

Teachers' Methods in Developing English Speaking Skills of Grade III Students of MI Bilingual Maslakul Huda: An Analysis of Teaching Practices

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Abstract

This study aims to analyze the methods used the teachers in developing English speaking skills of grade III students at MI Bilingual Maslakul Huda. Mastery of English is an important aspect in learning a foreign language, especially at the basic education level which serves as the foundation of global communication. This study uses a descriptive qualitative approach with data collection techniques through observations, interviews, and documentations. Data analysis was carried out using the Miles and Huberman model which included data reduction, data presentation, and conclusion drawn. The results of the study showed that they applied the various communicative methods such as role plays, games, task-based learnings, and problem-based learning to increase the students' courage and fluency in speaking. In addition, the bilingual program implemented by the school also supports the creation of a conducive and interactive learning environment. Thus, the application of communicative speaking and contextual methods has proven to be effective in developing the English-speaking skills of primary school students

Introduction

English has become a very important international language to master in today's era of globalization and technological advancement. Mastery of English language skills, especially speaking skills, is a crucial competency that the students need to be able to communicate effectively in the various global contexts. This is in line with the importance of using English in real-life and social contexts, which is a fundamental principle in learning English as a foreign language(Maduwu, 2016). In addition, success in speaking English is not only determined by grammar or vocabulary memorization, but also by the ability to apply the language in real-life situations, such as actively interacting and communicating

(Tomlinson, 2005). Learning English from an early age is a major focus in the national education system because of the importance of mastering foreign languages to prepare a generation that is competent and able to compete at the global level. Early English proficiency can make it easier for the children to communicate and share ideas effectively, as well as support their future success in the various aspects, including education and careers (Sukmawati et al., 2023).

At MI Bilingual Masalakul Huda is a learning program that combines the use of two languages, namely Indonesian as the mother tongue and English as a second language, applied to create a conducive learning environment and support the improvement of students' English language skills as a whole. The bilingual program at MI aims not only to introduce English conceptually but also to develop practical communication skills, especially speaking, which are often considered the most challenging for second language learners (Setyowati, 2020).

The teaching methods applied by the teachers in learning at MI bilingual masalakul huda play a very important role in the success of the students mastering English speaking skills. Commonly used learning models, such as Task-Based Learning (TBL), Problem-Based Learning (PBL) and Communicative Language Teaching (CLT), encourage the students to actively interact and use english in a real and communicative context. In addition, the cooperative model is also widely used to increase a student participation through group work that allows them to practice speaking intensively with peers (Setyowati, 2020).

The implementation of MI bilingual programs in several, such as the Linguistic Class Program (LCP), has shown positive results in the form of improving students' English speaking skills through the various activities that are designed systematically and sustainably. In this program, the teachers apply the various teaching techniques and strategies such as role play, simulation, and the use of audiovisual media that are interesting and relevant to the students' world, which can arouse their interest and motivation to learn (Karimah, 2019). The success of this program is also supported by a balanced approach between the use of English as the language of instruction and Indonesian as the language of explanation to help with in-depth understanding of the material.

In addition to learning methods, teacher competence is also a key factor in developing students' speaking skills. they who are creative, innovative, and able to manage the classroom well will facilitate a pleasant learning atmosphere, therefore, it can increase the students' confidence in using an active English, especially in speaking (Sari, 2024).

Obstacles such as limited facilities and lesson time can sometimes be a challenge, but with adaptive strategies, they are able to maximize the potential of bilingual learning.

Based on this, condition this study is important to analyze the teaching practice of bilingual MI teachers in developing English speaking skills of bilingual MI 3rd grade students Masakul Huda Huda Dinggok. By knowing the methods and strategies applied, this study can provide an empirical picture that is useful for improving the quality of learning in MI Bilingual maslakul Huda.

Method

This study uses a qualitative research method with a descriptive approach. The qualitative approach was chosen because it aims to understand and describe in depth the teaching practices of them to develop the English speaking skills of grade 3 students in bilingual MI. This method allows a researcher to obtain the data in the form of words, actions, and natural contexts in the field without changing the existing situation (Dr. Yudin Citriadin, 2020).

This research was carried out at MI Bilingual Maslakul Huda with research subjects in the form of thrid grade English teachers and thrid grade students. Research data was collected through observation, interviews, and documentations. Observations were carried out to directly observe the teaching methods of speaking applied by teachers, while interviews were carried out with teachers and several students to explore experiences, strategies, and obstacles in a learning. Process documentation in the form of learning notes and teaching materials are used the as supporting data.

Data analysis was carried out using the Miles and Huberman model which includes three stages, namely data reduction, data presentation, and conclusion or verification (Miles, 1994). Data reduction is carried out by selecting and focusing a relevant information. The presentation of data is arranged in the form of narrative and thematic descriptions, and conclusions are drawn by looking for the patterns and meanings from the data obtained.

Data analysis is carried out with content analysis techniques, which are organizing and interpreting the data that has been collected to find patterns, themes, and interpretations that are relevant to the research objectives. The validity of the data is strengthened through triangulation techniques, which are comparing data from observations, interviews, and documentation therefore the research results are more accurate and reliable (Dr. Yudin Citriadin, 2020).

Using this method, the research is expected to provide a complete and comprehensive picture of teachers' methods in developing English speaking skills in bilingual MI students, therefore they can provide the useful recommendations for the development of more effective teaching methods.

Findings and Discussion

The results of the study show that the purpose of teaching speaking at MI Bilingual Maslakul Huda is to foster the courage, activeness, and habit of the students in using English naturally in daily life. Teachers do not only target them to be able to memorize vocabulary or master grammar, but also to get them used to communicating ideas, feelings, and experiences using English in a simple context.

Speaking is one of the productive skills in a language learning. According to Brown, defines speaking as the ability to express thoughts, ideas, or feelings orally through meaningful sound symbols (Brown, 2001). Meanwhile, according to Nunan, added that speaking is a basic skill that functions as a main communication tool to interact with others (Nunan, 2003). Thus, the main goal of learning speaking is not only to teach them how to pronounce the words or sentences in a foreign language, but also therefore they are able to use the language in a real social context.

The results of the study show that the main goal of learning speaking at MI Bilingual Maslakul Huda is to foster students' courage to use English in a daily life. They do not demand them to be grammatically perfect, but rather emphasize fluency).

“The main goal of learning to speak in grade 3 is for them to have mastery of as much basic vocabulary as possible and dare to try to speak, even though they still mix their mother tongue or Indonesian (*ngoplos*). Focus more on boldness and active use of vocabulary than on grammar perfection”(Andri Apriliansyah, personal communication, August 20, 2025)

“The key to being able to speak English is that the vocabulary must be many. In addition, it must be practiced every day. It is useless to have a lot of vocabulary but not practiced, you will not be able to develop.”

“Bilingual programs emphasize English therefore children they do not stutter in a communication globally. The point is they can master English as early as possible” (Erديان Anggi Saftri, personal communication, August 22, 2025)

The statement shows that the learning process is not oriented to the final result, but to the of students courage in trying to use English. Teachers emphasize a meaningful

communication more, because by practicing speaking frequently, they will naturally correct their mistakes over time. This is in line with the view of Harmer who states that in language learning in elementary school, the aspects of fluency and confidence are much more important to be developed than grammatical accuracy (Harmer, 2001).

In the learning environment at MI bilingual applied in this school, it also strengthens the learning goals of speaking. Programs such as English Day and ECI (English Competence Improvement) are effective means to familiarize them with using English outside of formal lesson hours. Through these activities, they are encouraged to use English in simple interactions with their teachers and friends, such as when asking permission, greeting or asking something. These small habits help shape the students' courage to speak English without fear of being wrong. This approach is in line with the principle of Communicative Language Teaching (CLT) put forward by (Richards & Rodgers, 2014), where the success of learning a language is measured by the ir abilities to use the language to communicate in a real and meaningful way.

Thus, the purpose of learning speaking at MI Bilingual Maslakul Huda is not only limited to improve the students' speaking skills, but also to form a positive attitude towards English. They are expected to have an intrinsic motivation to learn, dare to express themselves, and be able to use English in a daily life. Through communicative, fun, and habit-based learning, the school seeks to produce a generation that is not only able to understand English, but also confident in using it as a global communication tool.

Speaking Learning Methods

Learning methods are a systematic approach used by the teachers to achieve learning goals in the context of language teaching, (Richards & Rodgers, 2014), explain that methods are a set of procedures or techniques used in the language learning process, while strategies are special steps that teachers apply to adapt a learning process to the students' conditions. (Brown, 2001) emphasized that the selection of methods and strategies must be adjusted to the age, ability, and characteristics of the students for learning process to be more effective.

Based on the results of the research, teachers at MI Bilingual Maslakul Huda apply various learning methods and strategies to develop the students' speaking skills. The approach used is communicative, active, and fun, with the aim that they can learn English naturally through hands-on practice. The most commonly applied methods include Role Plays, Games, Simulations, Tasks-Based Learning (TBL), and Problem-Based Learning (PBL). In a combination with the method, it is adjusted to the characteristics of third grade

students who are still at the stage of concrete development and need the interactive learning activities.

The teacher explained that the most frequently used methods in class 3 are role play, games, and simulations. Delivery,

“The various methods that are most often applied, yes, there are some in this class. First role play, they students play the role of certain characters. Both games, and the last simulation, students simulate real situations to practice speaking and interacting skills. I use this method because it can increase a student motivation and involvement” (Erديان Anggi Saftri, personal communication, August 22, 2025, p. 1).

Through activities such as buying and selling simulation games, and conversations, they practice speaking in a context that resembles everyday life. This role play and simulation approach has proven to be effective because it helps them practice using English contextually. Teachers do not only play the role of the teachers, but also the to facilitators who guide and provide feedback gradually. This principle is in line with the view of (Piaget & Cook, 1952), who affirms that children learn better through direct experience (learning by doing) at the concrete operational stage. By taking an active role in simulated activities, they do not only memorize vocabulary, but also understand their meaning in the real communication situations.

In addition, the TBL (Task-Based Learning) approach is also widely applied by the teachers, especially by third grade BCP 3 teachers. Reveals that,

“For grade 3, here we use task-based learning. Because thrid grade students to string the sentences or speak English need to compose sentences first, then memorize. Only then students can communicate” (Andri Apriliansyah, personal communication, August 20, 2025, p. 3).

In this method it is possible for then to learn language through simple communicative tasks, such as composing a conversation or creating short dialogues. According to (Ellis, 2003), Task-Based Learning is effective because it encourages students to learn a language through the completion of the meaningful tasks that resemble real-world communication.

Meanwhile, BCP2 grade 3 teachers are more likely to apply the PBL (Problem-Based Learning) approach to foster critical thinking skills as well as active communication. He stated,

“I use Problem-Based Learning more often because this approach provides real problems that trigger then to actively talk and cooperate. The reason is that learning is

more contextual and meaningful” (Hariq Arisnoi, personal communication, August 11, 2025, p. 2).

In practice, the teacher gives a simple situation such as "how to buy food in the canteen" or "ask the teacher for permission," then students discuss and practice the conversations based on the situation. To support the implementation of these methods, the teachers also use a various learning media such as Smart TVs, flashcards, and PowerPoint to make the learning atmosphere more interesting and not monotonous.

“Sometimes you can use a Smart TV to support English learning, for example showing interactive and interesting learning videos. Usually if you use a Smart TV, children are more orderly and focused in a learning process” (Hariq Arisnoi, personal communication, August 11, 2025, p. 2).

The use of visual media has been proven to attract the students' attention and improve understanding of the vocabulary and expressions learned.

The approaches applied by MI Bilingual teacher Maslakul Huda show compatibility with the theory of Communicative Language Teaching (CLT) put forward by (Richards & Rodgers, 2014) where language learning is focused on the use of language in a real and meaningful way. Teachers do not only provide a theory, but also create a learning environment that allows them to actively communicate with peers. Thus, the methods and strategies applied not only help them understand English, but also train them to use it functionally and communicatively.

Overall, the application of role play, games, task-based learning, and problem-based learning at MI Bilingual Maslakul Huda reflects teachers' efforts to integrate learning theory with real practice in the classroom. Active and fun learning strategies have been proven to increase a student participation, foster confidence, and strengthen their English speaking skills.

Implementation of Speaking Learning in the Classroom

The implementation of speaking learning at MI Bilingual Maslakul Huda is carried out systematically through structured learning stages, including opening activities, core activities, and closing activities. Each teacher has their own style and approach, but in general all the teachers apply communicative, interactive, and hands-on practice-based learning.

In the opening stage, the teacher tries to create a fun learning atmosphere therefore that the students are motivated and focused on following the lessons. They usually use simple English ice breaking activities or light games.

“For the opening, we can start with English ice breaking using English, it can be with a simple game that is easy to be understand” (Andri Apriliansyah, personal communication, August 20, 2025, p. 3).

This activity is not only to attract the students attention, but also to get them used to hearing and responding the English instructions. In addition to ice breaking, teachers also often do perception by asking about daily activities using simple English, such as What did you eat this morning? or How are you today?. In this way, they are encouraged to think and answer spontaneously using English. This approach is in accordance with the principles of CLT (Communicative Language Teaching) which emphasizes the importance of using language as a mean of real communication in learning activities (Richards & Rodgers, 2014).

The core activity stage is the most important part of speaking learning. At this stage, the students are given a variety of activities that require them to talk, interact, and cooperate with classmates. Each teacher develops a variety of methods according to the characteristics of his or her class.

Grade 3 BCP 1 teachers often apply role play and simulation to train students' courage to speak in a real context. He conveyed,

“The students play specific characters, for example salespeople and buyers, waiters and customers, or doctors and patients. That way, they can practice speaking like in everyday life.”

Activities like this do not only train speaking skills, but also develop students' social skills and empathy. Meanwhile, BCP 2 grade 3 teachers use Smart TVs to display the interactive learning videos that are relevant to the material. He explained,

“Usually when using Smart TVs, children are in order on their own because they are interested in the images and sounds that appear.”

After watching the video, the teacher invites them to imitate the conversation from the video or discuss its meaning. The use of digital media increases the students' motivation and helps them to understand an English pronunciation and intonation better.

Meanwhile, BCP 3 grade teachers apply a Task-Based Learning (TBL) approach where they are given the simple tasks before speaking practice.

"I usually ask the children to compose sentences first, then communicate them. Because if they talk directly, they are still confused about how to arrange their words." For example, they are asked to make sentences about daily activities such as "I wake up at six," "I go to school at seven,"

Then, practice it in the form of a dialogue. This approach gives them the opportunity to plan, practice, and communicate their ideas gradually according to their abilities. On some occasions, teachers also use games such as Guess the Food, Find Someone Who Likes..., and Simon Says to create an active learning atmosphere. The BCP2 teacher explained, "Games make the learning process more enjoyable and increase a student activity." This shows that teachers understand the characteristics of elementary school-age children who get bored quickly and need dynamic and varied learning.

In the closing stage, teachers usually give a positive feedback to the students. The goal is to keep them motivated and not afraid to make mistakes. The BCP1 teacher emphasized, "What is more important is that they dare to try. If I make a mistake, I do not correct it immediately, but I give praise first." After that, the teacher provides a clarification or light correction to the incorrect pronunciation or sentence structure.

In addition, teachers also held the reflection activities by asking again about the material that had been studied. The BCP3 teacher said, "For the closing activity, we can review the material, or give a charade question for the meaning of some vocab." In this way, they are invited to recall the vocabulary they have learned while still actively interacting using English. The approach used by teachers at this stage shows the application of the scaffolding principle from (Vygotsky, 1978), where the teacher provides temporary support therefore they are able to achieve higher abilities independently. Through constructive feedback and a positive classroom atmosphere, students are motivated to continue trying to speak English without fear.

Factors That Support and Inhibit Speech Learning

The implementation of speaking learning at MI Bilingual Maslakul Huda is inseparable from the various factors that affect its success and effectiveness. Based on the results of the interviews with third-grade teachers, it was found that there are two main groups of factors, namely supporting factors and inhibiting. Both of them have a mutual influence on a achievement of English learning goals in this school.

One of the main supporting factors for the success of speaking learning at MI Bilingual Maslakul Huda is the bilingual program that is implemented comprehensively. This program

is not only implemented in English subjects, but is also integrated into school activities such as English Day and ECI (English Competence Improvement). The BCP2 teacher explained, "The bilingual program here emphasizes English therefore that children do not stutter in communication globally. The point is that they can master English as early as possible." Through the program, they are accustomed to hear and use English in everyday interactions in the school environment.

In addition, support from learning facilities and media is also an important factor. MI Bilingual Maslakul Huda has provided Smart TVs in every bilingual classroom that are used to display learning videos, interactive games, or performances of English-language children's songs. The BCP1 teacher said, "Here there is a Smart TV facility per bilingual class. We can use it to support English learning, for example showing the interactive learning videos. Usually if you use a Smart TV, children are in order on their own because it is more attractive." This facility helps teachers to create a more visual, interesting, and appropriate learning atmosphere for elementary school-age children.

The next supporting factor is the creativity and initiative of teachers in developing learning activities. Teachers at MI Bilingual Maslakul Huda do not only rely on the textbooks, but also design the various activities that are contextual and communicative. For example, role play activities are about buying and selling food, vocabulary guessing games, and group sentence writing activities. The BCP3 teacher revealed that "children prefer to learn by play, because they feel that they are learning while playing." This shows that the teachers understand the psychological needs and characteristics of low-grade students who tend to get bored quickly if they only listen to theoretical explanations.

A positive and collaborative school environment is also an important support. The close relationship between the teacher and the student creates a comfortable learning atmosphere, therefore, they students are not afraid to try speaking. This strategy indirectly supports Krashen's theory of low affective filters, which emphasizes that a stress-free learning environment can increase their courage and motivation in using a foreign language (Krashen, 1982).

Although there are many supporting factors, there are also several obstacles that affect the effectiveness of speaking learning at MI Bilingual Maslakul Huda. The most common obstacle cited by the teachers is the students' social environment that is less supportive of English practice outside of school. The BCP3 teacher said, "The main challenge in teaching speaking in grade 3 is an environment that does not support English language practice.

Students often use the local language or Indonesian when at home, making it difficult for them to get used to using English consistently." This condition causes the English speaking habits built in the schools to often not continue in the home environment.

In addition for the environmental factors, differences in students' abilities (heterogeneity) are also a challenge for teachers. In one class, there are the students who have high, middle, and low abilities in understanding English. The BCP1 teacher explained, "The names are children, they must be different. Some understand quickly, some are slow. Therefore the challenge is how to make everyone be able to actively speak." This heterogeneity makes teachers have to adjust learning strategies therefore, that all students get the same opportunity to develop.

Another obstacle is the limitation of learning time. With a busy schedule and limited allocation of English time, the teachers find it difficult to provide adequate speaking practice to all students. The BCP2 teacher mentioned that, "Bilingual classes have many programs, but the time is often limited. Sometimes not all the children have time to practice speaking directly." As a result, some students still lack confidence because they do not get enough time to practice.

In addition, the teachers also face the challenges in mastering English among the educators. The BCP3 teacher admitted, "Only a few teachers really master in English. Most teachers still need to improve their speaking skills." This condition makes the implementation of the bilingual program not able to run optimally in all classes, due to the uneven level of teachers' ability.

Discussion of Findings Based on Theory

Based on the results of the research, it can be concluded that the implementation of speaking learning at MI Bilingual Maslakul Huda has applied the principles of communicative learning that are oriented towards real activities and active participation of the students. The three grade 3 teachers (BCP1, BCP2, and BCP3) have differences in the use of methods, but they have the same goal and direction, which is to create a fun, interactive learning atmosphere, and encourage the students' courage to speak.

The Communicative Language Teaching (CLT) approach is evident from the way the teachers encourage them to use English as a communication tool, rather than just grammar knowledge. The BCP3 teacher stated, "The important thing is that the children dare to speak first, grammar can be improved later." This principle is in line with the view of Richards that

language learning will be effective if they are given the opportunity to use the language in a meaningful social context (Richards & Rodgers, 2014).

In addition to CLT, the implementation of Task-Based Learning (TBL) is also a characteristic of speaking learning at MI Bilingual Maslakul Huda. BCP3 teachers apply the simple sentence writing activities before students practice conversations. This shows that the teachers understand that elementary school-age children still need help organizing ideas before speaking. Ellis' theory supports this by stating that TBL helps students master the language naturally through the completion of tasks that resemble real communication situations.

The teachers also apply elements of Problem-Based Learning (PBL), especially by BCP2 teachers who emphasize discussions to find solutions to simple situations, such as "how to buy food in the canteen" or "ask the teacher for permission." Activities like this foster critical thinking skills as well as train students' social communication skills. With this approach, students not only learn to speak, but also learn to interact and express opinions with confidence.

From the psychological side, learning at MI Bilingual Maslakul Huda also pays attention to the emotional and comfort factors of them. The teachers strive to create a positive, stress-free classroom atmosphere, where mistakes are considered part of the learning process. The BCP1 teacher said, "If a student speaks wrong, I do not correct it immediately. I give them a praise first so that they keep their spirits up." This approach is in accordance with the Affective Filter theory from (Krashen, 1982), which explains that a relaxed and positive learning atmosphere can increase motivation and speed up the process of language acquisition.

In addition, the use of learning media such as Smart TV demonstrates the application of the principle of multimodal learning, where students learn through various sensory channels—visual, auditory, and kinesthetic. This approach is in accordance with the theory of Mayer which states that learning that involves various forms of visual and auditory stimuli is able to strengthen students' memory and understanding. The use of technology at MI Bilingual Maslakul Huda makes the learning process of speaking more modern, interesting, and easy to accept by children.

Thus, the practice of speaking learning at MI Bilingual Maslakul Huda shows the integration between theory and practice. The do teachers not only understand the importance of language learning theory, but are also able to adapt it into a classroom context that suits

the characteristics of elementary school students. The diverse and interactive approach makes students more active, courageous, and accustomed to using English in their daily activities, both inside and outside the classroom.

Conclusions

Based on the results of the study, it can be concluded that teachers at MI Bilingual Maslakul Huda have successfully applied various communicative and contextual learning methods in developing students' English speaking skills. The main focus of speaking lessons in grade third is to build students' confidence, activeness, and fluency in using English in everyday life, rather than merely emphasizing grammatical perfection.

Teachers use various strategies such as Role Play, Games, Task-Based Learning, and Problem-Based Learning that encourage students to learn through enjoyable and meaningful real-life experiences. These methods have proven effective in creating an active and engaging learning environment that encourages students to speak English naturally. In addition, the use of learning media such as Smart TVs, audiovisual media, and visual aids also helps improve students' vocabulary and pronunciation.

The implementation of bilingual programs in schools helps strengthen English language learning by encouraging students to use English both inside and outside the classroom through activities such as English Day and English Competence Improvement (ECI). This program helps students develop the habit and confidence to communicate in English from an early age.

However, there are several obstacles that need to be overcome, including limited learning time, differences in student abilities, a social environment that does not support the use of English at home, and teachers' varying levels of English proficiency. Nevertheless, teachers are able to overcome these obstacles through creativity, innovation, and positive motivation in every learning process.

Overall, the speaking learning process at MI Bilingual Maslakul Huda shows a good integration between language learning theory and practice. Through communicative, enjoyable, and student-centered methods, this school has succeeded in nurturing a generation that not only understands English but is also confident in using it as a real communication tool in everyday life.

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