



A Critical Analysis of the Development of English-Speaking Skills among Islamic Boarding School Students: A Case Study at PPTQ Nashoihul Qulub Wonosobo

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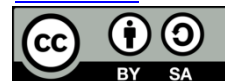
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ABSTRACT

This study aims to examine the factors that influence students' English-speaking ability at the Nashoihul Qulub Qur'an Islamic Boarding School. This study aims to determine the influence of teachers, the effectiveness of communicative methods, and the impact of motivation on students' speaking ability. The research used a qualitative case study approach, involving 23 students and two teachers. The results showed that teachers' presence significantly improved students' speaking ability, especially when they provided continuous guidance and correction. However, the communicative method at Pondok Pesantren Tahfidzul Qur'an Nashoihul Qulub is not optimally applied. Motivation plays an important role in the development of students' speaking skills, as it encourages confidence in speaking English. This study concludes that the influence of teachers, communicative methods, and motivation significantly impacts students' speaking skills.

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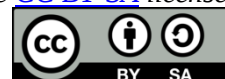
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ABSTRAK

Penelitian ini bertujuan untuk menguji faktor-faktor yang mempengaruhi kemampuan berbicara bahasa Inggris siswa di Pondok Pesantren Al-Qur'an Nashoihul Qulub. Penelitian ini bertujuan untuk mengetahui pengaruh guru, keefektifan metode komunikatif, dan dampak motivasi terhadap kemampuan berbicara siswa. Penelitian ini menggunakan pendekatan studi kasus kualitatif, yang melibatkan 23 siswa dan dua guru. Hasil penelitian menunjukkan bahwa kehadiran guru secara signifikan meningkatkan kemampuan berbicara siswa, terutama ketika mereka memberikan bimbingan dan koreksi secara terus menerus. Namun, metode komunikatif di Pondok Pesantren Tahfidzul Qur'an Nashoihul Qulub tidak diterapkan secara optimal. Motivasi memainkan peran penting dalam pengembangan kemampuan berbicara siswa, karena mendorong rasa percaya diri dalam berbicara bahasa Inggris. Penelitian ini menyimpulkan bahwa pengaruh guru, metode komunikatif, dan motivasi secara signifikan berdampak pada keterampilan berbicara siswa.

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Introduction

In the current era of globalization, English-speaking skills are becoming increasingly important in education, especially in non-English-speaking countries. The increasing need for educational institutions to equip students to communicate successfully in English reflects the demands of an increasingly competitive job market. With the growing role of English as the language of global communication, the mastery of English-speaking skills not only helps students in accessing global employment opportunities but also paves the way for them to participate in the international world. According to (Zulfania Arrahma et al., 2022) Explained It is important for students to speak English. Because English opens a window to the world, allows you to penetrate the world more widely, improve careers, facilitate communication, expand knowledge and insight into international world information, and also allows you to learn English more easily understand technology.

In Indonesia, the teaching of English-speaking skills in everyday life is still minimal, which is one of the factors that hinders students' speaking skills. Although English is taught in schools starting from primary school, there are still limited opportunities to practice speaking in English, and not enough opportunities to practice in real-life situations. One of the problems that English language learners face is the shortage of qualified and relevant teachers. Many schools, especially those in rural areas, struggle to find qualified English teachers. Many teachers receive training in outdated methods and are not up to date with the latest developments in their field, so students are not getting effective teaching that meets their needs.

Education in Indonesia also includes non-formal education such as pesantren. Although Islamic educational institutions also play an important role in raising the children of this country, pesantren focus more on religious education, shaping the character and intellectuality of Muslims, as well as educating them about the creed, Islamic law, whose role is very central in educating the nation's children to maintain moral harmony. The Islamic University is also a major center for the study of the Quran and hadith. Character development is not just about religious knowledge.

Pondok Pesantren are Islamic educational institutions that have an important role in the education of the younger generation. Pondok Pesantren cannot escape the demands of improving the quality of English education. This includes the lack of qualified teachers. Not all pesantren have professional and qualified teachers, especially in language teaching. In addition, English language skills are inadequate, and the number of books, media, and language institutes is very small. In particular, not all students enjoy learning English and lack opportunities to interact with native English speakers.

Pondok Pesantren Tahfidzul Qur'an Nashoihiul Qulub is one school that strives to improve the quality of English language teaching among its students. The boarding school was established in 2017 and is committed to incorporating English language teaching into their curriculum. Many santri still struggle to speak well despite the policy to use English in daily interactions. This shows that there are still issues to be resolved despite efforts to improve English language teaching.

This study aims to critically analyze the factors that influence the teaching of English-speaking skills at Pondok Pesantren Tahfidzul Qur'an Nashoihiul Qulub. The main focus of this study is to determine the influence of teachers, the effectiveness of teaching methods, and student motivation on the development of students' speaking skills. By using qualitative



methods with a case study approach, this research is expected to provide deeper insights into the challenges and opportunities in teaching English in Pondok Pesantren.

One of the most important aspects in this study is the effect of the presence of teachers on English speaking skills. According to (Riadil, 2020) The role of teachers in the language learning process is crucial, especially in guiding students to overcome the difficulties they face. In addition, the effectiveness of teaching methods is also a major focus in this study. According to (Richards & Rodgers, 2011) Communicative methods emphasize the use of language in real contexts and balanced interaction between teachers and students. On the other hand, motivation is also a major factor in improving students' skills. According to (Leong & Ahmadi, 2017) Motivation plays a big role in improving students' speaking skills. Motivated students tend to be more active in participating in speaking activities and are more confident.

This study critically analyzes the factors influencing English teaching skills at Pondok Pesantren Tahfidzul Qur'an Nashoihiul Qulub. Specifically, it aims to investigate the effects of teacher presence, teaching method effectiveness, and student motivation on their performance. Using a qualitative approach and case study method is expected to provide more insight into the challenges and opportunities of teaching English in a pesantren environment.

The study aims to produce solutions that improve the quality of English language teaching at Pondok Pesantren Tahfidzul Qur'an Nashoihiul Qulub. The study aims to identify existing problems and provide recommendations that can be implemented in teaching practices. The goal is to help students become more proficient and confident in English.

Methods

This study uses a qualitative approach with a case study research type, and is descriptive in nature. According to (Rita Fiantika et al., 2022) Research is descriptive and tends to use analysis. Qualitative research often highlights the point of view of the research subject, process, and meaning by using a theoretical basis as an umbrella and/or support to match the facts in the field. Meanwhile, according to (Rijal Fadli, 2021) States that the qualitative approach seeks to reveal, study, and understand the phenomenon and its unique context experienced by individuals to the level of belief of the individual concerned.

On the other hand, the type of case study research, according to (Assyakurrohim et al., 2022) Case studies are explorations of “a bounded system” or “a case/multiple cases” that, through in-depth data collection, involve multiple sources of information that are “rich” in context. These bounded systems are bound by time and place, while cases can be studied from a program, event, activity, or individual. In other words, a case study is research in which the researcher explores a particular phenomenon (case) in a time and activity (program, event, process, institution, or social group) and collects information in detail and depth using various data collection procedures over a certain period. The research was conducted at the Nashoihiul Qulub Qur'an Tahfidzul Islamic Boarding School. With 23 students and 2 teachers who were respondents in this study. Data collection techniques in this study included participatory observation, interviews, and documentation.

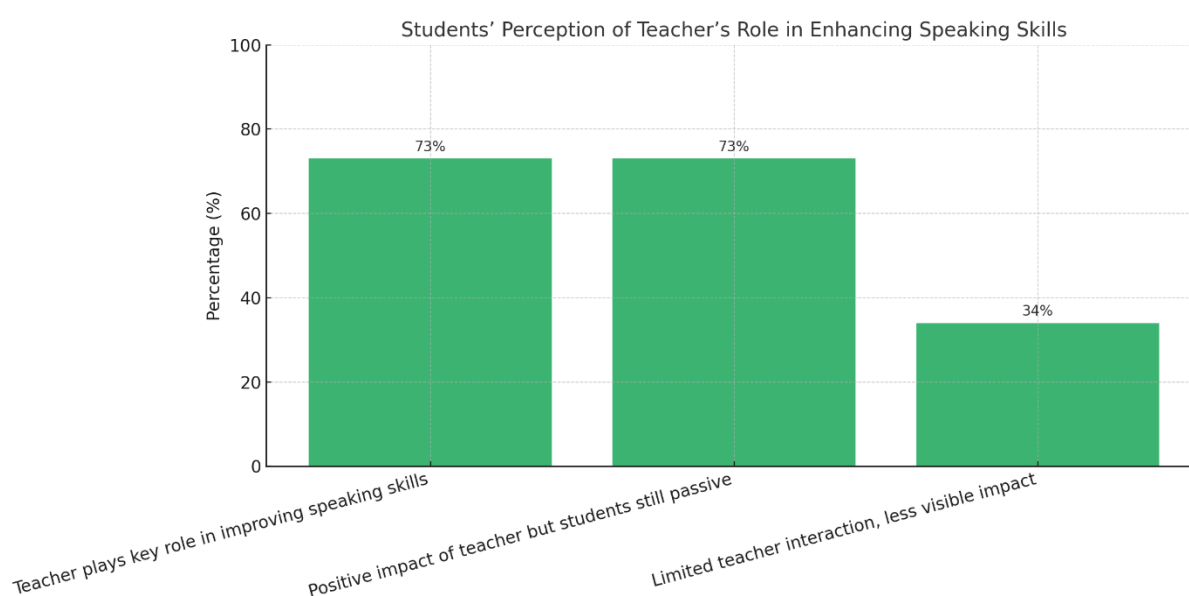
The data analysis technique in this study uses a qualitative model from Miles and Huberman, namely: Data reduction, data display, and verification. According to (Saleh et al., 2017), Reduction is defined as a process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field. Data reduction takes place



continuously throughout the research. Even data reduction is done before data is collected. Data presentation is an activity in which a set of information is organized so that it provides the possibility of drawing conclusions and taking action. The form of presenting qualitative data can be in the form of a narrative text. Meanwhile, the data is display according to (Rijali, 2018). Data presentation is an activity where a set of information is organized, so that it provides the possibility of drawing conclusions and taking action. The form of presenting qualitative data can be in the form of a narrative text. After reducing the data and presenting the data, the next step taken by the author is to verify the data. Data verification is a conclusion from the results of interpretation and evaluation. This activity includes finding the meaning of the data and providing clarity. The conclusions found are still temporary and can change if strong and supporting evidence is found at the next stage of data collection. Conclusions are obtained from the findings after verification through research discussions.

Finding Research

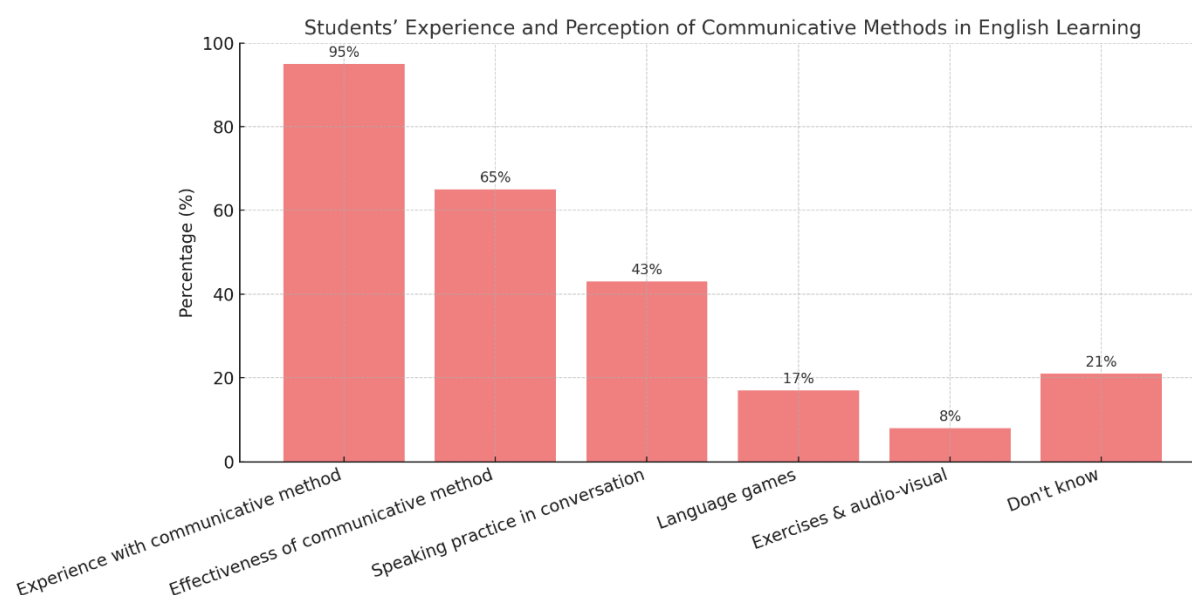
The findings of this study indicated three primary factors contributing to the development of English-speaking skills at PPTQ Nashoihul Qulub: firstly, the impact of teacher presence; secondly, the efficacy of communicative methods; and thirdly, the role of student motivation. These findings were derived from in-depth interviews with 23 respondents, complemented by observational studies and meticulous documentation of learning activities. The qualitative data were subjected to thematic analysis and tabulated to illustrate frequencies and percentages:



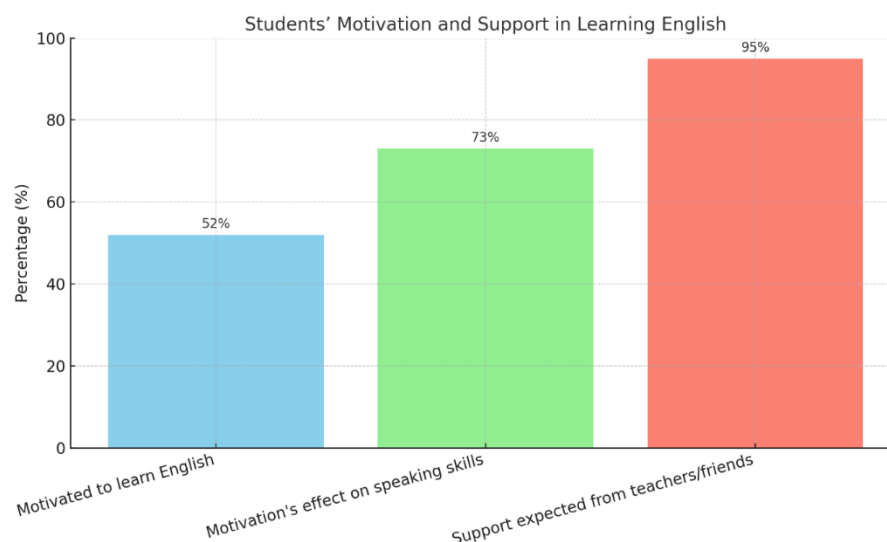
Based on the results, it has been found that approximately 73% of the 23 respondents cited that the role of the teachers is vital in enhancing the students' English-speaking skills. The students are the feeling of assistance by the teacher during the English exploration process, including grammar and pronunciation, which make up the biggest part. Surprisingly, 73% of the respondents' answers revealed that the teacher's presence contributed to student passivity



and that it did not change. This suggests a significant difference in the work of students and teachers, where the next major step is not only the delivery of materials but also the creation of interactive and learner-friendly learning environments, and the allowance of more space for the students. In contrast, 34% of the respondents think that the connection between teachers and students is too superficial, and as a result, this affects the oral skills of the students in some aspects. This set of numbers identifies the call for a more effective teaching scheme and teacher-student interaction in the learning process of English in particular. Meanwhile, the findings of the effectiveness of the communicative method are as follows:



Based on the data it shows that the perception of learners about the application of communicative methods shows that students' engagement in English teaching. 95% of the respondents said that they never had a course that explicitly used the communicative method. Although 65% of the students believed that this method was indeed effective in improving their speaking skills, here, the observation of the communicative approach's importance, although it was not optimally implemented in the classroom, was obvious. When asked what they thought was the most effective method, 43% of the students named speaking practice in the form of conversations as the most helpful method. In second place are language games at 17%, 8% stated exercises related to the content and audio-visual media as well, whereas 21% claimed they did not know which method was most effective. These findings indicate the need to implement the communicative method concretely and consistently in the learning process to meet students' needs in oral communication.



From the data results, it can be concluded that 52% of the interviewed individuals feel motivated to learn English. The motivation is generally based on the desire to continue studies abroad and the awareness that English is an international language. Despite all that, 73% of respondents also stated that motivation is a significant factor affecting their speaking ability. This is evidence that the greater their interest, the greater their enjoyment in learning speaking skills. Interestingly, 95% of the respondents desire support from teachers or peers to be more enthusiastic about learning. From this data, we realize that student motivation is not only influenced by themselves but also by environmental factors, especially from friends and social support.

Discussion

This part is a review of the developments in the learning of English language skills at the Pondok Pesantren Tahfidzul Qur'an Nashoihiul Qulub. The method used in this analysis is to follow the components of critical analysis that were designed by (Paul & Elder, 2020) To measure the results. Critical analysis is an organized and systematic method of thinking that seeks to emphasize clarity, precision, and relevance. It goes through eight elements of interrelated thinking: purpose, question at issue, information, interpretation, concepts, assumptions, implications, and point of view. In this context, it helps to think critically and deeply in evaluating learning practices.

1. Teacher's Role in Developing Speaking Skills

Based on previous findings, it shows that the presence of teachers at the Pondok Pesantren Tahfidzul Qur'an Nashoihiul Qulub has a significant influence and improves the speaking skills of students. Some students stated that teachers helped them practice speaking English.

To dig deeper into the results of this analysis, the elements of thought from Paul & Elder (2020) were used, first analyzed from the aspect **(purpose)**. The main purpose of learning English at the Pondok Pesantren Tahfidzul Qur'an Nashoihiul Qulub is not only academic but also religious, and is carried out holistically, namely to maintain the tongue so that teachers do not only fulfill their learning obligations. From the aspect **(Assumption)**, Teachers assume that the learning in Pondok Pesantren Tahfidzul Qur'an Nashoihiul Qulub is that by memorizing



vocabulary and understanding it, students will be more active and initiative, meanwhile, students assume that teachers will always be ready to guide and correct their mistakes. When both understand each other's roles, the learning process will be more meaningful.

Assumptions are conceptualized as communicative rationality, where teacher and student communication should run in two directions, and where students have the opportunity to ask or respond. This is called an ideal speech situation where a condition occurs in an open dialogue. On the other hand (**implication**), if two-way communication does not occur, it does not involve students, only teachers without involving students in active conversation, then they will experience confusion and unpreparedness in speaking, but if the teacher involves students in the learning process and provides constructive feedback, students speaking skills will develop gradually and sustainably. (**Information**) Based on the results of interviews with teachers and students, it was found that 73% of students stated that the teacher helped in improving skills in learning, especially in English speaking skills. In line with the results of interviews with teachers, teachers also argue that teachers have an influence on students, especially in the development of students' learning.

Based on (**point of view**). Students view teachers as the main figure in the English learning process in terms of speaking courage. On the other hand, teachers view students as active participants and must always be involved in their learning process. Teachers understand that speaking courage is a psychological process that cannot be forced but must be formed and directed. Furthermore, in the (**evidence**) aspect, the results of interview data and observations show that teachers always provide direct feedback in the learning process, such as correcting pronunciation and correcting sentence structures in the learning process. Students admit that this support is very helpful for them in increasing self-confidence and can improve students speaking skills.

From these aspects, researchers can conclude that the influence of teachers within the scope of Nashoi Hul Qulub Pondok Pesantren Tahfidzul Qur'an Nashoi Hul has a significant influence in improving students speaking skills. This influence must be balanced with maximum interaction.

2. Effectiveness of Communicative Methods

Based on previous findings, 95% of students stated that they had never experienced communicative methods, which indicates a lack of awareness among students regarding the forms of activities that may occur in the learning process. In the framework of the element of thought, the first is (**Purpose**) communicative learning provides space for students to express themselves in improving students speaking skills. However, in the aspect (**Assumptions**), there is a difference in perception between teachers and students, where teachers claim to have implemented communicative methods such as discussing and playing roles, but several students say they have never experienced it in the learning process. It can be assumed that the teacher has not explicitly explained the communicative method, so that students do not understand the concept of the method. (**Information**) Based on the results of the interview, it was found that 95% of the students did not feel that they had participated in learning effectively, and as many as 65% did not feel helped by communicative methods in improving speaking skills. On the other hand, the teacher stated that he had used communicative methods in the learning process. Then from the aspect (**Point of view**), the students assessed the learning from their direct experience: whether they felt active, involved and helped in speaking. As



many as 95% of the students stated that they did not feel that the method was effective, and 65% were not helped by the method, as said by one informant, Bay, who did not feel that the method was effective because he always fell asleep during the lesson. This illustrates that learning has not generated active participation. On the other hand, the teacher thinks that the communicative method is one of the creative methods and has the goal of fostering students' expression.

It is stated that this reflects the failure to create an ideal communication situation where all students have the space to express themselves and engage rationally. Although there are efforts from teachers to apply the communicative method. But if the application only tends in one direction, then it is called a monologue, not a dialogue. While from the aspect **(Implications)**. If the communicative method is explained explicitly, then the level of effectiveness will be low. On the other hand, if the teacher explains the method, involves students directly according to class conditions, then it can be said that this method has great potential to improve students' speaking skills. Finally, from the aspect **(Evidence)** of the findings, as many as 95% of students stated that they had never studied with the method, and 65% stated that they had not felt the effectiveness of the communicative method. On the other hand, observations found that there were practices of discussing and playing a role in the learning that was carried out, but their application had not been recognized by the students, so it was less than optimal.

Based on the aspects of the elements of thought, it can be concluded that the communicative method applied at the Pondok Pesantren Tahfidzul Qur'an Nashoihul Qulub is not fully effective. However, it has great potential to be effective in improving students speaking skills, but its application must be maximized and there needs to be an explicit explanation before applying the communicative method.

3. Impact of Motivation on Speaking Skills

The first aspect used is the aspect **(Purpose)**, motivation not only on academic results but also on long-term goals such as continuing education abroad and as an international language. This means that students have goals that are directed in their thinking, with directed goals in their learning. And the goal of strengthen their desire to speak English. Meanwhile, from the aspect **(Assumptions)**, there is an understanding that the higher the motivation given, the greater the courage to speak, but this assumption must be balanced with adequate facilities. **(Information)** Based on the data findings that 73% of students stated that they were encouraged by social motivation, such as support from teachers, parents, and also supported by friends. The results of interviews with teachers also stated that motivation plays a role in helping students with their speaking skills. This is in line with the aspect **(Point of view)** that students view motivation as an emotional drive that comes from teachers and parents. Teachers are a bridge to break down the fear and shame that often occur in the learning process.

In a communicative context, teachers are not only providers of material but also tools to build dialogic relationships. Motivation given by teachers in the form of praise is an energy that can overcome psychological obstacles, such as fear, that occur in students. However, from the aspect **(Implications)**, there needs to be a balance between learning models and adequate



facilities so that this motivation can provide a positive impact on students. The last aspect, namely **(Evidence)** in the data findings, shows that 95% of students show that motivation from teachers, parents, and friends helps them to be more enthusiastic in learning.

Based on the aspect of thought, it can be concluded that motivation has a significant influence on improving students' speaking skills, including internal and external aspects. However, the balance of teaching methods and adequate facilities will better support students' psychological and social development.

Conclusion

From the results of the analysis, it can be concluded that the Teacher's Role in Developing Speaking Skills, Effectiveness of Communicative Methods, and Impact of Motivation on Speaking Skills have a significant influence on the development of students' speaking skills. It shows that 73% feel that teachers have a significant role in helping improve students' English skills, 73% feel that the presence of teachers also has a positive influence on students, and data shows that 34% of students lack interaction with teachers that which slows down students' development in English. From these data, it can be concluded that the teacher's role greatly influences the development of students' speaking skills, but must be balanced with intense interaction so that the role of the teacher has an optimal influence on student development. Meanwhile, the Effectiveness of Communicative Methods indicates that a significant proportion of students, specifically 95%, have not encountered communicative methods in their learning experiences. Furthermore, 65% of students have expressed sentiments that communicative methods have not been conducive to their learning. Consequently, the efficacy of communicative methods cannot be deemed optimal within the context of pesantren learning. Conversely, students identified a range of methods that they believed to be conducive to their learning. The data revealed that 43% of students identified speaking exercises in conversation, 17% mentioned language games, 8% selected question exercises and audio visuals, and 21% indicated that they were uncertain. These data suggest that communicative methods hold considerable potential for effectiveness. In addition, the results of the data analysis indicate that 52% of students reported feeling motivated to learn English. Furthermore, 73% of students indicated that motivation influenced their improvement in speaking skills. Finally, 95% of students stated that external support contributed to their motivation to learn English. Therefore, it can be concluded that the influence of motivation, both internal and external, has a positive impact on the development of students' English-speaking skills.

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