



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 English Language Teaching Strategies

Teaching strategies are approaches or methods used by teachers to effectively achieve learning objectives. In the context of English as a foreign language instruction, teaching strategies not only cover the way material is delivered but also how to create a learning environment that encourages active participation and meaningful language interaction.

According to Brown (2007), language teaching strategies should be student-centered and communicative in nature. (p. 55). These strategies aim to develop integrated language skills, particularly speaking ability in real-life contexts. Commonly used strategies include:

- a. Role Play and Simulation, activities where students act out roles in specific situations that allow them to practice the language in realistic contexts.
- b. Storytelling, where teachers or students narrate stories to train vocabulary, grammar, and pronunciation.
- c. Small Group Discussion, which promotes cooperation and the active use of English within small groups.
- d. Question and Answer (Q&A), which provides students with the opportunity to ask and answer questions in English, fostering two-way interaction.

Richards and Rodgers emphasize (2001) the importance of selecting strategies based on appropriate methodological approaches, such as Communicative Language Teaching (CLT), which focuses on meaningful communication, or Task-Based Language Teaching (TBLT), which emphasizes task completion in the target language. (p. 161).

Using a variety of strategies makes the learning process more engaging and encourages students to participate actively. In addition, the selection of strategies should take into account students' proficiency levels and classroom characteristics.

In light of these approaches, it is important for teachers to not only be familiar with a wide range of strategies but also to understand when and how to apply

them effectively. The alignment between the selected strategy and students' specific communicative needs is crucial in fostering language fluency. Especially in speaking-focused programs like Daily English Conversations, the consistent and contextualized use of strategies empowers learners to use the language meaningfully and confidently in authentic situations.

## 2.2 Challenges in English Language Teaching

In implementing English language learning programs, teachers face various challenges that may affect the effectiveness of teaching. Harmer identifies (2007) several common challenges encountered by teachers, including:

- a. Low student motivation, particularly in speaking practice, due to shyness or lack of self-confidence.
- b. Varied proficiency levels among students in the same classroom (heterogeneous classes).
- c. Limited resources and facilities, such as a lack of teaching media or access to technology.
- d. Linguistic difficulties, including pronunciation, vocabulary mastery, and grammar.
- e. Time constraints, especially in developing productive skills such as speaking and writing. (pp. 99–104).

Farrell states (2012) that teaching challenges not only stem from students but also arise from institutional pressure, a dense curriculum, and a lack of professional support. (p. 4).

These challenges require teachers to possess not only content knowledge but also strong managerial and pedagogical skills to create a supportive and inclusive learning environment.

Recognizing and addressing these challenges early on enables teachers to make timely interventions and prevent long-term learning gaps. Moreover, documenting these obstacles as part of reflective teaching practice can inform better lesson planning, strategy selection, and student support systems. In



speaking-based programs, where active participation is central, minimizing psychological and structural barriers becomes especially essential for learner success.

### 2.3 Challenges in TEFL

Adaptation refers to the adjustments teachers make to their teaching strategies, materials, and approaches based on students' needs and classroom conditions. Adaptation is necessary to ensure that learning remains effective despite obstacles or differences in student ability.

Borg explains (2006), through his theory of *teacher cognition*, that teacher adaptation is influenced by personal beliefs, teaching experience, and interactions with the school environment. Reflective teachers evaluate the strategies they use and make necessary adjustments to improve teaching quality. (pp. 1–4).

The process of adaptation is closely related to reflection. According to Gibbs (1988), reflection is a crucial part of a teacher's learning cycle in continuously improving teaching practice. (pp. 9–10). Teachers who can evaluate the effectiveness of their strategies are able to make decisions based on experience and classroom data for future improvements.

Such ongoing adaptation also encourages a culture of continuous professional learning, where teachers become agents of innovation in the classroom. By embracing flexibility and responsiveness, educators not only meet students where they are but also inspire growth beyond linguistic competence. In the broader scope of language education, adaptive teaching ensures that every learner is given the opportunity to thrive, regardless of their starting point.

Therefore, strategies, challenges, and adaptations are three interrelated aspects that play a vital role in the success of English learning programs, especially those focused on speaking skills such as "Daily English Conversations."



## 2.4 Previous Studies

To support this study, the researcher reviewed previous studies that are relevant to the topic of teaching speaking through Daily English Conversation and teacher strategies in EFL classroom settings, especially in Islamic boarding schools.

The first relevant study was conducted by Fitriana (2021) entitled *“Teachers’ Strategies in Teaching Speaking at Islamic Boarding School”*. This qualitative study explored the strategies used by English teachers in a islamic boarding schoolin Central Java. The findings showed that the teachers frequently used role play, drama, daily conversation, and peer discussion to enhance students’ speaking performance. Challenges such as low student confidence and limited practice time were addressed by adapting activities and encouraging more supportive peer interactions. This study is in line with the current research in terms of context Islamic boarding school, skill focus speaking, and the use of communicative strategies.

Another related study was carried out by Dewi (2020) with the title *“Improving Students’ Speaking Skill Through Daily English Conversation at Islamic Boarding School”*. The research employed a qualitative approach to analyze the impact of daily speaking practice on students’ fluency and confidence. It was found that consistent use of English in daily communication helped students reduce speaking anxiety and improved their pronunciation and vocabulary. The role of the teacher was central in designing simple, meaningful speaking tasks and creating an English rich environment. This study supports the present research by highlighting how structured daily conversation activities can positively affect students’ oral language development in islamic boarding school based EFL contexts.

While these studies have provided valuable insights into the use of daily conversation and communicative strategies in islamic boarding schoolsettings, most of them primarily focus on the application of strategies without analyzing in detail the specific obstacles faced by both teachers and students during the implementation process. Moreover, there is a lack of focus on how teachers adapt



their strategies to support students' speaking skill development in limited-resource environments like Al Munawaroh. Therefore, this present study aims to fill the gap by providing more comprehensive analysis not only on what strategies are used but also on how those strategies help overcome the challenges and contribute to students' speaking skill improvement in the specific context of the Daily English Conversation program at Al Munawaroh Islamic Boarding School.

