

INVESTIGATING THE TEACHER STRATEGIES IN TEACHING SPEAKING TO SENIOR HIGH SCHOOL

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INFORMASI ARTIKEL

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A B S T R A C T

This study investigates the strategies used by English teachers in teaching speaking at the senior high school level, focusing on how the strategies are planned, implemented, and responded to by students. Using a qualitative instrumental case study design, data were collected through interviews, classroom observations, and document analysis at SMA Negeri 1 Kupang. The findings reveal that teachers employ five main interactive strategies—language games, group discussion, role play, question–answer, and drilling—to enhance students’ confidence and speaking participation. Although seven strategies were planned in the lesson plan, storytelling and presentation were not applied due to time limitations and classroom conditions. Students reported that interactive activities, particularly role play and games, increased their motivation and reduced anxiety. The main challenges identified include students’ low self-confidence and fear of making mistakes. Overall, the study highlights the importance of selecting appropriate, engaging strategies to support effective speaking instruction.

INTRODUCTION

Speaking is one of the most essential skills in English language learning because it functions as the primary medium of communication in daily life. Through speaking, learners express ideas, emotions, and opinions in real time, making it crucial for building fluency and confidence. At the senior high school level, speaking proficiency enables students to actively participate in classroom interactions, enhance their academic readiness, and engage in broader global communication.

However, many students still face significant challenges in developing their speaking abilities. Limited vocabulary, insufficient grammar mastery, and psychological barriers such as shyness, fear of making mistakes, and low confidence often hinder students from speaking actively. Anxiety in interacting with teachers or peers and minimal exposure to English outside the classroom also restrict opportunities to practice, resulting in passive participation that slows speaking development.

To address these challenges, previous studies have explored various teaching strategies used in speaking instruction. Research by Husnaini et al. (2024), Tarmin & Aeni (2024), and Wulandari (2020) revealed that teachers employ strategies such as group discussions, role play, multimedia, simulation, problem-solving, and interactive games to improve students' speaking skills. These studies confirm that diverse, interactive strategies significantly support student engagement, even though obstacles such as limited vocabulary, fatigue, and unequal participation remain. Other studies, including those by Isda et al. (2021) and Anida et al. (2024), highlighted that blended learning and advocacy-based methods can enhance speaking performance by making learning more flexible, interactive, and student-centered.

Compared to earlier research that primarily used descriptive qualitative approaches, this study employs an In-depth Qualitative Method with an Instrumental Case Study design, allowed

Based on these considerations, this study seeks to investigate three main aspects of teaching speaking at the senior high school level: (1) the strategies used by English teachers in teaching speaking, (2) how these strategies are implemented in the classroom, and (3) the challenges teachers face in implementing the strategies and how they overcome them. These research problems guide the analysis in understanding the effectiveness and practicality of speaking instruction within the actual classroom environment.

RESEARCH METHODOLOGY

A. Research Design

This study employed a **qualitative method with an instrumental case study design** because it aimed to gain an in-depth understanding of the strategies teachers use in teaching speaking skills to high school students. The qualitative approach allows researchers to explore in detail how teachers plan, implement, and evaluate the speaking learning process, as well as the reasons behind their choice of strategies. The instrumental case study design was chosen because this study not only focuses on one particular case, but also seeks to understand a broader phenomenon through a specific context, namely the teaching practices of English teachers at the high school level. Thus, this design is considered most appropriate to answer research questions oriented towards understanding "how" and "why" speaking teaching strategies are applied in real-life classroom situations.

B. Setting and Participants

This research was conducted at SMA Negeri 1 Kupang as the case study location. The school was selected based on the consideration that it has experienced English teachers who actively use various strategies in teaching speaking skills. The main subject of this study is the English teacher at SMA Negeri 1 Kupang, selected through purposive sampling because they are considered to have the competence and experience relevant to the focus of the research. In addition, the key informants in this study are 36 eleventh-grade students taught by the teacher. These students were involved to provide additional perspectives on the effectiveness of the strategies used by the teacher in improving their speaking skills.

C. Research Instruments

The instruments used in this research are:

- 1. Observation Sheet:** Observation is conducted directly in the classroom during the teaching and learning process of speaking skills. The researcher uses an observation checklist to record the types of teaching strategies used by the teacher, such as language games, group discussions, or conversation simulations. In addition, the researcher takes detailed field notes to document the interaction between the teacher and students, the students' responses to the learning activities, and the general situation in the classroom.
- 2. Interview Guide:** The interview is conducted with the English teacher and several students from the same class. The questions are open-ended so that the respondents can give detailed answers. The purpose of the interview with the teacher is to understand the reasons behind the choice of certain strategies and their experiences in teaching speaking skills. Meanwhile, the interview with the students, either individually or in a focus group, will be recorded which aims to find out their perceptions of the effectiveness of the teacher's strategies in improving their speaking ability.
- 3. Documentation:** Document analysis is conducted by examining the Lesson Plan (RPP), syllabus, and teaching materials used by the teacher. The purpose is to compare the strategies that are planned in the teaching documents with those that are actually applied in the classroom. In this way, the researcher can assess the level of consistency between the planning and the implementation of the speaking teaching strategies.

D. Data Collection Procedure

The data are collected through three steps:

- 1. Interview:** The researcher begins the data collection process by interviewing the English teacher and several selected students. The interview with the teacher aims to obtain information about the common teaching strategies used in teaching speaking and the reasons for choosing those strategies. Meanwhile, the interview with the students aims to understand their perceptions and experiences related to the teacher's strategies in improving their speaking skills. The interview is conducted in a semi-structured way using an interview guide prepared by the researcher.
- 2. Observation:** After the interview, the researcher conducts classroom observation to see directly how the teacher applies the strategies during the teaching and learning process. The observation focuses on the teacher's teaching methods, classroom interaction, students' participation, and the overall learning atmosphere. The researcher uses an observation checklist and field notes to record all relevant information. This step helps the researcher validate the data obtained from the interviews and get a clearer picture of the actual teaching situation.
- 3. Documentation:** The last step in data collection is document analysis, such as Lesson Plans (RPP), syllabus, and teaching materials used by the teacher. The researcher reviews these documents to identify the planned teaching strategies and compare them with the strategies applied in the classroom. This procedure helps the researcher evaluate the consistency between planning and practice in teaching speaking skills.

E. Data Analysis Technique

The data are analyzed using the **Miles, Huberman, and Saldana (2014)** model with three steps:

- 1. Data Condensation:** At this stage, the researcher selects, focuses, simplifies, and organizes the data obtained from observations, interviews, and document analysis.

Irrelevant data are discarded, while important data such as types of teaching strategies, students' responses, and challenges faced by the teacher are systematically organized to make them easier to analyse in the next stage. The interview recordings will be transcribed, and coded. Observation data and teacher's document will be analysed and coded/categorised to find out the strategies, the implementation, and challenges in teaching speaking.

2. **Data Display:** After the data are condensed, the researcher presents the results in the form of descriptive narratives, tables, and thematic matrices to make it easier to understand the patterns and relationships among the data. This data presentation helps the researcher to see a comprehensive picture of how the teaching strategies are applied and how the students respond to them.
3. **Conclusion Drawing and Verification:** At the final stage, the researcher draws temporary conclusions based on the findings that emerge from the data, then verifies them by comparing various data sources through triangulation techniques to ensure the validity and reliability of the research results. The findings from this analysis provide a deep understanding of the teacher's strategies in teaching speaking skills to students at SMA Negeri 1 Kupang.

DISCUSSION AND RESULTS

Learning Observation Sheet Investigating The Teacher Strategies In Teaching Speaking To Senior High School

Tabel Rapi Sesuai Data Yang Anda:

Komponen	Keterangan
Peneliti	Nomecio Gomes Dos Santos
Hari/Tanggal	Jumat, 21 November 2025
Waktu	07:15 – 09:00 WITA
Kelas	XI E
Materi	<i>Describing People</i> (Describing
Guru Pengampu	Juniar Hutabarat, S.Pd

1. Interview

A. Interview Questions for Teacher

No	Questions for Teachers	Teacher's Answer
1	What strategies do you use most often in teaching speaking, and why?	I most often use role play and group discussion because these two strategies help students be more confident in speaking and practicing directly.
2	What factors influence you to choose a particular strategy when teaching speaking?	I consider student characteristics, learning objectives, and available time. Strategies should engage students and encourage them to make mistakes.
3	What are the biggest challenges you face when implementing speaking teaching strategies?	The biggest challenge is the varying abilities of students and some students are still shy to speak English.

B. Interview Questions for Students

No	Questions for Students	Student Answers
1	What strategies do you think are most helpful in improving your speaking skills?	Role play is very helpful because I can practice directly talking to friends.
2	How do you feel when teachers use strategies such as games, role play, or group discussions?	I feel more enthusiastic and less tense because learning is more fun.
3	What challenges do you face when asked to speak English in class?	I often feel afraid of making mistakes and lack confidence, especially when I have to speak in front of friends.

Short Notes

Based on the interviews, it can be concluded that **teachers choose speaking teaching strategies that encourage student interaction and confidence**, such as role-playing and group discussions. **Students respond positively to these strategies** because they make the learning process more enjoyable and help them practice speaking directly. However, the main challenges for both teachers and students are **a lack of student confidence and differences in ability between students**, so teachers need to adapt their approaches to ensure all students can actively participate.

2. Observation Checklist of Teaching Strategies

Observation Checklist Table

No	Teaching Strategy	Description	Used (✓) / Not Used (✗)
1	Language Games	Teacher uses simple English games to warm up students and encourage speaking.	✓
2	Group Discussion	Students discuss a topic in small groups and share the results.	✓
3	Role Play / Simulation	Students act out short dialogues based on a scenario.	✓
4	Question and Answer (Q&A)	Teacher asks questions and students answer orally.	✓
5	Storytelling	Teacher asks students to tell a short story or personal experience.	✗
6	Presentation	Students present a topic in front of the class.	✗
7	Drilling (Repetition Practice)	Teacher models pronunciation and students repeat.	✓

Summary of Strategies Used

Category	Number
Total Strategies Observed	7
Strategies Used (✓)	5
Strategies Not Used (X)	2

Field Notes

- The teacher opened the class with **language games** to arouse students' interest.
- The main activities include **group discussions** , **role plays** , **Q&A** , and a little **drilling** for pronunciation.
- Students looked quite active, especially during role play and games.
- The teacher actively provides direction, correction, and motivation during the activity.
- **Storytelling** and **presentations** were not conducted at this meeting.
- The classroom atmosphere is conducive and supports speaking learning.

Short Notes

Observations showed that teachers used five of the seven speaking teaching strategies. The strategies used tended to be interactive and communicative , such as language games, discussions, role-playing, Q&A, and drilling. Two strategies (storytelling and presentation) were not used, likely due to time constraints and limited focus on the material.

3. Documentation Analysis

Document Analysis: RPP, Syllabus, and Teaching Materials

No	Teaching Strategy in Documents (RPP/Silabus/Materials)	Planned in RPP	Evidence in Documents	Applied in Classroom	Notes
1	Language Games	✓	Seen in the <i>warming-up activity section</i>	✓	Match between planning and practice
2	Group Discussion	✓	Written as a <i>main activity</i>	✓	Consistent and well implemented
3	Role Play / Simulation	✓	It is in the lesson plan as a <i>pair activity</i>	✓	Used as planned

4	Question and Answer (Q&A)	✓	It's in <i>the teacher-student interaction section.</i>	✓	It is clearly visible in learning
5	Drilling (Pronunciation Practice)	✓	Included in the pronunciation material	✓	Done when students have difficulty pronouncing
6	Storytelling	✓	Written as an alternative assignment	✗	Not implemented due to time constraints
7	Presentation	✓	It is in the RPP as <i>a post-activity</i>	✗	Not used during observation

Summary of Documentation and Classroom Application

Category	Number
Total Strategies in Documents	7
Planned in RPP	✓ 7 strategies
Applied in Classroom	✓ 5 strategies
Not Applied in Classroom	✗ 2 strategies

Short Notes

Document analysis showed that **all seven strategies** were **planned in the lesson plan and materials**. However, during observations, only **five strategies** were actually implemented by the teacher. Two strategies (storytelling and presentation) were not used, mainly due to **time constraints and the teacher's focus on interactive activities**. This indicates a **small gap between planning and practice** in teaching speaking.

Data Analysis Table (Miles, Huberman & Saldana, 2014)

1. Data Condensation

The process of selecting, simplifying, organizing, and coding data.

Data source	Initial Data	Condensation Process	Condensed Data (Code)
Interview Teacher –	Teachers use role play, Q&A, group discussion; challenge: students lack confidence	Filtering relevant statements	TS1 (Role Play), TS2 (Group Discussion), TS3 (Q&A), CH1 (Low student self-confidence)
Interview Students –	Students find role play & games helpful; challenge: fear of making mistakes	Focus on student responses related to strategies	ST1 (Students like role play), ST2 (Games motivate), CH2 (Afraid of making mistakes)
Observation	5 strategies used and 2 not used	Simplifying to a list of used & unused strategies	USED (LG, GD, RP, QA, DR), NOT_USED (ST, PR)
Documentation (RPP & Syllabus)	All 7 strategies are listed in the lesson plan	Comparing documents vs. practices	PLAN_ALL (7 strategies planned), APPLY_5 (Only 5 implemented)

2. Data Display (Data Presentation)

The data is presented in the form of a concise table to facilitate drawing conclusions.

Display Table – Strategy Comparison

No	Teaching Strategy	Planned (RPP)	Used in Class	Supporting data	Code
1	Language Games	✓	✓	Student Interview & Observation	LG
2	Group Discussion	✓	✓	Teacher Interview & Observation	GD
3	Role Play	✓	✓	Teacher & student interview	RP
4	Q&A	✓	✓	Observation	QA
5	Drilling	✓	✓	Observation	DR
6	Storytelling	✓	✗	Documentation	ST
7	Presentation	✓	✗	Documentation	PR

CONCLUSION

Based on the analysis of Miles, Huberman, and Saldana, data obtained from interviews, observations, and documentation indicate that teachers consistently apply five main strategies in teaching speaking: language games, group discussions, role-playing, question and answer, and drilling. Although all seven strategies are listed in the lesson plan, two strategies—storytelling and presentation—were not implemented in class due to time constraints and the need to adapt to classroom conditions. The findings also indicate that students responded very positively to interactive strategies, especially role-playing and games, which helped increase their motivation, courage, and active participation in speaking. However, the biggest challenge faced by teachers was students' low self-confidence and fear of making mistakes when speaking English. Therefore, teachers preferred an active, collaborative, and communicative approach to make students feel more comfortable and confident in participating. Overall, the implementation of the strategies by teachers was appropriate to the needs and situation of the class, thus supporting the improvement of students' speaking skills.

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