

CHAPTER I

INTRODUCTION

This chapter presents the overall foundation of the study. It introduces the background and rationale behind conducting research on the correlation between pre-service teachers' speaking skills and their teaching ability. It also outlines the formulation of the problem, the objectives of the study, and its significance for the field of English Language Teaching (ELT). Furthermore, this chapter defines the scope and limitations of the study to clarify the specific focus of the investigation.

A. Background of the study

Effective oral communication is a fundamental component of English language teaching, as classroom instruction largely depends on teachers' ability to convey ideas, explain concepts, and interact meaningfully with learners through spoken language. For English teachers, speaking skills are not merely a linguistic competence but a professional tool that directly supports instructional delivery, classroom interaction, and student engagement. There are many definitions of speaking explained by researchers. Nunan Describes that speaking is a capability of individual to pronounce words orally, having conversation, want to know something, or to delivering speech.¹ Richards identifies language proficiency, which includes speaking ability, as one of the ten essential aspects of competence

¹ David Nunan and others, 'New Publications', 1995, p. 40.

in language teaching.² Speaking skills involve the capacity to use spoken language fluently, accurately, and appropriately in different situations. Goh and Burns explain that speaking is a complex process that requires several competencies, including clear pronunciation, correct grammar, a wide range of vocabulary, the ability to organize ideas, and the skill to interact effectively with others.³ These elements work together to help speakers communicate their messages clearly, adjust their language according to their audience, and participate in meaningful conversations. In language teaching, speaking skills are not only used for communication but also serve as teaching tools that support instruction, classroom interaction, and student participation. For teachers, these abilities enable them to explain concepts, give instructions, lead discussions, and provide feedback effectively.

Petek highlights that more than 60% of classroom activities rely on teachers' verbal communication,⁴ showing that speaking is not only a linguistic skill but also a pedagogical tool supporting instruction and classroom interaction. Through spoken interaction, teachers deliver explanations, provide instructions, organize classroom activities, and encourage student participation, which makes speech the main channel for instruction and interaction. This view shows that speaking serves a dual function, as it represents teachers' linguistic ability and acts as a

² Jack C. Richards, 'Competence and Performance in Language Teaching', *RELC Journal*, 2010, p. 3.

³ Christine C. M. and Anne Burns Goh, *Teaching Speaking: A Holistic Approach* (New York: Cambridge University Press, 2012), p. 5-10

⁴ Tomaž Petek, 'The Teacher as a Public Speaker in the Classroom', 9.1 (2014), p. 125.

pedagogical resource for managing learning processes. Consequently, effective speaking is a crucial requirement for teachers, especially in language classrooms, because it supports both instructional effectiveness and positive classroom interaction.

In the context of pre-service teacher education, developing speaking skills remains a significant challenge. Studies have consistently shown that oral communication is one of the most difficult areas for prospective teachers. For instance, Rütli-Joy found that many pre-service English teachers lacked adequate oral teacher language competence, which hindered their ability to deliver lessons effectively and interact confidently in classroom settings.⁵ Hartono et al. Further emphasized that speaking self-efficacy plays a crucial role in shaping pre-service teachers' motivation to pursue a teaching career.⁶ Their study revealed that those with higher speaking self-efficacy were more confident and motivated to teach. Similarly, Cania et al. Examined the self-efficacy beliefs of pre-service EFL teachers during their teaching practicum. The study showed that speaking-related confidence significantly influenced their classroom performance and ability to manage instructional tasks.⁷ These findings suggest a direct link between linguistic competence and confidence in instructional settings.

⁵ OL IVIA JOY, RÜTTI, 'Fostering and Assessing Pre-Service English Teachers ' Oral Teacher Language Competence through an Assessment Rubric and Peer Feedback : An LSP Approach .', 2022, p. 220-225.

⁶ Hartono Hartono, Nani Hidayati, and Wiyaka Wiyaka, 'Pre- Service English Teachers ' Motivation to Pursue a Career in Teaching Viewed from Speaking Self-Efficacy', 12.1 (2023), p. 520-522.

⁷ Dwiniasih Cania Meta , Wendi Kusriandi, 'Efl Pre-Service Teachers' Self-Efficacy Beliefs During Teaching Practicum', 8.1 (2024), 88–100.

Teaching ability refers to the combination of knowledge, skills, and attitudes that enable teachers to plan, deliver, and evaluate instruction effectively. According to Kyriacou, teaching ability involves professional skills such as subject knowledge, teaching strategies, and interpersonal skills, which work together to support effective learning.⁸ In addition, Shulman explains teaching ability through Pedagogical Content Knowledge (PCK), which combines what teachers know and how they teach.⁹ This means that teachers need to present subject matter in ways that are clear, structured, and easy for students to understand. Teaching ability includes several important components: knowledge of subject matter and pedagogy, instructional delivery, classroom management, assessment strategies, student engagement techniques, and professional conduct. Richards outlines these as core dimensions of teacher competence, highlighting that teaching requires both technical knowledge and interpersonal skill. Among these components, instructional delivery stands out as especially dependent on oral communication. It involves explaining concepts clearly, using examples that make sense to students, asking thoughtful questions, and giving constructive feedback. Richards also notes that skilled teachers are those who can present material in a way that encourages interaction and builds a supportive learning environment.¹⁰ This shows that speaking ability is not just a tool. it's a foundation for effective teaching

⁸ Chris Kyriacou, 'Effective Teaching in Schools Theory and Practice', 2009, p. 6

⁹ Shulman, 'Knowledge and Teaching : Foundations of the New Reform', 57.1 (1987),p. 1–23.

¹⁰ Richards, p. 1-9

Several studies have confirmed that language proficiency is positively related to teaching performance. Faez, Karas, and Uchiyara conducted a meta-analysis of 19 studies and found a moderate positive correlation ($r = .37$) between language proficiency and teaching self-efficacy, suggesting that teachers with stronger language skills tend to feel more confident and effective in their teaching.¹¹ Similarly, Choi and Lee discovered that teachers' English proficiency significantly affects their teaching confidence and ability to manage classroom communication.¹² These findings provide strong theoretical and empirical support for the idea that speaking skills being a major part of language proficiency are crucial for effective teaching.

Most existing studies have focused on experienced teachers, general language proficiency, or psychological factors such as speaking anxiety.¹³ However, recent studies have begun to explore this connection more closely. For example, Järvinen et al. Investigated how pre-service teachers' voice and speech characteristics influence their teaching identity and classroom presence.¹⁴ Similarly, Astuti et al. Examined how pre-service English teachers apply core teaching skills like explaining and questioning,

¹¹ Farahnaz Faez, Michael Karas, and Takumi Uchiyara, 'Connecting Language Proficiency to Teaching Ability : A Meta-Analysis', 2019, p. 12-14.

¹² Changmi Wang, 'The Relationship Between Teachers ' Classroom English Proficiency and Their Teaching Self-Efficacy in an English Medium Instruction Context', 12.June (2021), p. 1-9.

¹³ Ahmad Syafi, 'Investigating Indonesian Pre- Service Teachers ' Speaking Anxiety in EFL Classroom', 2.1 (2020), p. 11-19.

¹⁴ Kati Järvinen, Anna-leena Kähkönen, and Pasi Nieminen, 'Education Sciences Talking Like a Teacher — A Study of Pre-Service Teachers ' Voice and Speech Characteristics in Learning and Teaching Situations', 2024, p. 4-6.

which rely heavily on oral communication.¹⁵ In the Indonesian context, Abid highlighted the challenges faced by pre-service teachers in developing oral communication skills, emphasizing the need for targeted support in teacher education programs.¹⁶ These findings suggest that speaking ability is not only a linguistic skill but also a foundational element of teaching competence, especially during the formative stage of teacher development.

Despite the recognized importance of speaking skills and teaching ability, very few studies have directly examined the statistical correlation between pre-service teachers' actual speaking performance and their teaching ability. Most previous research focuses on speaking anxiety or self-efficacy and relies on perception-based data rather than performance-based assessments, particularly in the Indonesian EFL context. Therefore, this research aims to examine the correlation between pre-service teachers' speaking skills and their teaching ability in the Indonesian EFL context. Understanding this relationship is important for improving teacher education programs, as it can guide curriculum designers and educators to place greater emphasis on developing speaking competence as a core component of teacher preparation. The findings are expected to provide empirical evidence on how speaking ability contributes to teaching

¹⁵ N Mabin, N. I. A., Talib, R. R., & Husain, 'Pre-Service English Teachers ' Ability in Applying Teaching Skills', *Jambura Journal of English Teaching and Literature*, 3.April (2022), p. 19–29.

¹⁶ Abid, 'Perceived Challenges In Improving English Oral', 2020, 147–70.

effectiveness, thereby supporting the development of more competent and confident future English teachers.

B. Research Question

Is there any significant correlation between Pre-Service Teachers' Speaking Skills and Their Teaching Ability?

C. Research Objectives

To investigate whether there is a significance correlation between Pre-Service Teachers' Speaking Skills and Their Teaching Ability.

D. The Significance of Study

1. English Language Education

This study contributes to the academic field of English Language Teaching (ELT) by providing empirical evidence of the relationship between pre-service teachers' speaking skills and their teaching ability. It strengthens the theoretical understanding that speaking competence is not merely a linguistic skill but also a pedagogical tool that supports instructional delivery, classroom interaction, and teacher confidence. The findings may also offer valuable insights for curriculum designers and teacher educators to more intentionally integrate oral communication development into teacher preparation frameworks.

2. Significance for Pre-Service Teachers

The results of this research can help pre-service English teachers recognize the importance of developing strong speaking skills as part of their professional growth. By understanding how speaking ability

contributes to teaching effectiveness, pre-service teachers can focus on improving their language use, classroom communication, and confidence during teaching practice. This awareness can also encourage them to integrate continuous self-assessment and reflection in both linguistic and pedagogical development.

3. Significance for Future Researchers

This study may serve as a valuable reference for future researchers who are interested in exploring related variables that influence teaching ability, such as communication apprehension, teaching style, or motivation. Future studies may also expand this research by employing larger samples, mixed-method designs, or cross-institutional comparisons to provide a broader understanding of how language proficiency contributes to teaching competence in different EFL contexts.

E. Formulation of Hypothesis

1. Null Hypothesis (H_0): There is no correlation between Pre-Service Teachers' Speaking Skills and Their Teaching Ability.
2. Alternative Hypothesis (H_1): There is a correlation between Pre-Service Teachers' Speaking Skills and Their Teaching Ability.

F. Scope And Limitation of The Study

This study focuses on examining the correlation between speaking skills and teaching ability among pre-service English teachers. The research is conducted with sixth-semester students of the English Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung who have

completed their speaking and micro-teaching course. Speaking skills are measured through impromptu speaking performance on education-related topics, assessed using five dimensions: pronunciation, fluency, content and relevance, vocabulary and grammar, and organization and delivery. Teaching ability is evaluated through video recordings of teaching performances from participants' micro-teaching course, assessed using five dimensions: lesson planning and organization, content knowledge and mastery, instructional delivery and clarity, classroom management, and use of English and professional communication. As a correlational study, this research examines the relationship between these two variables without establishing causality or determining which variable influences the other. Both variables are treated as equal constructs in the analysis.

G. Definition of Key Term

1. Speaking

Speaking is ability of someone to create sounds that can be understood by everybody else, so that able to conduct a good communication. Moreover, speaking is the way to utilize language for communicate with other. It means that this conditioning held with two or more people in order to reach purpose.¹⁷

2. Teaching ability

Teaching ability is defined as the capacity of a teacher to effectively manage classroom activities, deliver instructional materials, build

¹⁷ Glen Fulcher, *Testing Second Language Speaking* (Routledge, 2014), p. 7

interaction with students, and make appropriate instructional decisions during the teaching and learning process. Moreover, teaching is a continuous process of problem-solving and decision-making, where teachers need to process information about students' needs, characteristics, and classroom situations, then adjust their teaching strategies accordingly.¹⁸

¹⁸ Rajagopalan, p. 6