



Teachers' Strategies in Teaching Speaking at High Schools: Obstacles and Challenges

Husnaini ⁽¹⁾, Andi Tenrisanna Syam ^{(2)*}, Niken ⁽³⁾, Abdullah Soares ⁽⁴⁾

⁽¹⁾⁽²⁾⁽³⁾ Institut Agama Islam Negeri Palopo, Indonesia

⁽⁴⁾ Universidade Oriental Timor Lorosae, Dili, Timor Leste

* anditenrisannasyam86@gmail.com

Abstract

This research analyzed the teachers' strategy in teaching speaking skills and the teachers' difficulties in teaching speaking skills at senior high schools in Palopo. This research used a narrative qualitative method. The participants consisted of three teachers. The researchers used two instruments to collect data: observations and interviews. The researchers analyzed the research results using Miles and Huberman data analyze model. The results show that Teacher 1 uses the method of grouping, discussion, games and describing pictures. Teacher 2 uses video, audio, roleplay, minidictionary, and word chain methods. Teacher 3 uses the multimedia method of describing home, reporting, and storytelling. In addition, specific challenges faced include students with limited vocabulary, lack of student engagement, students experiencing physical and mental fatigue towards the end of the day, and constraints regarding resources and practice facilities. Since the examined strategies and procedures are relevant to the Indonesian national curriculum, they were helpful for communication in Indonesian high school classrooms.

Keywords

teachers' strategies, speaking skills, teachers' obstacles and challenges

Introduction

Speaking is the ability to communicate with other people. Therefore, speaking is a key to communication among people in daily life to change information. Brown stated, "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally." Speaking skills are considered a significant element of teaching a foreign language.

Speaking is important for language learners. Besides its role in communication, speaking can facilitate language acquisition and development. Speaking is a crucial tool for thinking and learning when the target language is also a language for instruction across the school curriculum. However, even when there are speaking activities, it is probably true that the skills may only sometimes be taught while speaking occurs. Furthermore, unlike lessons on reading and writing, where the teacher will have a performance record in the form of written texts, speaking output is transient, with little record once the activities are over. Teachers need a corpus of learner work to evaluate and give feedback. As a result, problems that learners face when doing speaking activities need to be noticed or corrected. This statement was supported by Anjaniputra (2013), who stated that regarding tactics for teaching speaking, it is paradoxical that, based on the researcher's high school experience, most secondary school students needed help to speak English.

Based on the preliminary observation at the Senior High Schools in Palopo. The researcher found that many students need help to speak English. Several factors influence this; students still need to gain vocabulary. In addition, the influence of the mother tongue makes it difficult for students to speak English. And lack of experience in speaking skills teachers and time to learn; more than the time to teach speaking skills is needed for students to improve their abilities. It is in line with previous research surveys by Angelini & Garcia-Carbonel (2019). They found that the teacher encountered numerous obstacles when teaching speaking in the classroom, such as students still needing to improve in four language-related areas: vocabulary, pronunciation, variety of expression, and grammar.

Therefore, a teacher can utilize a variety of teaching techniques to accomplish their goals and objectives for instruction and learning. The teacher should develop effective plans/strategies to meet the educational goals of students, who are primarily interested in communicating using the language they learn. These imply that it is the duty of teachers to encourage students to speak English by using effective speaking-based teaching strategies.

Many teaching strategies have been applied in teaching English speaking in Indonesia. Anjaniputra (2013) revealed that the teacher in Senior High School in Sumedang used the strategies included roleplaying, cooperative learning, creative assignments, and drilling. The learners well received the strategies. Nurbaktiah et al., (2021) researched two English teachers at SMA Negeri 5 Bengkulu. The results showed that first teacher used seven strategies from twelve speaking strategies and second teacher used eight speaking strategies. The strategies used were Task Completion, Opinion Sharing, Information Transfer, Reasoning Gap, Questioning, Brainstorming, Scaffolding, and Drilling.

Khairuzzanila (2021) found that Enhancing student discussion and storytelling is an effective teaching technique for secondary speaking at SMA Negeri 1 Peukan Pidie. By employing strategies, teachers may teach more effectively, and students can comprehend the material that teachers are teaching more easily. Without a plan, students will become disinterested and find it challenging to understand the material. Besides, according to Kayi (2006), the following teaching techniques help students feel more confident when speaking: role-playing, simulations, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find the difference. Saswati (2022) aimed to examine how teachers used questioning techniques in speaking lessons in an EFL context. Throughout the while-speaking phase, the class and learners provided information through referential and follow-up questions. To encourage students to participate in the conversation, questions were posed to both the class and individual participants. In the post-speaking phase, the display and follow-up questions were covered in greater detail and served as an evaluation tool for today's lesson.

Based on the background, the researchers composed the research questions as follows:

1. What are the teachers' strategies for teaching speaking skills at the Senior High Schools in Palopo?
2. What are the teachers' difficulties teaching speaking skills at the Senior High Schools in Palopo?

Method

The researcher used the qualitative narrative method. Narrative research tells a participant's full story to comprehend their personal story. Two female teachers and one male teacher involved in this research. The demography information about the teachers were mentioned in Table 1.

Table 1. Teachers' Identity

Initials	Age	Last Education	Teaching Experience
T1	45	Master Degree	> 30 years
T2	30-45	Bachelor Degree	18 years
T3	30-45	Bachelor Degree	10 years

The researcher used two instruments: observation and interview. The researcher observed each participant's classroom for two months or eight meetings. The researcher was a non-participant observer (Fraenkel and Wallen, 2007: 450). In the first phase, the researcher, acting as a human instrument, watched firsthand how the teachers used various tactics to teach speaking and how the students responded to those strategies. In addition to taking field notes, the researcher used a smartphone to record every event in the classroom to obtain complete and valid data. The researcher prepared at least 16 questions for each teacher in structured interviews.

Additionally, the data were analyzed using the methods outlined by Miles and Huberman (1994). These methods included the following four steps: (1) data collection. The researcher gathered information from video documentation and field notes, (2) data reduction is where the researcher uses the information from field notes to transcribe, select, and concentrate on the most critical information by using the research problems as a guide, (3) data display. The data was applied to view the entirety of the data description, and (4) making conclusions is the process of formulating conclusions based on the data collected.

Results

The Interview Results with Teacher 1

The researcher raised the first inquiry regarding how to effectively organize a classroom for teaching speaking skills. Teacher 1 addressed the researcher's query by suggesting student grouping.

"When teaching, I prefer to organize the class by dividing students into small groups. I aim to increase active participation and interaction among students during the learning process. Each group is responsible for working together on speaking activities, encouraging discussions, and supporting each other in improving their speaking skills. I also always monitor and provide effective guidance so students can develop their speaking skills individually and collectively."

Based on the interview above, the teacher adopts a pedagogical strategy of organizing the classroom by dividing students into small groups during speaking lessons. This approach is aimed at promoting active participation and interaction among students. Each group collaborates in speaking exercises, fostering discussions and mutual support to enhance their speaking skills. The emphasis on group work contributes to an inclusive learning environment where students can learn from one another through constructive feedback.

Moreover, this arrangement allows the teacher to monitor and guide students more effectively in developing their speaking abilities on both individual and collective levels. Ultimately, this method fosters a dynamic and engaging learning experience that empowers students to improve their speaking proficiency while fostering a supportive learning community.

The subsequent inquiry presented by the researcher pertains to the practical pedagogical approach to teaching speaking skills to ensure optimal learning outcomes.

"I employ a communicative approach to enhance students' communication skills. This approach emphasizes the practical use of language in real-life contexts, enabling students to engage in authentic communication situations. Through this approach, students are expected to feel more confident and skilled in using oral language in diverse everyday situations."

Based on the answer above, the teacher adopts a communicative approach to improve students' communication skills. This approach emphasizes the practical use of language in authentic contexts, enabling students to engage in real-life communication situations. The teacher designs various speaking activities that encourage active student interaction

and the use of relevant language. The learning process also emphasizes the importance of understanding context and communicative purposes, which helps students acquire more effective and proficient communication skills. As a result of this approach, students are expected to gain greater confidence and proficiency in using oral language in various everyday life situations.

In the subsequent phase of the research, the primary focus was to investigate the methods employed by the teacher to encourage active English-speaking participation among students in the classroom.

"I provide exciting and challenging teaching to motivate students to speak English in class actively. I use various teaching methods to enrich the class atmosphere and attract students' attention. I strive to create a relaxed and inclusive learning environment where students feel comfortable speaking and actively participating without fear or anxiety."

Based on the answer above, the teacher employs various engaging and challenging teaching methods to motivate students to actively participate in speaking English during classroom sessions. The teacher creates a relaxed and inclusive learning environment, fostering a comfortable space for students to express themselves without hesitation. Positive and constructive feedback encourages students' speaking efforts, while authentic communicative activities facilitate active interaction and discussions among students. By prioritizing interactive and enjoyable teaching approaches, the teacher aims to cultivate students' interest and enthusiasm in confidently communicating in English.

Subsequently, the researcher posed another question about the teachers' experience with a specific teaching speaking strategy or technology.

"Previously, I had used visual aids, especially pictures, in teaching speaking, and the results were quite promising. I provide several images related to the theme and allow students to describe the pictures."

Based on the answer above, teacher 1 implemented visual aids, specifically using images, during the speaking instruction process, leading to promising outcomes. Using images enhanced students' comprehension and retention of the material while stimulating their interest and creativity in speaking. The approach created an engaging and interactive learning environment, fostering active participation in discussions about the images.

Additionally, it offered opportunities for integrating various language skills within a single activity. Based on the positive results, the teacher remains dedicated to exploring additional teaching strategies and technologies to enrich speaking instruction and improve students' learning achievements.

In the final question, the researcher sought information on the modifications employed by the teacher to assist students who faced difficulties in speaking.

"To modify the learning, I describe pictures to make it easier for students to identify and interact with relevant pictures. I also use games to overcome student boredom while studying. In this way, my efforts are focused on creating an inclusive learning environment and helping each student improve their speaking skills."

Based on the last question above, teacher one uses a describing picture to help students who have difficulty speaking. By integrating visual aids, such as pictures, and incorporating games as teaching techniques, teachers aim to increase students' understanding and self-expression during speaking activities. Visual aids facilitate the illustration of ideas, while games hold students' attention and encourage active participation. The teachers' efforts focus on motivating and instilling confidence in students in developing their speaking skills. Providing ongoing support and constructive feedback will further assist students in overcoming challenges. Ultimately, this approach fosters an inclusive learning environment, supporting each student's progress in improving their speaking skills.

The Interview Results with Teacher 2

In teaching in the classroom, teacher two also used the strategy. Therefore, the researcher also interviewed teacher two about it. Like teacher 1, the researcher asked some questions to get results about the strategy used by teacher two in teaching speaking skills.

The researcher's initial question centred around efficiently organizing a classroom to teach speaking skills. In response, Teacher Two provided a solution by proposing the formation of student groups.

"Class arrangements are often arranged by grouping students using various methods such as by number, leadership, or choosing their friends. But I mostly use numbering to avoid them picking friends."

Based on the answer above, teacher two frequently organizes the classroom by implementing various student grouping methods, such as numbering, leadership, or peer preference. Each grouping approach serves distinct purposes, such as facilitating cooperation and support among students with diverse abilities through numerical grouping. Leadership-based grouping nurtures students' leadership skills, and peer-preference grouping fosters motivation and comfort in student communication. These approaches create an inclusive and engaging learning environment, catering to individual student needs and promoting effective speaking instruction.

The following question posed by the researcher concerns the successful pedagogical approach in teaching speaking skills to achieve the best learning results.

"I use a process approach where learning is carried out based on structured stages such as opening, core, and closing. I think the structure of a lesson can make teaching better."

Based on the answer above, teacher two utilizes a process-oriented approach to teaching, which entails three distinct stages: opening, core, and closure. The opening phase involves introducing the topic and arousing students' interest. In the core stage, the teacher delves deeper into the material, fostering active student participation through discussions and speaking activities. Finally, in the closure stage, the class reflects on the lesson and concludes the learning experience. This approach ensures an organized and well-structured learning environment, offering students a guided and comprehensive learning journey.

During the subsequent research stage, the primary objective was to examine the strategies utilized by the teacher to promote active English-speaking engagement among students in the classroom.

"I often use humor or present short games to increase student focus. Such as tongue word chains or role plays, and if someone dies in this game, they will receive a penalty for memorizing at least five vocabulary words. This approach aims to create a more enjoyable and interesting learning atmosphere, encouraging students to be more involved in the learning process."

Based on the answer to the question, the teacher frequently employs humour and short games as practical strategies to enhance student focus during the learning process. Incorporating these elements into the teaching approach makes the classroom atmosphere more enjoyable and engaging, fostering active student participation. As a result, students show increased enthusiasm and motivation in their learning, ultimately benefiting from a more productive and effective educational experience.

Afterwards, the researcher raised an additional question concerning the teachers' encounters with a particular teaching strategy or technology.

"I have utilized videos to stimulate interactive questioning with students, and I believe it was successful. Incorporating videos in speaking instruction helps reinforce students' interest and fosters more active questioning and discussions. Through this approach, students become more engaged in learning and feel more motivated to speak and participate in instructional activities."

Based on the answer above, the teachers' successful implementation of videos to prompt interactive questioning and discussions among students has proven effective in speaking instruction. Using videos stimulates students' interest, encourages active participation, and enhances the learning experience. By incorporating this approach, the teacher successfully creates a dynamic and engaging learning environment that motivates students to be more involved in the speaking activities and fosters their speaking skills effectively.

In the last question, the researcher aimed to gather information about the adaptations implemented by the teacher to support students encountering challenges in speaking.

"As an educator, I provide transcripts for videos and audio used in speaking instruction. Additionally, I create mini dictionaries for the speaking materials I teach. This approach aims to assist students in better understanding the material and enhance their speaking abilities by providing supportive reference sources. By offering these supplementary resources, students are expected to overcome speaking challenges and feel more confident using English orally."

Based on the answer above, the teacher adopts a proactive approach to supporting students' speaking skills by providing transcripts for videos and audio used in instruction and creating mini dictionaries for the speaking materials. These additional resources enhance students' comprehension and facilitate their speaking proficiency by offering valuable reference material. By providing such support, the teacher aims to empower students to overcome speaking obstacles and build confidence in their English oral communication abilities.

The Interview Results with Teacher 3

Teacher 3 also implemented the same strategy in the classroom, as observed during the teaching process. Consequently, the researcher interviewed Teacher 3 to gain insights into their teaching approach. Similar to the interviews with Teacher 1 and Teacher 2, the researcher provided a set of questions to elicit information about the specific strategies employed by Teacher 3 in teaching speaking skills.

The first question posed by the researcher revolved around the effective classroom arrangement for teaching speaking skills. In reply, Teacher 2 suggested a solution by recommending the implementation of student groupings.

"As an educator, I teach more often by dividing students into groups. This method allows for more individual attention because students can support each other and collaborate in achieving learning goals."

Based on the answer above, the teacher adopts a group-based approach to teaching, frequently dividing students into smaller groups for instructional purposes. This method promotes active student engagement, collaboration, and individualized attention. By fostering a collaborative and interactive learning environment, the teacher aims to enhance students' participation and comprehension, ultimately contributing to a more effective and enriching learning experience.

The subsequent question raised by the researcher pertains to the practical pedagogical approach to teaching speaking skills to attain optimal learning outcomes.

"I use a task-based learning approach, such as making videos. Here, students are freer to express their speaking skills than when speaking in front of the class."

Based on the answers above, the teacher applies a task-based approach. The teacher gives the task of making a video. By creating videos, students can better express their speaking skills because they are more flexible and confident when speaking in front of the camera. This strategy allows students to hone their speaking skills more quickly.

In the following phase of the research, the primary aim was to investigate the methods employed by the teacher to encourage active participation in English speaking among students in the classroom.

"To encourage active student participation in the classroom, I frequently modify the learning process by incorporating games as engaging elements. This approach aims to create an interactive and enjoyable learning environment, fostering students' enthusiasm in class. Integrating games makes the learning experience more dynamic and stimulates student engagement in various learning activities."

Based on the answer above, the teacher implements modifications in the learning process by introducing games to enhance student engagement in the classroom. This approach fosters an interactive and enjoyable learning environment, encouraging students to participate actively in various activities. By integrating games, the teacher successfully promotes enthusiasm and boosts student involvement, leading to a more dynamic and practical learning experience.

Subsequently, the researcher asked about the teachers' experience with a specific teaching speaking strategy or technology.

"I have used multimedia-based learning, which combines several learning media into one type. Such as video, audio, text, images, and animation."

Based on the answer above, the teachers' implementation of a multimedia-based approach has proven captivating and effective in creating an engaging learning atmosphere. By incorporating visual, audio, and psychomotor elements, the approach enriches the students' learning experience and keeps them actively involved in the educational process. The use of multimedia not only prevents boredom but also enhances students' understanding and speaking proficiency. This innovative approach contributes significantly to a more dynamic and fruitful student learning journey.

In the final question, the researcher sought to collect information about the adjustments made by the teacher to assist students facing difficulties in speaking.

"To help students with difficulty learning to speak, I give them assignments to make videos, such as reporting or storytelling. It helps those who are more confident when speaking in front of the camera than in front of the class."

Based on the answer above, the teachers' approach to improving students' speaking skills involves assigning video tasks with specific guidelines. These assignments allow students to put into practice the knowledge and experiences gained during speaking lessons. Students can engage in authentic speaking experiences and refine their speaking abilities by recording videos and speaking in front of the camera. This practical and interactive approach contributes significantly to the student's language development and prepares them for real-life communication scenarios.

Overall, Teacher 1, Teacher 2, and Teacher 3 implemented various effective strategies to improve students' speaking skills in class. Teacher 1 applies a class organizing strategy by forming student groups. This approach encourages cooperation and support among students, fostering a collaborative learning environment where they can actively engage in speaking activities. Teacher 1 also uses describing pictures as a teaching strategy in teaching speaking.

Teacher 2 chooses to use a structured approach for smooth learning. The teacher also has a strategy for teaching using video and audio Role Play, which is supported by a mini dictionary, which can help students with difficulty learning. The teacher sometimes provides material-related games, such as word chains, to overcome boredom.

Teacher 3 utilizes multimedia elements and interactive games to enhance students' speaking skills. By incorporating visual, audio, and interactive components, this strategy creates an engaging learning experience that keeps students motivated and excited to participate in speaking tasks. Teachers often give assignments to make video reporting or storytelling to improve students' speaking skills.

These strategies implemented by Teacher 1, Teacher 2, and Teacher 3 contribute to a comprehensive and dynamic approach to teaching speaking skills. Their methods focus

on creating an interactive and enjoyable learning environment, fostering active participation, and, ultimately, helping students develop practical speaking abilities.

All of the strategies have advantages and disadvantages. All of this is according to the student's needs. Based on the result from the interview, the benefits of the above strategies will be that it will be easy to teach speaking if applied in higher classes. If used in higher classes, the disadvantage will be that it will be easy to teach speaking. The disadvantages will be difficult to apply precisely to the lower class. Therefore, before deciding which strategies will be used in the classroom, the first aspect that has to be determined by the teacher is the class condition. The key is to know their prior knowledge so the teacher understands which strategies suit the classroom.

Teachers' Difficulties in Teaching Speaking

Based on the results of the research, the researcher found that the interview results of the three respondents showed difficulties in teaching speaking:

What do you dislike most about teaching speaking?

T1: I wouldn't say I like it when students play around during class, especially when they lack vocabulary.

T2: I would not say I like it when the theme or topic of speaking is a theme that is entirely new to students, and they don't have basic knowledge about the theme. Sometimes, this makes the class less active.

T3: The presence of students who could be more severe in the learning process sometimes becomes a problem that broadly impacts the learning environment. Students who are not focused and lack enthusiasm for learning can negatively influence their classmates. Their lack of seriousness can be contagious and reduce the motivation of other classmates to participate actively in the learning process.

In question interview number seven, teachers dislike teaching the most when the topic or theme for speaking is entirely new to the students and not of interest. They also dislike it when students are not serious about the learning process and need essential knowledge, making them hesitant to speak or contribute confidently to the discussion. Teachers aim to create an inspiring and supportive learning environment where students feel confident talking about any topic, but the abovementioned challenges can hinder that goal.

What is the greatest challenge in teaching speaking today?

T1: The biggest challenge in the learning process is when students have a limited vocabulary. The lack of words can make it difficult for them to understand the subject matter and express their thoughts effectively.

T2: Lack of student vocabulary is very influential in the learning process. I encourage them to read more, practice using new words in relevant contexts, and adopt exciting and fun learning techniques. I hope to help students overcome these challenges and improve their language skills by providing the proper support and guidance.

T3: The biggest challenge in the learning process is when students have limited abilities. They lack the confidence to speak in English. When they attempt to practice speaking, they appear anxious and under strain. It results in speaking with anxiety and missing practice time. Lack of vocabulary can hinder learning. As well as the lack of resources and facilities provided by the school.

From question number ten, the biggest challenge for all teachers in teaching speaking is when students have a limited vocabulary, lack of self-confidence. Lack of knowledge of words can hinder students' ability to express their ideas clearly and accurately, affecting their communication skills. The lack of facilities provided by schools is also very influential. In addition, this can make the learning process less exciting and productive. Therefore, educators try to find creative and interactive ways to help students expand their vocabulary and improve their speaking skills.

Describe your worst teaching speaking day. What did you learn from the experience?

T1: I do not particularly enjoy teaching speaking during the last period, mainly because it's already noon, and students tend to be less focused. It may be due to physical and mental exhaustion after having several lessons throughout the day. This experience taught me the importance of considering the time factor and students' physical condition when planning a teaching schedule.

T2: My worst teaching day occurred during the last period, around 2 PM when the students seemed disengaged and more interested in leaving. I learned from this experience that I still have much to learn in handling such situations. It may require further exploration of strategies to sustain student interest and create a more engaging learning environment during the final periods before breaks.

T3: I don't like teaching during the afternoon because most students tend to feel sleepy and lack enthusiasm. However, this motivates me to continuously seek methods and teaching strategies that can boost students' excitement. By creating more engaging and interactive learning experiences, I aim to keep the students enthusiastic and focused during afternoon classes. Also, I need more resources and practice facilities, so I can only sometimes be creative.

From question eleven, the researcher found that the worst teaching speaking day occurs when students are disengaged, lack enthusiasm, and feel sleepy during the afternoon classes. Teachers learn from this experience that they still have much to learn in handling such situations. They recognize the importance of exploring and implementing strategies to sustain student interest and create a more engaging and interactive learning environment during the final periods before breaks. The challenges during these times motivate teachers to continuously seek methods and teaching strategies to boost students' excitement and keep them focused during afternoon classes. Teachers may also need more resources and practice facilities, limiting their ability to be creative in their teaching approach. Despite these challenges, educators remain committed to finding innovative solutions to ensure effective and beneficial speaking instruction for students.

The Results of Observation

We can see the explanation about the observation results in Table 2. The teachers were observed when they taught speaking materials to the students.

Table 2. Observation matrix

Respondent	Indicators	Examples	Reflections
Teacher 1	Classroom atmosphere: Teacher-student and student-student interaction	The educator initiates the approach by providing motivational stimuli to the student body. The instructor presents exemplars manifested in news articles delivered by a news reporter. The students engage their attention throughout the exemplification process conducted by the teacher. However, a subset of students does not fully engage in this phase. Subsequently, the educator employs a procedure involving grouping students into clusters of several individuals to facilitate interaction and discourse aimed at formulating news sentences while simultaneously training their implementation through practical exercises.	In this instructional segment, the dynamics of interaction within the classroom environment manifest in an optimal state of harmony, both in the relationship between the educator and the disciplined students, as well as among the students themselves. The pedagogical approach employed by the instructor can be characterized as optimal, marked by a propensity for applying instructions that strike a balance, avoiding excessive authoritarianism and undue leniency. This balance renders the learning process an enjoyable experience for the students while concurrently mitigating the potential for social awkwardness within the learning environment.
	Classroom procedure: Groups, materials, supplies, transitions, and routines	The tables are arranged in a U-shaped configuration, providing a more expansive space within the classroom to facilitate the flow of verbal communication. The instructor undertakes the process of grouping students into several clusters, establishing a context that better supports student interactions in constructing news articles. Within the framework of instructional media utilization, the teacher opts to utilize a guideline book as one of the implemented instructional tools. Every morning, the students engage in the activity of cleaning the premises and classroom environment before commencing the learning process. They also incorporate a series of prayer recitations as an initial step before the commencement of the	The arrangement of tables in a U-shaped configuration represents an approach that illustrates remarkable efficiency, where its primary distinguishing feature lies in creating a substantial void space at its center. Within this context, the classroom space, meticulously organized in such a manner, has proven to be highly suitable for the execution of speaking exercises. Furthermore, I profoundly appreciate the pedagogical decision to institute student grouping into clusters, as this measure effectively stimulates reciprocal interactions among fellow students within the learning process.

Respondent	Indicators	Examples	Reflections
		instructional session. Intellectual activities encompass mastery of English language subject matter and completing assigned tasks, culminating in a pivotal break interruption as an important intermezzo. This cognitive effort is subsequently continued with presenting the succeeding subject matter.	
	Classroom behavior: Expectations/rules, monitoring, and response.	The educator will defer the initiation of the instructional phase in the presence of disruptive competitive behaviors among the students. The teacher monitors each student group, referencing the assessment of their engagement and involvement in group activities or independent learning endeavors while identifying the potential for participation absences. The classroom dynamics flow smoothly, where the instructor provides a quiz as an evaluative tool, which garners a responsive reception from the students. The students engage in communicative interactions with the educator and their classmates.	I find myself intrigued by the pedagogical approach that employs the quiz method with students, consequently engenders numerous interactions. As a result, the classroom environment undergoes a tangible enhancement, characterized by students' high degree of enthusiasm when confronted with various quiz games. Furthermore, beyond serving as a source of entertainment, quiz games have demonstrated their effectiveness as a tool for mitigating monotony and sustaining vibrancy within the classroom setting.
Teacher 2	Classroom atmosphere: Teacher-student and student-student interaction	In a classroom brimming with enthusiasm, students gather in small groups around tables. The teacher eagerly initiates the "Peer Teaching and Collaborative Problem Solving" activity. Students attentively listen as the purpose of this activity is carefully explained: to foster active learning, peer teaching skills, and collaborative problem-solving. Following the explanation, students form groups with diverse abilities. They engage in intense	The reflective moment encapsulates our vibrant classroom journey. The "Peer Teaching and Collaborative Problem Solving" activity unfolds as students eagerly gather in groups. Exploring its purpose – fostering active learning, peer teaching, and collaborative problem-solving – sets our path. Diverse groups engage in intense discussions, guided by facilitators, to ensure equal participation. Brief presentations and Q&A sessions showcase effective communication and deepen understanding. The reflection period crystallizes our experiences and lessons, affirming

Respondent	Indicators	Examples	Reflections
		discussions, delving into solutions for the presented problem. Facilitators within each group guide the discussions meticulously, ensuring participation from all members. Subsequently, students share their discussion outcomes through brief presentations before the class. Classmates offer full attention and pose questions to deepen understanding. Discussions and Q&A sessions ensue, guided by the teacher. The activity concludes with a reflective moment, during which students share their experiences and lessons learned. The classroom becomes filled with cooperation and active dialogue, creating a spirited and collaborative learning environment.	the growth achieved through cooperative dialogue. In hindsight, this dynamic classroom interaction embodies the essence of education – energized minds, guided exploration, and shared progress. Our classroom epitomizes the transformative power of collaboration.
	Classroom procedure: Groups, materials, supplies, transitions, and routines	In a well-organized classroom, students sit in groups around tables. Each group possesses the necessary materials and tools. The teacher provides instructions, and students transition seamlessly between groups, engaging in discussions and cooperation. Students assume the role of facilitators, responsibly using resources. They communicate and transition efficiently between tasks. The activity concludes with tidying up, and students move on to the next routine. This portrayal exemplifies group collaboration, organized resource utilization, smooth transitions, and routines that support the learning process.	Contemplating the well-organized classroom scenario, I'm struck by the seamless interplay among students. Clustered around tables, each group is well-equipped, transitioning while engaging in discussions and cooperation. Taking on the role of facilitators, students demonstrate responsible resource use and adeptly move between tasks. The activity's conclusion, marked by orderly clean-up and transition to the next routine, epitomizes effective group collaboration, resource utilization, and smooth transitions, enhancing our learning journey.
	Classroom behavior:	Established expectations and behavior rules form a crucial	This classroom activity underscores the essential role of established

Respondent	Indicators	Examples	Reflections
	Expectations/rules, monitoring, and response.	foundation in this classroom activity. The teacher communicates expectations, guiding students to interact respectfully and collaboratively. Continuous monitoring by the teacher ensures classroom order. Positive responses reinforce desired behavior, while corrective actions are judiciously taken when necessary. This depiction illustrates efforts to create a positive and focused learning environment through clear rules, monitoring, and appropriate responses.	expectations and behavior rules. The teachers' clear communication guides respectful and collaborative student interactions. Continuous monitoring ensures order, balanced by positive reinforcement and judicious corrective actions. This approach fosters a positive, focused learning environment through clear rules, vigilant oversight, and appropriate responses.
Teacher 3	Classroom atmosphere: Teacher-student and student-student interaction	All the students remained composed and seated at their respective positions as the teacher entered the chamber, indicating their readiness to assimilate the forthcoming instruction. The educator provided a succinct exposition of the material covered in the previous week, subsequently granting the students permission to articulate descriptions of their abodes individually. The students were assigned to present photographic representations of their respective domiciles to elucidate their dwellings. Following the elucidation of their residences, each student selected another peer to ascend and expound upon their dwelling. The instructor approached a student who exhibited reluctance to advance due to a lack of self-assurance and proceeded to imbue them with encouragement, and a gesture mirrored in the encouragement extended to the other peers. After that, the educator partitioned the students into several clusters	It is a sincere endeavor by an educator to design a non-monotonous learning experience. It involves the creation of effective interaction between the teacher and students. This approach reflects the firmness of the teacher who encourages all students to come forward and deliver descriptions of their respective dwellings, intending to prevent the emergence of envy among students. The teacher successfully correlates the subject matter with their aspects, specifically the description of their own homes. It engenders a surge of enthusiasm in students when discussing personal dimensions, a phenomenon substantiated by the fact that most students have effectively completed their assignments.

Respondent	Indicators	Examples	Reflections
		to engender the construction of discourse.	
	Classroom procedure: Groups, materials, supplies, transitions, and routines	The tables are arranged in group formations, each comprising 3-4 individuals, with their constitution being determined under the instructor's guidance. The teacher undertakes the act of grouping to facilitate interaction and discourse among the students, thereby catalyzing the emergence of a discourse. The daily sequence of activities encompasses the execution of tasks related to the organization and cleanliness of the classroom environment, the processional recitation of prayers before the commencement of the instructional session, devoted engagement with the acquisition of comprehension of structured subject matter, and scheduled breaks.	It is indeed highly constructive when a policy is enacted by the educator, designating themselves as the arbiter in the allocation of groups. Such an approach is implemented to circumvent a selection bias based on peer affinity according to specific levels of intelligence or compatibility. This practice stimulates the progression of novel social interaction networks among the students, aligning with the positive reception from the students towards this grouping strategy, which culminates in streamlining the steps aimed at facilitating the execution of assigned tasks.

Discussion

Based on the interviews with three English teachers, although all teachers tend to group students more in learning, teacher 1 is more significant in using this method, which can be seen from the way he divides students into small groups and continuously monitors and provides guidance so that students are more active in discussing and can develop their speaking skills. It aligns with Sari & Zainil (2020), who stated that implementing group work is one of the most frequently employed instructional strategies teachers provide to students. Group work encourages the development of students' speaking skills, as they have opportunities to articulate their thoughts and opinions within the group setting. According to Syafrizal & Rohmawati's research findings (2017), to lighten the load on a task, the teacher invited the learners to work in groups. They were required to categorize expressions, create conversations, and reorder actions in order to construct something as a team. Additionally, it required that the students present their work to the class, engage in group discussions, and get comments from both the teacher and other groups at the conclusion of the assignment. In line with Mulyanti & Nadrun (2022), teacher 1 also uses the strategy of describing pictures for teaching speaking because this method is quite efficient for their students.

On the other hand, Teacher 2 adheres to a structured learning approach, using audio-video media and roleplay, discussion, and word chains as strategies to encourage students to apply language skills in real-life situations, fostering fluency and communicative competence. This approach may take more time to build practical speaking skills. It aligns with Saragih et al. (2019) and Wulandari (2020), who found that teachers use role-playing as a pedagogical approach to facilitate conversation-based teaching. The reason behind implementing this strategy is to provide opportunities for students to practice their speaking skills in front of the whole class. Roleplaying increases students' confidence in practising spoken language and encourages vocabulary expansion. By immersing themselves in simulated real-life scenarios, students are encouraged to apply their acquired vocabulary in context, increasing their linguistic proficiency. Wulandari (2020) also found that 12 educators at Senior High selected discussion as the activity with essentially the same goals. The goals are to support students in becoming engaged, cooperative, and self-assured speakers of their thoughts. In addition, teachers conduct discussions to assess their learners' speaking abilities. Meanwhile, Amir et al. (2022) stated that teachers at SMK Negeri 1 Kota Ternate frequently employ discussion, and they never used role-play. Felani et al. (2022); Mulyanti & Nadrin (2022) found that role-play is the most popular approach among teachers, involving many students actively participating in the learning process.

Meanwhile, Teacher 3 utilizes multimedia elements and interactive games to sustain students' interest and engagement during speaking lessons. Multimedia combines several learning media types: video, audio, text, images, and animation. To improve students' speaking abilities, teachers often give students the task of making videos like reporting news, storytelling, or describing home. The teacher sees that his students are more inclined to make videos than practice them directly in front of the class because creating videos makes students more confident speaking.

The researchers' findings mentioned above are in line with Tumanggor et al. (2018), who found that the speaking class was taught by the teacher at SMP Methodist, Banda Aceh, using a variety of communicative techniques, such as roleplays, discussions, storytelling, and games. Additionally, Jansem (2019) notes that employing games helps students express their knowledge related to theme-based activities and expand their vocabulary.

Besides, based on the explanation above, effective teaching strategies for speaking skills encompass a combination of suitable approaches and methods tailored to the classroom setting and student characteristics. English teachers should adopt appropriate approaches and create interactive, supportive, and engaging learning environments. This study contributes to understanding various speaking teaching strategies and can guide educators to enhance the effectiveness of speaking instruction in English classrooms.

According to the result, teachers need help teaching speaking. One of the challenges is students have limited vocabulary, so they feel challenging to express their ideas clearly and accurately (Daar, 2016). This limitation can hinder their communication skills and overall language development. Additionally, handling students who are mild in the learning process poses another challenge for teachers. When some students are not fully

engaged or lack enthusiasm, it can negatively impact the classroom atmosphere and hinder everyone's learning progress.

Moreover, teachers encounter the challenge of facing students who may be physically and mentally exhausted during afternoon classes. This fatigue can lead to disengagement and a lack of enthusiasm for learning, making it harder to keep the students focused and attentive. It becomes essential for teachers to find ways to maintain student interest and motivation, especially during the final periods before breaks when students may be more eager to leave.

Furthermore, the teacher needs more resources and practice facilities. Limited access to materials and interactive activities may hinder teachers' ability to create a dynamic and creative learning environment, essential for effectively improving students' speaking skills.

Despite these challenges, teachers remain committed to finding innovative solutions and employing effective teaching strategies to enhance students' speaking abilities and motivation in language learning. They aim to create engaging and interactive learning experiences that cater to student's needs and interests, fostering a positive and productive environment for language development.

Conclusion

The researchers have found out the teachers' strategies in teaching speaking and their challenges in teaching it. Three teachers implement various effective strategies to enhance students' speaking skills in the classroom. Teacher 1 uses several strategies in their learning, such as grouping students, discussions, games, and describing pictures. Meanwhile, Teacher 2 uses a structured learning strategy and uses video, audio, roleplay, minidictionary, and word chains as speaking teaching strategies. Lastly, Teacher 3 creatively uses multimedia elements and interactive games to maintain student enthusiasm and participation during the lesson. Besides that, other strategies are used, such as describing home, reporting, and storytelling. This combination of strategies creates a dynamic and engaging learning environment, fostering students' confidence and proficiency in spoken language, ultimately resulting in a more successful language learning experience.

Teaching speaking is a challenge for educators. Some of the difficulties faced include students with limited vocabulary, lack of student engagement, physical and mental fatigue of students during the last periods, and limitations in resources and practice facilities. Nevertheless, educators remain committed to seeking creative solutions and implementing effective teaching strategies to enhance speaking skills and student motivation in language learning. By creating engaging and relevant learning experiences and accommodating students' needs, they strive to establish a positive and productive learning environment. Despite these challenges, educators remain enthusiastic about providing beneficial learning experiences for students and creating an enjoyable and supportive classroom atmosphere.

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Authors' Biography

Husnaini is an English language education lecturer at the State Islamic Institute of Palopo. She is the head of English language education study program at that campus.

Andi Tenrisanna Syam is an English language education lecturer at the State Islamic Institute of Palopo. She teaches academic writing, academic reading, and error analysis.

Niken is an alumnus of English language education study program at IAIN Palopo. She was interested in speaking skill.

Abdullah Soares is a sociology education lecturer at Universidade Oriental Timor Lorosae.