

An Analysis of Teachers Strategy in Teaching Speaking Skills at SMP Dwijendra

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ABSTRACT

This study aims to identify the types of strategies used by English teachers in teaching speaking skills and to analyze the most frequently used strategies at SMP Dwijendra Denpasar. This study employed a descriptive qualitative approach. The subjects of this study were three English teachers who taught Grade VII, VIII, and IX. The data were collected through classroom observations, interviews, and documentation. The results of the study showed that teachers employed various strategies in teaching speaking skills, including role play, discussion, pair work, group work, storytelling, question and answer, interview, debate, picture describing, and games-based strategies. The strategies most frequently used by all teachers were role play, discussion, question and answer, picture describing, and gamesbased strategies. Meanwhile, the interview strategy was used selectively, and the debate strategy was not used. Each teacher also tended to use one dominant strategy, where Teacher 1 used role play, Teacher 2 used pair work, and Teacher 3 used group work, depending on students' levels and characteristics. Based on the findings, it can be concluded that selecting appropriate strategies plays an important role in improving students' participation, confidence, and communicative competence in speaking skills. Therefore, teachers are expected to select and implement suitable strategies to support more effective speaking instruction.

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1. INTRODUCTION

Education plays an important role in developing individuals' knowledge and skills, including language competence. Among the languages taught in schools, English has become one of the most important global languages due to its widespread use in communication, business, technology, and education. Therefore, English proficiency is essential for students to compete in an increasingly globalized world. English language learning involves four main skills: listening, speaking, reading, and writing. Among these, speaking is considered a key skill because it enables learners to communicate ideas, opinions, and feelings effectively. According to Nunan (2003), speaking requires the ability to produce language accurately, use appropriate expressions, and organize ideas fluently. However, teaching speaking remains challenging because students often have different learning styles, motivation levels, and language abilities (Hassan, 2020).

Teachers play a crucial role in developing students' speaking skills by selecting appropriate teaching strategies and creating meaningful learning experiences. Effective speaking instruction should promote fluency, accuracy, and active participation (Harmer, 2007). Speaking is considered one of the most important language skills because it enables students to communicate ideas and interact with others in real-life situations (Brown, 2014). However, many students still experience difficulties in speaking English, such as speaking anxiety, low confidence, limited vocabulary, and lack of speaking opportunities (Soha, 2025). Furthermore, classroom speaking activities are often dominated by teacher-centered approaches, which limit students' opportunities to actively practice communication. Previous studies have highlighted the importance of communicative and student-centered strategies in improving speaking skills. Harmer (2015) stated that speaking instruction should involve communicative activities that encourage learners to use language meaningfully. Similarly, Richards and Rodgers (2014) explained that strategies such as role play, discussion, pair work, and group work can increase students' interaction and communicative competence. In addition, psychological factors such as anxiety, lack of confidence, and low motivation remain significant barriers in learning speaking (Fajarina & Sumanto, 2025). However, Wang et al. (2022) pointed out that there is still limited research examining how speaking strategies are implemented in actual classroom contexts and how teachers adapt these strategies based on students' characteristics and proficiency levels. This research lies in its focus on investigating the implementation of speaking teaching strategies across different grade levels in junior high school, specifically at SMP Dwijendra Denpasar. Unlike previous studies that mainly focused on the effectiveness of individual strategies, this study examines the types of strategies used by teachers, the most frequently used strategies, and the challenges teachers face in teaching speaking skills. In addition, this study provides a more comprehensive understanding of how teachers adapt their speaking strategies according to students' needs, classroom conditions, and proficiency levels.

This study was conducted at SMP Dwijendra Denpasar, where English teachers employ various strategies to teach speaking skills. The school provides a suitable setting for investigating how speaking-teaching strategies are implemented and what challenges teachers encounter. This study is based on the principles of Communicative Language Teaching (CLT) proposed by Harmer (2015) and Brown (2014), which emphasize the use of interactive and meaningful communication activities to improve students' speaking ability and communicative competence. These theories were used to analyze the teaching strategies implemented by teachers and to understand the challenges encountered during the teaching process. Therefore, this study aims to analyze the teaching strategies used by English teachers in teaching speaking skills at SMP Dwijendra Denpasar and to identify the challenges faced during their implementation.

2. METHODS

This study employed a descriptive qualitative research design to analyze the teaching strategies used by English teachers in teaching speaking skills at SMP Dwijendra Denpasar, Bali, Indonesia. Qualitative research was selected because it allows researchers to explore and understand classroom phenomena in natural settings and to gain in-depth insights into participants' experiences and practices (Creswell, 2014). The participants were three English teachers who taught Grade 7, Grade 8, and Grade 9 students. They were selected purposively based on their teaching experience and their use of various strategies in teaching speaking skills. The object of the study was the teaching strategies employed by the teachers, including their implementation and the challenges encountered during the teaching process.

In this research, the researcher served as the primary instrument for data collection and analysis. Data were collected through classroom observations and semi-structured interviews. Classroom observations were conducted in two meetings for each teacher to examine how speaking activities were implemented, including lesson presentation, classroom management, student participation, and speaking practice activities. Semi-structured interviews were then conducted to obtain deeper information regarding the strategies used by the teachers, the strategies most frequently applied, and the challenges faced in teaching speaking skills. The collected data were analyzed using the qualitative data analysis model proposed by Miles and Huberman (2014), which consists of data reduction, data display, and conclusion drawing and verification. During the data reduction stage, the researcher selected and focused on information related to the types of teaching strategies, their implementation, and the challenges encountered by the teachers. The reduced data were then organized and presented descriptively to identify patterns and relationships among the findings. Finally, conclusions were drawn and continuously verified throughout the research process. To ensure the validity and credibility of the findings, source triangulation was applied by comparing data obtained from classroom observations, interviews, and supporting documentation. Consistent findings across these different sources were used to strengthen the trustworthiness of the study (Denzin, 2018).

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Types of Teachers' Strategies in Teaching Speaking Skills

The results showed that English teachers at SMP Dwijendra Denpasar employed various strategies in teaching speaking skills. This results obtained by doing observation and interviews. The strategies were implemented to encourage students' participation and improve their speaking skills in the classroom. Each teacher applied different strategies according to students' characteristics, classroom conditions, and learning objectives at each grade level. Table 3.1 below shows the types of teachers' strategies used in teaching speaking skills.

Table 1. Teacher's Strategies Used by the Teachers in Teaching Speaking Skill

	Strategies									
	Role Play	Discussion	Pair Work	Group Work	Storytelling	Question and Answer	Interview	Debate	Picture Describing	Games-Based strategy
Teacher 1 9th	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓
Teacher 2 8th	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓
Teacher 3 7th	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓

Based on Table 1 above, several strategies were commonly used by all teachers, such as role play, discussion, storytelling, question and answer, picture describing, and games-based strategies. These strategies were considered effective in encouraging students to participate actively in speaking activities. However, some strategies were only applied by certain teachers. For example, the interview strategy was only applied by Teacher 1 (Grade 9th), indicating that this strategy was more suitable for students with higher levels of English proficiency. Meanwhile, the debate strategy was not used by any teacher because it was considered too difficult for junior high school students.

A. Strategies Used by Teacher 1

Teacher 1 applied various strategies in teaching speaking skills to Grade 9 students, including role play, discussion, group work, storytelling, question-and-answer (Q&A), interviews, picture description, and game-based strategies. These strategies were implemented to improve students' communication skills and self-confidence in speaking English. Role play and discussion helped students practice communication in real-life situations, while group work encouraged cooperation and interaction among students. Furthermore, storytelling, picture describing, and game-based strategies supported students in developing ideas, enriching vocabulary, and creating a more enjoyable learning atmosphere. However, pair work and debate strategies were not applied because the teacher preferred group activities that allowed students to interact with more classmates, and debate was considered too difficult for junior high school students in terms of vocabulary mastery, critical thinking, and expressing arguments in English. Additionally, the interview results revealed that Teacher 1 has 21 years of teaching experience and applies a combination of structured and interactive strategies in teaching speaking skills. This also supported by the teacher 1 statement such as,

"I use a mix of structured and interactive strategies such as role play, discussion, question and answer, picture describing, and games because these strategies make the students feel more confident."

The main objective of teaching speaking, according to Teacher 1, is to improve students' confidence and fluency in speaking English.

B. Strategies Used by Teacher 2

Teacher 2, who teaches Grade 8 students applied discussion, pair work, question and answer (Q&A), storytelling, picture describing, and games-based strategies in teaching speaking skills. These interactive and student-centered strategies aimed to increase students' participation and speaking practice opportunities. Pair work encouraged direct interaction and helped students feel more comfortable, while discussion and Q&A supported students in expressing opinions confidently. Storytelling, picture describing, and games-based strategies also made learning more interesting and enjoyable. However, Teacher 2 did not apply group work, interview, and debate strategies because pair work was considered more effective for classroom interaction and individual participation, while interview and debate were viewed as too difficult for Grade 8 students' speaking abilities and confidence levels. This also supported by the teacher 2 statement such as,

"The strategies are used to maximize active student engagement and increase individual speaking participation time."

The primary objective of teaching speaking, according to Teacher 2, is to improve students' fluency, communicative effectiveness, and confidence.

C. *Strategies Used by Teacher 3*

Teacher 3, who teaches Grade 7 students, applied role play, discussion, pair work, group work, storytelling, question and answer (Q&A), picture describing, and games-based strategies in teaching speaking skills. These strategies aimed to help beginner students become more active and confident in speaking English. Group work and games-based strategies created an enjoyable classroom atmosphere and reduced students' anxiety, while storytelling and picture describing helped students gradually develop vocabulary and speaking skills. However, interview and debate strategies were not applied because Grade 7 students were still beginner learners who needed simpler activities and more guidance. Debate was also considered too complex due to students' limited vocabulary and speaking ability. The interview results also showed that Teacher 3 has 21 years of teaching experience and adapts teaching strategies to beginner learners' needs. This also supported by the teacher 3 statement such as,

"Students are still in the early stages of learning to speak, so they need structured activities that are easy to follow."

The main objective of teaching speaking at this level is to build students' confidence in speaking English.

3.1.2 *Strategy that Most Frequently Used by the Teacher*

Based on the observation and interview results, the speaking teaching strategies used at SMP Dwijendra Denpasar varied according to students' levels and characteristics. Teachers selected strategies based on students' needs, learning objectives, and communicative goals. Teacher 1 most frequently used role-play because it effectively allowed students to practice communication through real-life situations, improving confidence and speaking fluency. The strategy was implemented through warm-up activities, dialogue explanations, and role-play tasks combined with discussion and question-and-answer activities. Teacher 2 most frequently used pair work because it encouraged direct interaction and increased students' participation. Students worked in pairs through dialogue practice, question-and-answer sessions, picture descriptions, and discussions, helping improve confidence, speaking fluency, and communicative competence. Teacher 3 most frequently used group work because it suited beginner learners and reduced speaking anxiety. The lesson began with vocabulary introduction and guided practice, followed by group activities such as discussions, short interviews, and games-based speaking tasks. These activities helped improve students' participation, confidence, and communicative competence.

Thus, the findings show that teachers selected strategies suitable for classroom situations and students' abilities. Although different strategies were used, all aimed to provide opportunities for active speaking practice and improve students' fluency and confidence. The differences across grade levels also indicate that teachers adjusted their methods according to students' needs, using more challenging activities for higher-level students and simpler activities for lower-level students.

3.1.3 *Challenges Faced by English Teachers in Teaching Speaking Skills*

Based on the observation and interview findings, each teacher experienced different challenges in teaching speaking skills according to students' characteristics and classroom situations. Nevertheless, some common challenges were found, including limited vocabulary, low self-confidence, lack of concentration, and unequal participation among students.

Table 2.

Challenges Faced by English Teachers in Teaching Speaking Skills

No	Teachers	Challenges
1.	Teacher 1	Limited vocabulary and lack of confidence in speaking English.
2.	Teacher 2	were less active and lacked confidence in speaking.
3.	Teacher 3	had limited vocabulary, low concentration, and low confidence when speaking English.

From the data above it can be seen that Teacher 1 who teaches Grade 9 students has reported that one of the main challenges was students' limited vocabulary and low confidence in speaking English. She also noted that students frequently felt pressure due to academic demands and examinations, which reduced their willingness to participate actively in speaking activities. To deal with these challenges, she modified her teaching by combining interactive strategies such as role play, discussion, and games to create a more

supportive classroom environment. Teacher 2 who teaches Grade 8 students has stated that the challenges involved dominant students who often controlled classroom interactions, while others tended to be less active and lacked confidence in speaking. She also highlighted the difficulty of maintaining enjoyable classroom activities while still achieving instructional goals. To solve these issues, she regularly implemented pair work activities to promote equal participation and reduce students' anxiety during speaking practice.

Meanwhile, Teacher 3, who teaches Grade 7 students has experienced challenges related to students' beginner-level proficiency. Many students had limited vocabulary, short attention spans, and low confidence when speaking English. Since Grade 7 students were still beginning to learn English, they required simple and structured speaking activities. Therefore, she used game-based strategies and guided group activities to motivate students and encourage more active classroom participation.

3.2 Discussion

The findings indicate that English teachers at SMP Dwijendra Denpasar applied various speaking strategies, including role play, discussion, pair work, group work, storytelling, question and answer (Q&A), interviews, picture describing, and games-based activities. These strategies reflected teachers' efforts to create communicative and student-centered learning environments where students actively participated in meaningful speaking activities. This implementation aligns with the principles of Communicative Language Teaching (CLT), which emphasizes active language use and meaningful interaction (Harmer, 2015; Brown, 2014).

The findings also revealed that teachers selected strategies according to students' proficiency levels and classroom conditions. For Grade VII students, teachers used simpler and more structured activities such as group work, storytelling, picture describing, and games-based strategies to reduce anxiety and gradually build confidence. This supports Pinter (2020), who states that beginner learners require enjoyable and supportive learning experiences.

For Grade VIII students, teachers implemented more interactive strategies such as discussion, pair work, storytelling, Q&A, and picture describing. Pair work was frequently used because it encouraged direct interaction and increased students' confidence and participation. This is supported by Richards and Rodgers (2014), who explain that collaborative activities promote communicative competence.

For Grade IX students, teachers applied more complex strategies such as role play, discussion, interviews, storytelling, and group work. Role play was the dominant strategy because it allowed students to simulate real-life communication situations, improving fluency, confidence, and communicative ability. Richards (2021) states that role play is effective because it provides opportunities for authentic language use.

Across all grade levels, Q&A, storytelling, picture describing, and games-based activities were commonly used because they encouraged participation, developed vocabulary, and created enjoyable learning environments. Different dominant strategies were found among teachers, with Teacher 1 preferring role play, Teacher 2 pair work, and Teacher 3 group work and games-based activities. This suggests that strategy selection was adjusted to students' needs and classroom situations.

The study also showed that speaking instruction followed systematic stages: pre-teaching, while-teaching, and post-teaching. Teachers introduced vocabulary and objectives, guided students through speaking activities, and concluded lessons through reflection and feedback.

Despite the effectiveness of these strategies, several challenges were identified, including students' low confidence, limited vocabulary, classroom management difficulties, time limitations, and unequal participation. These challenges often affected students' speaking performance and classroom interaction. Therefore, successful speaking instruction requires appropriate strategy selection, effective classroom management, careful planning, and continuous teacher support.

4. CONCLUSION

Based on the findings and discussion, it can be concluded that English teachers at SMP Dwijendra Denpasar use various strategies in teaching speaking skills, including role play, discussion, pair work, group work, storytelling, question and answer (Q&A), interview, picture describing, and games-based strategies. The findings show that each teacher used different strategies based on students' needs and classroom conditions. Teacher 1 frequently used role play to improve communication practice, confidence, and fluency. Teacher 2 mostly applied pair work to increase interaction and speaking opportunities, while Teacher 3 frequently used group work to create a supportive atmosphere for beginner learners. Overall, these strategies helped students become more active, confident, and communicative. The study also found several challenges in teaching speaking, such as students' lack of confidence, limited vocabulary, pronunciation difficulties, and lack of concentration. To address these challenges, teachers provided gradual practice, used games, created a supportive learning environment, and implemented pair and group work.

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