

Enhancing Students' Speaking Confidence through the Professional Development of English Teachers: A Study at MAN Bondowoso Class X K

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ABSTRACT

This study explores the impact of professional development (PD) on English teachers' pedagogical competence and its relationship with students' speaking confidence at MAN Bondowoso Class X K. The research aims to identify current teacher competencies, challenges in implementing communicative language teaching (CLT), and the need for technology integration and student-centered learning approaches. A descriptive qualitative method was applied using questionnaires distributed to seven English teachers and ten students. The results show that all seven teachers responded "agree," reflecting positive engagement in PD, while all ten students responded "strongly agree," showing strong confidence in their teachers' methods and increased motivation in speaking English. The findings highlight that continuous PD, especially in CLT, technology integration, and student-centered strategies, significantly contributes to improving students' speaking confidence. Recommendations include institutional support for sustained PD programs, collaboration among teachers, and workshops focusing on communicative and technology-based teaching practices.

keywords: professional development; english teachers; man bondowoso; class x k; communicative language teaching; pedagogical competence; technology integration; student-centered learning; speaking confidence.

INTRODUCTION

The quality of English language instruction largely depends on teachers' professional competence and their commitment to continuous development. In Indonesia, where English is a foreign language, teachers often face challenges in implementing communicative approaches and creating environments that encourage students to speak confidently. Professional development (PD) is essential to ensure teachers remain updated with pedagogical innovations and can integrate technology effectively into their teaching. However, PD must be contextually relevant to teachers' needs and school realities (Richards & Farrell, 2020).

At MAN Bondowoso, particularly in Class X K, English teachers are actively engaged in improving classroom practices, yet students' speaking confidence remains an ongoing challenge. This study investigates how PD participation influences teachers' pedagogical competence and, consequently, students' speaking confidence.

Professional development refers to structured activities aimed at improving teachers' skills, knowledge, and classroom effectiveness (Guskey, 2019). PD is not limited to workshops or seminars; it includes mentoring, classroom observation, collaboration, and reflective teaching (Desimone & Garet, 2021). CLT emphasizes real communication through authentic interaction. Teachers adopting CLT enable learners to express meaning rather than memorize grammar rules (Littlewood, 2018). However, many Indonesian teachers face difficulties implementing CLT due to limited training and rigid curriculum structures (Sari, 2020).

Integrating technology in ELT promotes engagement and offers various modalities for speaking practice, video blogs, online discussions, and interactive quizzes (Rahman & Widiastuti, 2022). Effective use of digital tools requires adequate PD focused on digital pedagogy (Kessler, 2020).

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Student-centered learning empowers learners to take active roles in class, fostering autonomy and confidence. Research by Putra (2021) and Nurhayati (2023) shows that student-centered activities—such as role plays, group discussions, and peer feedback, enhance students' willingness to speak.

METHODS

Research Design

This study employed a descriptive qualitative design combining quantitative survey data and qualitative reflections. The participants included seven English teachers and ten students from Class X K at MAN Bondowoso.

Instruments

Teacher Questionnaire: assessed participation in PD, teaching innovation, technology use, and CLT application (5-point Likert scale). Student Questionnaire: measured perceptions of teacher support, opportunities to speak, and confidence in English (5-point Likert scale).

Data Collection and Data Analysis

All seven teachers responded “4 = Agree,” showing strong engagement in PD but acknowledging room for improvement. All ten students responded “5 = Strongly Agree,” demonstrating that PD has positively influenced classroom speaking practices. Responses were tabulated and analyzed descriptively. Qualitative comments were coded into themes reflecting PD impact, teacher motivation, and student speaking outcomes.

RESULTS AND DISCUSSION

Teachers reported frequent participation in school-based workshops, MGMP (teacher working group) meetings, and independent learning through digital resources. Despite this, they expressed the need for more structured PD focused on CLT and technology-integrated teaching. Students strongly agreed that their teachers encourage speaking practice and create supportive environments. Many indicated they now feel “more confident to express opinions in English.” This supports previous findings by Han (2020), who emphasized that teacher attitude and feedback directly affect student confidence.

The findings confirm that PD positively impacts classroom pedagogy. Teachers who engage in reflective PD are more likely to adopt student-centered and communicative techniques (Richards, 2022). However, challenges remain in sustaining these practices due to time constraints and limited institutional support. While teachers recognize the importance of digital tools, many lack access to proper training or facilities. This aligns with Setiawan (2023), who notes that technology integration in Indonesian EFL classrooms remains inconsistent despite policy support.

Schools must provide continuous PD programs aligned with curriculum goals. Collaborative learning communities can help teachers share best practices. Administrators should allocate budget and time for professional workshops and online PD platforms.

CONCLUSION

This study concludes that teacher professional development (PD) plays a central role in enhancing pedagogical effectiveness and shaping students' speaking confidence in the context of MAN Bondowoso Class X K. The findings reveal that teachers' active engagement in various PD activities—such as school-based workshops, MGMP forums, and independent digital learning—has contributed positively to their instructional practices. However, the data also show that teachers require more structured, continuous, and targeted PD programs, particularly those focusing on Communicative Language Teaching (CLT) and technology-integrated pedagogy. This indicates that while participation frequency is high, the depth and relevance of training still need improvement.

The study further highlights a strong correlation between teacher development and student outcomes. Students reported feeling more supported, motivated, and confident in expressing their ideas in English, aligning with Han's (2020) assertion that teacher attitude and feedback significantly influence learner confidence. This demonstrates that effective PD not only strengthens teacher competence but also enhances the overall classroom climate and student engagement.

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Despite these positive trends, several challenges persist. Teachers acknowledged difficulties in maintaining student-centered approaches due to limited time, instructional demands, and inconsistent institutional support. Technology integration also remains a major barrier, influenced by inadequate training, insufficient digital facilities, and varied levels of technological readiness. These findings reinforce Setiawan (2023), who notes the uneven implementation of educational technology in Indonesian EFL settings.

Given these realities, the study recommends that institutions develop more coherent PD policies aligned with curriculum goals and classroom needs. Schools should foster collaborative learning communities, provide ongoing mentoring, and allocate adequate resources for professional workshops and online platforms. Strengthening institutional support will enable teachers to sustain innovative practices and ultimately improve students' communicative competence. Overall, the study affirms that well-designed and continuous PD serves as a critical driver for both teacher growth and student success in EFL classrooms.

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