

**EXPLORING TEACHERS' STRATEGIES IN TEACHING
SPEAKING SKILL THROUGH COLLABORATIVE LEARNING
APPROACH AT JUNIOR HIGH SCHOOL**

THESIS



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STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI**

2026

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THESIS

Presented to

The State Islamic University Syekh Wasil Kediri
In Partial Fulfillment of the Requirements
For the Degree of *Sarjana* in English Language Education

BY:

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I, the undersigned, hereby declare that the thesis entitled "*Exploring Teacher Strategies in Speaking Skills Through a Collaborative Learning Approach*" is my own original work. All ideas, analyses, and findings presented in this thesis are the result of my independent research. This thesis contains no previously published work by others, except for material properly cited in accordance with academic writing standards, and has not been submitted for any other degree at any institution. I take full responsibility for the originality of this work. This thesis is submitted in partial fulfillment of the requirements for a Bachelor's Degree (S1) in the English Language Education Program at the State Islamic University Syekh Wasil Kediri.

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The Researcher



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**EXPLORING TEACHERS' STRATEGIES IN TEACHING SPEAKING
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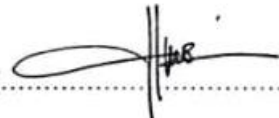
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MOTTO

لَا تَدَعُ حُزْنَكَ وَاجِدًا يَجْعَلُكَ تَنْسَى آفَاتِ الْمَلَأَاتِ الَّتِي أَعْطَاهَا اللَّهُ

*Jangan sampai satu kesedihan membuatmu lupa akan seribu
kenikmatan yang diberikan Allah
(Habib Umar bin Hafidz)*

Setiap dari kita punya tantangan hidup masing-masing. Namun, setelah rasa sakit, pasti ada obatnya. Semua penderitaan pasti berakhir dengan kebahagiaan, karena ujian itu adalah bentuk cintanya. Jangan menyerah. Ingat dua kali Allah berjanji bahwa .

“Sesungguhnya bersama kesulitan ada kemudahan.”

(QS. Al-Insyirah 94: Ayat 5-6)

DEDICATION

Thanks to Allah SWT and the Prophet Muhammad SAW for His blessings, and I am grateful for this extraordinary opportunity and experience, which has allowed me to learn and gain knowledge during my time as a college student. This thesis is dedicated to:

1. To myself, Adinda Muhasona Dwi Yustika. My deepest appreciation for fighting to finish what you started. It's been hard to make it this far. Thank you for staying strong and always being grateful.
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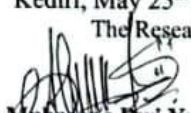
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The researcher realizes that this thesis is far from perfect. The researcher is open to criticism and suggestions that can improve the quality of this research.

Kediri, May 25th 2026
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ABSTRACT

Yustika, Adinda M. D. (2026). *Exploring Teachers' Strategies in Teaching Speaking Skill Through Collaborative Learning Approach at Junior High School*. An Undergraduate Thesis. Department of English Language Education. Faculty of Tarbiyah and Teacher Training. State Islamic University Syekh Wasil Kediri. Advisor: (I) Mohammad Muhyidin M.Pd. (II) Annisa Aulia Saharani M.Pd.

Keywords: *Teachers' Strategies, Speaking Skill, Collaborative Approach.*

Teaching strategies are steps that teachers have prepared to facilitate the learning process. These strategies include methods, models, approaches, and techniques. Speaking skills in English refer to an individual's ability to express their thoughts and ideas orally in English. And collaborative approaches aim to help students develop interpersonal skills such as communication and teamwork. The purpose of this study was to analyze the implementation of teachers' teaching strategies and to identify the challenges faced by teachers when teaching in the classroom.

The research design of this study was a qualitative descriptive method and focused on two English teachers who used a collaborative approach. The data collection was conducted through direct observation in eighth-grade classes D and E, as well as semi-structured interviews with teachers and students, along with documentation from December 2025 to January 2026. To ensure data validity, this research was conducted using Method triangulation.

The research findings indicate that teachers have implemented several strategies, such as PBL, PJBL, Group discussions, and the Jigsaw technique. Teachers taught using a collaborative approach in three stages: pre-teaching, whilst-teaching, and post-teaching. The interesting aspect of the implementation of these strategies is the difference in how teachers applied their teaching stages. Teacher 1 used a PBL strategy combined with game-based activities in a collaborative setting for a group discussion. The materials were greeting cards with topics such as birthday cards, wedding cards, etc. Meanwhile, Teacher 2 employed a PJBL strategy linked to tasks using the Jigsaw technique in collaborative learning. The material consisted of narrative texts on the topic of fairy tales or legends. The challenges faced by these two teachers were certainly different. Teacher 1 faced challenges such as Classroom Management and the lack of Student Motivation. However, Teacher 1 faced challenges such as Student Dominance, Difficulty in monitoring Student, and the use of Mother Tongue. Furthermore, teachers used media such as greeting cards, legend texts, PowerPoint, and videos. Despite challenges such as classroom management, student dominance, lack of student motivation, and the use of mother tongue, this study demonstrated that these strategies successfully increased student involvement and self-confidence and developed speaking ability.

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