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Implementation of Competency-based Language Teaching in Speaking Skills Instruction

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ABSTRACT Competency-Based Language Teaching (CBLT) improves quality of learning and students' result when implemented properly. Consequently, it is implemented at primary schools' language instruction. This study aimed to investigate the implementation of Competency-Based Language Teaching in English speaking skills instruction. The study adopted a mixed methods approach and descriptive survey design. A simple random sampling technique was used to select 97 Grade Four English teacher respondents. Data were collected using a questionnaire, observation, and interviews. While the qualitative data were analyzed verbatim, the quantitative data were analyzed with descriptive and inferential statistics. The result showed that fewer activities useful for competency development in speaking skills were used; learners were provided insufficient activities leading to mastery of competency, teachers' use of multiple ways of teaching speaking in the CBLT context was limited and implementation of the CBLT varies among districts. The study recommends that teachers give students chances to practice speaking skills using sufficient activities leading to competency, and are required to use multiple ways of teaching speaking to meet mastery of competency.