or include the word in a complete sentence. After students understood, they were required to make other sentences in the same word, and some might be appointed randomly to present the sentences made. According to Brown & Lee (2015), this ability to practice intonation and focus on particular features of language form. In addition to students being more fluent, this strategy also creates a habit so students are accustomed to practicing the language.

3.1.2 Memorizing

This strategy continues the above process, where students must memorize the vocabulary given by the teacher and language administrator. After the vocabulary was

given and repeated by students, students must remember three words daily. Teacher 1 explained that “... *but in Islamic boarding schools, there is usually a target for every week's deposit.*” It indicated that one of the student's language acquisition starts from memorizing vocabulary; from here, students know a lot of vocabulary. According to Brown (2014), memorizing vocabulary includes behaviors that are related to preparing and training the linguistic parts needed to perform language tasks in the future. This strategy is commonly used in language-based boarding schools to enrich vocabulary knowledge. Teacher 1 also said that this was an effort for students to improve their memory in language, especially when the memorized words would be practiced in daily activities.

This strategy can form a student's habit. Students became accustomed to memorizing and easily accepting new vocabulary, which is easy to memorize. It is also supported by the application of language use in daily activities so that students are required to practice the vocabulary they have memorized. As a rule, in the cottage, the vocabulary given must be practiced. That way, there will be consequences for students who do not practice the word, namely, the punishment determined by the relevant party.

Applying drilling and memorizing techniques to teaching to introduce and memorize new English vocabulary can help students' long-term ability to communicate in the language (Marcelina et al., 2022). Although it is known as a convenient way of learning, this strategy is still proven to produce good learning and is very helpful for students in learning to speak in Islamic boarding schools.

On the other hand, students who learn and memorize vocabulary have an incredible impact on speaking skills. It can be a provision for students to support their speaking skills and make it easier to practice the language in daily activities (Meliana et al., 2018). However, the researcher also found areas for improvement in this activity, as stated by teacher 2:

“The obstacle usually felt is that the children can get bored and tired because I keep drilling.”

Some students felt bored and not excited because they kept repeating words they considered able to pronounce. Meliana et al. (2018) said that students would feel bored and tired when they have to memorize many times. It can lead to a need for more students to master vocabulary. So teachers try to create interactivity with students, build communication so that students can still respond to teachers in class.

3.2 Conversation Activity

Conversation activities were one of the activities of developing students' speaking to practice speaking with interlocutors or friends. This activity is usually done once a week on Sunday morning. This activity lasts about thirty minutes, emphasizing practice so that students have conversations with interlocutors. In addition, this activity was interspersed with singing or giving jargon so that the activity could have been more exciting.

3.2.1 Role-play

The teacher applied the role-playing strategy in this conversation activity so that students practice the material provided directly. The material in this activity was in the form of dialog, and students took turns playing the dialog role with the

interlocutor. In this activity, students line up and face each other. In the beginning, the administrator, who the teacher has trusted, has written the conversation material given to the students on the blackboard. Then the teacher and administrator gave examples of repeatedly reading the dialog. Then the students tried to read and imitate afterward. After that, it was continued by practicing with the interlocutor before them. But another way was that students sometimes faced each other; sometimes they were divided and grouped by level, and then the administrators divided their roles. Each level practiced its part in the dialogue. In this part, the teacher went around as a supervisor and gave feedback or corrections to students when playing their roles.

Role play is also considered to help students improve their speaking skills. Harmer (2015) said that simulation or role-play encourages students to speak more fluently and trains students in certain situations. In demonstrating role play, students must know and understand the situation and setting of the dialog content that they will demonstrate, such as conversations in the cafeteria, library, or class. This strategy is effective because it fully trains students in speaking. Students are trained to speak more freely, where they can express their roles and be as creative as possible. Role-play activities with friends make this activity more fun and less awkward. Students can correct each other's speech.

3.1.3 Direct Teaching Strategy

The direct teaching strategy was commonly used by teachers in Islamic boarding schools in conversation activities. This strategy aimed to train children to get used to listening to English. In this strategy, the teacher spoke English without translation. At the beginning of this activity, the teacher opened the activity in English, starting from the opening, asking for news, explaining the material, core activities, and closing. The teacher tried to demonstrate the movement on the vocabulary part that needed to be understood by the students. Next, the teacher practiced the dialog 2-3 times. Afterward, the teacher asked the students to practice the dialogue with their friends, as exemplified by the teacher.

Based on the observation, this strategy was commonly used in morning conversation activities because the teacher takes a role in learning. The teacher interacts more and explains the whole material from opening to closing. The teacher will try to explain the material more efficiently, even without translation. When students do not understand a specific word, the teacher will demonstrate and explain with the most accessible language level. Putri (2022) also mentioned that using this strategy is easier for students to understand than they read the book by themselves because the teacher not only explains clearly, but the teacher will also give examples.

Based on the strategies applied in the morning conversation activity, the researcher considers that the role-playing and direct instruction strategies have weaknesses that still need to be fully resolved. The student and teacher factors are essential to this strategy's success. When the role-play activity occurs, the teacher allows all students to demonstrate the role given. However, the limited number of teachers and language administrators who monitor this activity causes some students to not be serious in practicing and sometimes accompanied by excessive jokes with friends. Meanwhile, the direct instruction strategy must often be clarified to understand the material. However, this strategy is unsuitable for students with a low ability level because they will find it more difficult to understand.

However, both strategies also have advantages that help students continue to develop speaking skills. Students are more confident to speak, cooperate with friends during learning activities, and dare to practice the language. Wulandari (2020) states that role play improves pronunciation and confidence in speaking English. On the other hand, these strategies also illustrate students' activities in applying language in a boarding school environment.

3.3 Speaking Performance Activity

In the speaking performance activity, students were allowed to perform and practice speaking. In addition, the teacher utilized this activity to assess and measure students' abilities so that the teacher can provide feedback on each performance

3.3.1 Public Speaking

The public speaking activity was held once a week. In this activity, students practiced speeches and performed in front of their friends. As in the interview session with teacher 2, the teacher said:

“The public speaking activity presents the children to practice speeches in three languages. There are speeches in Indonesian, English, and Arabic. Then they will perform in front of the class and be watched by their peers.”

This activity was routinely conducted to train students to dare to appear and speak in public, even in a small environment. This activity was carried out in each class. In this activity, the administrators divided the speakers into three languages: Indonesian, English, and Arabic. The series of events in this activity, according to language administrator 1 and language administrator 2, begins with the opening by the host, followed by the reading of the holy book and Salawat, speeches, and summary taking. In this activity, each class has guests, namely teachers. The teacher here was a supervisor and provided feedback and evaluation at the end of the activity.

At the end of this activity, speeches were also taking the essence of some students. Teacher 2 said:

“After the speech performance, there is a summary so that the host randomly selects the audience to convey the conclusion of the previously delivered speech. That way, students inevitably have to listen to their friends when making speeches.”

Students also need to have mental and self-confidence in delivering speeches. Due to time constraints, this activity is more often found in the boarding school environment than in schools. This strategy is carried out by students as a vehicle to improve speaking skills in the field of language and da'wah, increase students' insight into foreign languages, and improve the quality of students' language in oral and written (Mufidah, 2017). Through this activity, the teacher can see how far the students' abilities are and how they can deliver their performance. The teacher can provide evaluation and input to improve their performance.

Furthermore, students' favorite activity at the boarding school is public speaking. Teachers use this strategy to improve students' ability to speak in public and form an attitude of courage and confidence. In addition, this activity also trains students to speak English using the correct structure. According to Ajizah et al. (2021),

public speaking can teach students to communicate in different places and situations by using the right way and method. But on the other hand, he also said that students often feel nervous and afraid because some students are not used to and have never understood and studied the phenomenon of public speaking. Although this activity is a challenge that is difficult for some students to face, it becomes a fun activity when students see their friends perform in front.

3.4 Enrichment Programs

In addition to the above activities in the boarding school environment, school activities also supported the development of students' speaking skills through classroom subjects. The junior high school in this boarding school had additional subjects specifically for class VII (new students), namely English for pesantren subjects. This subject was different from the English subject. Teacher 2 said:

“This lesson (English for pesantren) contains the basics of vocabulary and daily conversation. This lesson is aimed at familiarizing children with practising daily conversation in the dormitory, so it can help increase their vocabulary and allow them to listen to light conversations about daily life.”

English for pesantren materials explained more about the vocabulary of objects, activities, forms, places, and others. This subject was to support daily conversation because it was specialized for new students. Especially now that many elementary schools no longer teach English subjects. Therefore, English for boarding school subjects aimed to help seventh-grade students more easily know a lot of vocabulary and short, light dialogues for everyday life.

3.4.1 Drama

The teacher challenged the children to make a mini-drama in the English for Pesantren lesson. In the interview session, student 1 said, *“there is usually drama for entertainment in class. We make our dramas, initially using Indonesian and later translated into English.”* The teacher gave the assignment to make a short drama at the end of each meeting. Initially, the teacher divided the students into several groups; each group consisted of four to five students. The teacher asked free the theme of the short drama so that students could choose according to their wishes, such as fairy tales, Disney, legends, and so on. The teacher first asked the students to make a script in Indonesian and then translate it into English.

In this activity, the teacher asks students to practice the results of the drama they have made in front of the class. Students will work together in drafting the script and solving their problems. According to Harmer (2015), when allowing students to perform the drama script that has been made, students will practice reading it and repeating it continuously so that they will show their abilities and ensure that acting is a language learning and production activity.

The advantages of the drama strategy are that students are trained to work together in making scripts and translating them into English, forming students' courage in practicing and speaking in front of the class, stimulating students to produce a sentence. While the weakness of this strategy is on the students themselves, they often feel embarrassed and not good at performing a drama, they feel they don't have good speaking skills so they don't perform the task optimally.

3.4.2 Read-aloud

Teachers frequently asked students to read when there was a text. Teacher 1 and teacher 2 implemented this strategy. Teacher 1 said, “I always ask the students to read a paragraph at the end of a chapter,” Teacher 1 asked the children to read the text in the package book. Similarly, from the results of the interview with teacher 2, usually, in each chapter, there must be an exercise in the form of text, so the teacher asks students to read it. Before that, the teacher gives an example of how to pronounce it correctly then the children will imitate and read. Sometimes the teacher asked the children to read alternately, such as one child one paragraph. Another friend continues the following paragraph.

In addition, during an exercise, teacher 2 always asked students to read and answer the questions. The teacher appointed students to read the questions in turn. The goal was that students wanted to speak in class, and they got their share of speaking opportunities. This method effectively determines students' ability to speak and encourages them to practice speaking in class. The teacher will listen carefully and correct the wrong pronunciation so the students can learn directly. According to Brown & Lee (2015), the read-aloud strategy belongs to speaking intensive activities, which go one step further than imitation by including speaking performances designed to train some phonological or grammatical aspects. Therefore, the strategy is considered to be able to train students to improve speaking skills at a higher level.

The read-aloud strategy encourages students to be proficient in speaking. In addition, students' speaking skills can also be assessed by the teacher through this activity. The advantages of read-aloud make students proficient in pronunciation and speaking, increase students' vocabulary, and foster self-confidence. Ready (2021) explains that read-aloud activities are designed to practice grammatical and phonological aspects of language. Meanwhile, the weaknesses of this strategy are that not all students are able to read the text well, some sentence pronunciations are still unclear, and students feel shy. Therefore, teachers always facilitate students in every application of the strategy to provide constructive evaluation and feedback to students.

3.5 Summary of Strengths and Weaknesses

Table 3 summarizes the strengths and weaknesses of each strategy found in this study.

Table 3. Strengths and weaknesses of the teachers' strategies

Strategy	Strengths	Weaknesses
Drilling	Helps students recognize and pronounce new vocabulary; builds a habit of practicing; makes students more fluent	Students get bored and tired because the same words are drilled repeatedly
Memorizing	Enriches vocabulary; forms a habit of memorizing and using words in daily activities	Students feel bored and tired when they must memorize many words repeatedly
Role-play	Encourages fluency and creativity; trains students for certain situations; makes practice enjoyable and less awkward; students correct each other	Too few teachers and administrators to supervise, so some students are not serious and joke excessively
Direct teaching	Familiarizes students with listening to English; teacher's demonstration and	Material often needs clarification; unsuitable for students with low ability

	examples make material easier to follow; builds confidence	
Public speaking	Trains courage and confidence to speak in public; teacher can assess and give feedback; favorite activity of students	Students feel nervous and afraid, especially those unfamiliar with public speaking
Drama	Trains cooperation in writing and translating scripts; builds courage and helps students produce sentences	Students feel embarrassed and think they are not good at performing, so they do not perform optimally
Read-aloud	Improves pronunciation and vocabulary;	Not all students read well; some

4. CONCLUSION

Based on the discussion in the previous chapter, Ar Rahmat boarding school applies many types of strategies in teaching speaking skills. Previously, this boarding school implemented English and Arabic in daily activities. The learning stages of developing language skills start with the vocabulary learning activity, morning conversation activity, speaking performance activity, and enrichment program. Each stage of language learning uses different strategies. The strategies used in vocabulary learning activities are drilling and memorizing strategies. It is a basic stage for students before practicing the language they must have enough vocabulary. Morning conversation activity uses role play and direct teaching strategies. At this stage students begin to be trained to express sentences commonly used around the cottage environment and practice with interlocutors. In addition, the speaking performance activity applies public speaking strategies. Speaking performance activities train children to produce or display the results of their learning so that the teacher knows the students' abilities during learning. Finally, the enrichment program uses drama and read-aloud strategies. This program is actually held as a supporting subject. This shows that language activities at the boarding school are also supported by learning in the classroom especially since this program is specifically given to new students in grade VII of junior high school. Those strategies above work well, it is effective and help students in language learning at boarding schools.

In conclusion, overall the activities have been running well, and the strategies have strengths that help students develop vocabulary, pronunciation, fluency, cooperation, and confidence in speaking. However, each strategy also has weaknesses: drilling and memorizing can bore students, role-play needs more supervision, direct teaching is difficult for low-ability students, and public speaking, drama, and readaloud can make students nervous, embarrassed, or shy. Although students still use mixed Indonesian on particular unknown vocabulary, the teacher always appreciates every student's effort in every speaking practice. Teachers also provide evaluation and feedback in every activity and in the dormitory environment.

Theoretically, the findings support earlier research showing that planned teaching strategies and a language-rich environment help students develop speaking skills (e.g., Wulandari, 2020; Marcelina et al., 2022). They extend that research by

showing how strategies are arranged in four connected stages in a modern Islamic boarding school, and what strengths and weaknesses each strategy has there.

Practically, English teachers and language administrators can (1) vary drilling and memorizing activities, for example with songs, games, or short dialogues, to reduce boredom; (2) add supervisors or student leaders during role-play so that every group stays on task; (3) use simpler language and more demonstrations in direct teaching for low-ability students; and (4) prepare students gradually for public speaking, drama, and read-aloud, with supportive feedback, to lower nervousness and embarrassment. School leaders may use these findings to evaluate and develop the language program. Future research may involve more boarding schools and measure the effect of each strategy on students' speaking performance, because this study was limited to one school and a small number of participants.

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