

**TEACHER STRATEGIES USED FOR PREPARING
STUDENTS IN ENGLISH SPEECH COMPETITION AT MIN 1
KOTA KEDIRI**

SKRIPSI

Submitted in Partial Fulfillment of the Requirements for the Degree of Bachelor
of Education at the Faculty of Teacher Training and Education
Nusantara PGRI Kediri University



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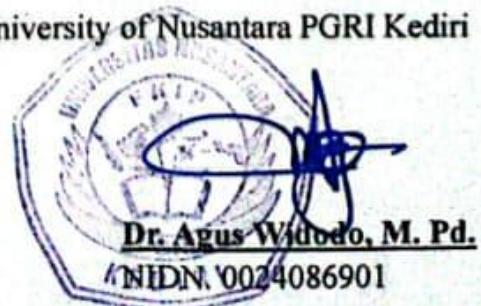
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Kediri, 16th July 2026

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MOTTO

“Laa yukallifullaahu nafsan illaa wus'ahaa ” QS. Al-Baqarah: 286

(Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya)

"Yesterday is history, tomorrow is a mystery, but today is a gift.

That is why it is called the present." Master Oogway – Kung Fu Panda 2008

“Skripsi yang baik adalah skripsi yang selesai”

I dedicated this work for:

1. My parents, who have always provided both financial and emotional support, have enabled me to pursue my education from childhood until now.
2. My brother, who has always set a good example and been a source of inspiration, has become a role model in my life.
3. And for my self, who have done your very best to fulfill your responsibility to finish your study.

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We realize that this skripsi is still far from perfect. Therefore, constructive feedback, criticism, and suggestions from all parties are highly welcomed and appreciated.

ABSTRACT

Ahmada Rizal Ilyasa Teacher Strategies Used For Preparing Students In English Speech Competition At Min 1 Kota Kediri, Skripsi, English Education Department, UN PGRI Kediri, 2026

Keywords: Teacher Strategies, English Speech Competition, Speaking Skills

This study aimed to investigate the strategies used by teachers in preparing students for English speech competitions and the challenges encountered during the preparation process at MIN 1 Kota Kediri. This study employed a qualitative research design. The participants were one external English speech coach (T1) as the primary gurut and one student who had won an English speech competition (S1) as the supporting gurut. Data were collected through interviews, observations, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña. The trustworthiness of the data was ensured through source and technique triangulation.

The findings showed that the teacher implemented several strategies, including memorization, pronunciation and fluency training, body language training, repetitive practice and simulation, feedback and evaluation, and confidence-building activities. The preparation process was conducted systematically to improve students' speaking performance and competition readiness. The study also revealed several challenges, such as difficulties in memorizing speech texts, pronunciation problems, nervousness, differences in students' abilities, and limited preparation time. To overcome these challenges, the teacher provided continuous guidance, repeated practice, and constructive feedback.

In conclusion, systematic preparation strategies contributed positively to students' readiness and performance in English speech competitions. The findings highlight the importance of addressing both linguistic and psychological aspects during the preparation process.

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CHAPTER I INTRODUCTION

A. Background of The Study

English has become one of the most important international languages used for communication, education, science, and technology. In the era of globalization, the ability to communicate effectively in English is increasingly required for students to compete in academic and social environments. Among the four language skills, speaking is often regarded as the most challenging skill for English as a Foreign Language (EFL) learners because it requires learners to produce language spontaneously, accurately, and confidently in real-time communication situations (Wulandari, 2020). Moreover, English is widely used as a medium for international communication, enabling individuals from different linguistic backgrounds to exchange information and ideas effectively. The growing influence of English in higher education and professional sectors has encouraged educational institutions to place greater emphasis on developing students' communicative competence. Therefore, mastering English speaking skills has become an essential objective of language learning, particularly for students who aspire to participate in broader academic and social communities.

In Indonesian educational settings, speaking competence is considered a crucial aspect of English learning because it reflects students' ability to use the language meaningfully. However, many students still experience difficulties in expressing their ideas orally due to limited vocabulary, inadequate pronunciation, lack of practice opportunities, and low self-confidence. These challenges often prevent students from achieving optimal speaking performance in both classroom activities and public speaking events (Aritonang et al., 2024). In addition, many students are reluctant to speak English because they are afraid of making grammatical mistakes or being negatively evaluated by their peers. The limited exposure to authentic English communication outside the classroom also contributes to the slow development of speaking proficiency. Consequently, teachers need to create supportive learning environments that encourage students to practice speaking more frequently and confidently.

One educational activity that promotes students' speaking development is participation in English speech competitions. English speech competitions provide opportunities for students to demonstrate their language proficiency, critical thinking, public speaking ability, and self-confidence. Through such competitions, students learn how to organize ideas, deliver messages effectively, and communicate with audiences in a formal context. Consequently, speech competitions have become an important platform for developing students' communicative competence (Chea & Each, 2025). Furthermore, participation in speech competitions allows students to gain valuable experiences that may enhance their academic and personal development. Students are encouraged to improve their pronunciation, fluency, and overall presentation skills through intensive preparation and practice. These competitions also motivate learners to set higher learning goals and strive for excellence in English communication.

Despite the benefits of speech competitions, preparing students for such events is not a simple task. Students often face various obstacles, including speaking anxiety, fear of making mistakes, nervousness, and lack of confidence when speaking in front of an audience. These psychological factors may significantly affect students' performance and limit their ability to demonstrate their actual language competence during competitions (Ajiza et al., 2024). For young learners, these challenges can be even more significant because they are still developing their emotional and communication skills. Anxiety may cause students to forget parts of their speech, lose concentration, or hesitate while delivering their presentations. As a result, effective preparation is necessary to help students manage these challenges and perform confidently during competitions.

In addressing these challenges, teachers play a vital role in guiding and preparing students. Teachers are expected to implement appropriate instructional and coaching strategies that can improve students' speaking abilities while simultaneously enhancing their confidence and motivation. Effective teacher support can help students overcome communication barriers and develop the skills necessary to perform successfully in public speaking activities (Khoudri, 2024). Teachers also serve as facilitators who provide encouragement and create opportunities for continuous speaking practice. Through systematic coaching,

teachers can help students develop effective speech delivery techniques, including voice projection, body language, and audience engagement. Therefore, the quality of teacher guidance significantly influences students' readiness and success in speech competitions.

Previous studies have highlighted various strategies that teachers use to improve students' speaking skills. These include task-based learning, interactive speaking activities, structured practice, peer collaboration, and constructive feedback. Such strategies have been shown to create meaningful learning experiences that encourage students to actively participate in speaking activities and improve their oral communication competence (Hibatulloh et al., 2024). In addition, these instructional approaches can help students become more comfortable using English in different communicative situations. Interactive activities allow learners to practice language functions in authentic and engaging contexts. Consequently, the implementation of diverse teaching strategies is essential for supporting the development of students' speaking abilities.

Recent developments in language teaching have also emphasized the importance of innovative approaches such as gamification and technology-assisted learning. Research has demonstrated that gamification can increase students' motivation, engagement, and willingness to participate in speaking activities. As a result, students become more enthusiastic and confident when practicing English communication skills (Chan & Lo, 2024). Technology-assisted learning also provides students with access to various digital resources that support speaking practice and language development. Educational games, online speaking platforms, and multimedia tools can create enjoyable learning experiences that reduce students' anxiety. Therefore, integrating innovative approaches into speaking instruction can contribute positively to students' language learning outcomes.

Another important factor influencing students' speaking performance is teacher feedback and interaction. Appropriate feedback enables students to recognize their strengths and weaknesses while encouraging continuous improvement. Furthermore, supportive teacher-student interactions can reduce anxiety and create a positive learning atmosphere that fosters students' confidence in public speaking situations (Liu & Aryadoust, 2024). Constructive feedback helps

learners understand specific aspects of their performance that require improvement, such as pronunciation, fluency, or speech organization. Positive interactions between teachers and students can also strengthen learners' motivation to participate actively in speaking activities. As a result, effective feedback and communication become essential components of successful speaking instruction and competition preparation.

Although numerous studies have investigated teachers' strategies in teaching speaking and public speaking skills, most of these studies have been conducted at the secondary and upper secondary school levels. Previous research has primarily focused on junior high school, senior high school, and university students, examining various instructional approaches to improve speaking performance and communication skills (Wulandari, 2020; Hibatulloh et al., 2024). Likewise, studies related to public speaking and speech preparation tend to involve adolescent learners who possess higher levels of linguistic and cognitive development (Halisah & Megawati, 2023). Consequently, the findings from those studies may not fully represent the conditions and learning characteristics of younger learners at the elementary school level. Young learners require age-appropriate teaching methods that accommodate their developmental stages and learning preferences. Therefore, additional research is needed to address the existing gap in understanding how teachers prepare elementary school students for speech competitions.

In contrast, research exploring teachers' strategies for preparing elementary school students, particularly those in Islamic elementary schools (Madrasah Ibtidaiyah), to participate in English speech competitions remains limited. The unique characteristics of young learners, including their learning needs, motivation, confidence, and language development, require different instructional and coaching approaches. Therefore, further investigation is needed to understand how teachers design and implement strategies to prepare elementary school students for English speech competitions. In the context of Madrasah Ibtidaiyah, teachers must also consider the integration of educational values and institutional goals within the learning process. The coaching process often involves balancing language development with students' emotional readiness and character formation. These

distinctive aspects make the study of teacher strategies in Islamic elementary schools both relevant and necessary.

To maintain a clear focus and ensure the feasibility of the research, this study is limited to investigating the strategies used by teachers in preparing students for English speech competitions at the elementary school level, specifically in an Islamic elementary school setting. The study focuses on MIN 1 Kota Kediri and examines teacher strategies employed in preparing students to participate in the English Speech Competition of PORSENI (Pekan Olahraga dan Seni) at the city level. Therefore, the findings of this study are not intended to represent teacher strategies in other educational levels, such as junior high schools or senior high schools, nor are they intended to generalize practices in different types of competitions or regions. This limitation is important to ensure that the research remains manageable and contextually relevant. By concentrating on a specific institution and competition, the researcher can obtain more detailed and comprehensive data regarding the coaching process. Furthermore, the focused scope enables a deeper exploration of teacher experiences and practices within the selected research setting.

Instead, this study seeks to provide an in-depth understanding of teacher strategies within the specific context of Madrasah Ibtidaiyah students participating in the PORSENI competition in Kota Kediri. Considering the importance of teacher involvement in developing students' speaking competence and the limited research on competition preparation at the elementary school level, this study aims to explore the teacher strategies used for preparing students in English speech competitions at MIN 1 Kota Kediri. The findings of this study are expected to contribute to the development of English language teaching practices, provide practical insights for teachers who coach students for speech competitions, and enrich the existing body of knowledge regarding speaking instruction in EFL contexts (Yuliyanti et al., 2025). In addition, the results may serve as a valuable reference for future researchers who are interested in investigating speaking instruction and competition coaching among young learners. The study may also assist educational institutions in designing more effective programs to support students' participation in English speech competitions. Ultimately, a better understanding of teacher strategies can

contribute to improving students' speaking performance, confidence, and overall communicative competence.

Based on the background of the study and the limitation stated above, the researcher formulates the following research questions:

B. Research Questions

Based on the background of the study, this research focuses on exploring the teacher's strategies and challenges in preparing a student for an English speech competition at MIN 1 Kota Kediri. Therefore, the research questions are formulated as follows:

1. What are strategies used by the teacher to prepare students for the English Speech Competition at MIN 1 Kota Kediri?
2. What challenges do the teacher face in implementing these strategies to prepare students for the English Speech Competition at MIN 1 Kota Kediri?

C. Objective of The Study

Based on the research questions above, this study aims to investigate the teacher's strategies and challenges in preparing a student for an English speech competition at MIN 1 Kota Kediri. The objectives of this study are as follows:

1. To identify the strategies used by the teacher to prepare students for the English Speech Competition at MIN 1 Kota Kediri.
2. To investigate the challenges faced by the teacher in implementing the strategies used by the teacher to prepare students for the English Speech Competition at MIN 1 Kota Kediri.

D. Significaance of The Study

This study is expected to provide significant contributions both theoretically and practically in the field of English Language Teaching (ELT), particularly in relation to teacher strategies in preparing students for English speech competitions. Through an in-depth investigation of the strategies employed by teachers at MIN 1 Kota Kediri, this study is expected to generate valuable insights into the processes, techniques, and approaches used to enhance students' speaking performance in

competitive settings. Moreover, the findings may contribute to a better understanding of how teachers facilitate students' language development, confidence building, and communication skills through structured preparation programs. Therefore, this study is expected to benefit educators, students, and future researchers who are concerned with improving English speaking instruction and competition-based learning.

1. Theoretical Significance

The findings of this study are expected to contribute to the development of knowledge in the field of English Language Teaching (ELT), particularly regarding teacher strategies in preparing students for English speech competitions. This study may enrich the existing literature on speaking instruction, coaching strategies, and competition-based language learning. Furthermore, the findings are expected to provide additional insights into how teachers design and implement effective strategies to support students' speaking performance in competitive contexts.

2. Practical Significance

a. For Teachers

The findings of this study are expected to provide practical information and references for English teachers regarding effective strategies in preparing students for English speech competitions. The study may also help teachers identify appropriate approaches to improve students' speaking abilities, confidence, and performance during competitions.

b. For Students

The findings of this study are expected to help students understand the importance of systematic preparation in English speech competitions. In addition, the study may encourage students to develop their speaking skills, self-confidence, and motivation in learning English.

c. For Future Researchers

The findings of this study are expected to serve as a reference for future researchers who are interested in investigating teacher strategies, speaking instruction, speech competitions, or related topics in English language education. The study may also provide a foundation for conducting further research in different educational contexts.

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