

English Teaching Speaking Strategies Applied by Teachers at Junior High School in Karawang

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ABSTRACT

This study provides a qualitative method to examine speaking instruction tactics used by English teachers. The purpose of this study is to look into the methods used by instructors in one of Karawang's junior high schools to teach English-speaking classes. This study also investigates the challenges experienced by English teachers when putting spoken instruction methodologies into practice. In the current study, a narrative analysis research design and a qualitative technique were used. Data was gathered through interviewing and observation. The results demonstrated how these tactics work together and demonstrate how they adhere to the tenets of modern language instruction. These tactics exhibit a communicative and learner-focused methodology. Furthermore, the challenges that educators encounter underscore the significance of establishing a communicative and encouraging atmosphere while instructing speaking, employing an array of techniques, and surmounting students' psychological obstacles to facilitate efficacious language acquisition. Students' speaking abilities and self-confidence are greatly aided by the teacher's facilitation and modelling of language.

Keywords: speaking; teaching; teaching strategies

INTRODUCTION

In the realm of academia and various other fields, particularly in the age of Industry 4.0, the prominence of the English language has been undeniable. According to Welsch and Fischer (2016), the advent of Industry 4.0 has significantly influenced the advancement of diverse domains, thanks to cutting-edge technological innovations like specialized software design. Schwab (2016) further elaborates that this impact extends to all facets of our lives, encompassing not only our actions but also our very identities. English is one of the languages that makes up our cultural identity.

English is still the most widely used language in the worlds of diplomacy, commerce, tourism, education, science, entertainment, computer technology, and media. Moreover, it frequently serves as the medium of instruction for fostering developments in communication, technology, the internet, and software—the key requisites of the contemporary millennial era. Nonetheless, with the passage of time, the use of English has gained considerable popularity in Indonesia, evolving into an essential necessity for its residents.

In essence, there are various factors that impact a person's ability to speak, including factors that affect their speaking performance. According to Tuan and Mai (2015), a variety of factors might impact learners' speaking proficiency, including the environment in which they speak, emotional aspects, their listening comprehension, and the feedback they receive during speaking activities. Of these, the most important

ones for improving pupils' verbal and communication skills are their self-assurance and zeal when speaking. Fear of speaking in English is frequently associated with psychological qualities such as risk-taking, inhibition, anxiety, and self-confidence. Speaking in a foreign language can cause anxiety, and excessive worry can make learners feel hopeless and inadequate. (Bashir, Azeem, & Dogar, 2011).

But in nations like Indonesia where English is taught as a second language, learners frequently encounter difficulties with a restricted vocabulary, precise pronunciation, and contextual limitations. These difficulties can deter students from actively using the language in all contexts—at work, at school, at home, and outside the classroom.

Speaking is a manner of verbally expressing ideas and messages in addition to being a means of communication. Teachers should place a strong emphasis on using language in authentic contexts to facilitate effective communication. Speaking is meant to convey a clear aim, and the listener understands what the speaker is trying to say, according to Bilbrough (2007). But as Brown, Gillian, and Yule (1999) point out, students frequently find it difficult to express their ideas clearly, and the subjects covered in speaking classes can also vary depending on how hard the material is.

Collie & Stephen (2006) provide evidence in favor of the theory that speaking is a type of verbal expression that uses words to express ideas, feelings, and thoughts. Speaking is a crucial oral ability that is utilized to accomplish practical goals through engaging in interactive language exchanges with other speakers, as emphasized by Al-Jarf (2012). Speaking is an essential verbal communication skill that enables people to freely communicate their ideas, emotions, and opinions in social settings.

However, in Indonesia, students' reluctance to speak English is often attributed to their limited vocabulary and lack of phrases to express their ideas in English (Hakim, 2015). This underscores the importance of having knowledgeable teachers who can effectively transfer their expertise to these students.

According to Leo (2013), a teacher's main duty is to transform, develop, and spread knowledge through teaching, research, and community participation. Teachers are also professional scientists. The first Indonesian Minister of Education, Ki Hajar Dewantara, listed three essential qualities of a professional teacher: setting an example for pupils, inspiring them, and offering assistance. Finding instructors or lecturers who exhibit these qualities, however, has been more difficult recently.

A teacher's attitude is equally vital because it has a big impact on the creative and intellectual growth of their students. One of the most important tools for successfully managing life's obstacles is a positive outlook. This optimistic outlook encompasses not just professional behaviour but also excitement and the capacity to motivate students (Leo, 2013). It is emphasized by Harmer (2007) that competent educators are prepared. They keep a flexible attitude, meticulously prepare their courses and teaching resources, and are prepared to adjust to unforeseen circumstances. In addition, they have backup plans in case things do not work out as planned.

Because of what is thought to be flaws in the English education system, the majority of Indonesian students do not speak the language fluently when they

graduate from junior and senior high school. This is frequently ascribed to a number of elements, such as instructional tactics used by teachers, which have a big influence on pupils' speaking skills. Effective teaching techniques can significantly increase students' speaking competency, and it is increasingly imperative that teachers use these techniques to help students become better communicators.

English has become a required subject in junior high schools in Indonesia, including Karawang. The researcher selected Junior High School in Karawang because to the pupils' diverse origins; while some could speak English fluently, others could not.

The researcher thinks that teachers and students can benefit from this research for the reasons listed above. In order to examine the methods teachers typically employ while instructing pupils in speaking, the author is interested in carrying out a study named "English Teaching Speaking Strategies Applied by Teachers at Junior High School in Karawang." The authors also hope to learn about the challenges experienced by English teachers while implementing spoken instruction methodologies.

RESEARCH METHODS

The current researcher suggests using a qualitative approach in the study. It has moved through time, according to Denzin and Lincoln's (1994) Handbook of Qualitative Research. Positioned movement, qualitative research locates the observer in the world. It has an illustrative quality, applying material that clearly demonstrates the creation. They use field notes, conversations, dialogues, images, audio, and notes to the personality to transform the environment into a series of artworks. This indicates that in qualitative research, items are examined in their natural environments with the goal of gaining insight into or comprehending phenomena through the interpretations that individuals make of them (Creswell, 2007).

RESULTS AND DISCUSSION

Results

How are the strategies used by English teachers in teaching speaking at Junior High School in Karawang?

Data for this research objective were collected from observation in Junior High School in Karawang.

First Meeting

In the initial session, the researcher observed T1 in Grade 7A, where there were 20 students present. During this class, the teacher didn't use English exclusively but gave instructions while the students attentively listened. She also inquired about their well-being in English while taking attendance. She made efforts to enhance their speaking abilities and introduced new vocabulary. Previously, she had assigned homework for the students to read about procedure text at home, preparing them for in-class learning. Furthermore, the teacher employed a discussion strategy and a communicative approach. After introducing the procedure text and giving an example, she separated the students into three groups. Each group discussed the

procedure text they had learned at home, clarifying doubts through questions. They then created their own procedure text examples and presented them to the class, with the teacher ensuring active participation from all students.

Subsequently, the researcher observed T2 in Grade 8A, where there were 20 students. This teacher uses an information gap strategy and a communicative approach. At the start of the class, attendance was taken, and students were handed a sheet of paper. The teacher drew a table on the whiteboard, focusing on likes and dislikes as the subject matter. Alongside the table, he provided a sample conversation and explained it to the students. Students were paired up and instructed to engage in a conversation similar to the one on the whiteboard. They read and modified the conversation with new vocabulary, demonstrating high levels of engagement. The teacher facilitated student interaction and supplemented their vocabulary. Following the pair work, each student had a chance to stand before the class and report what they had learned from their partner, ensuring that all students participated actively.

Finally, the researcher also observed T3 in 8B, where there were 23 students. This teacher employed a storytelling strategy and utilized a communicative language teaching approach. The previous week, she had assigned students the task of finding a short story and practicing it at home, with the intention of sharing it with their classmates in the next session. On that day, the teacher instructed students to take notes on new words while their peers told their stories. Each student took turns coming to the front of the class to share an interesting story they had learned at home. After each story, students were encouraged to ask about unfamiliar words. Towards the end of the class, the teacher provided students with information on their upcoming responsibilities and checked attendance while giving instructions.

Second Meeting

During the second session, the researcher observed T1 in the Grade 7A, which had 20 students. The teacher employed a picture descriptions strategy and a communicative approach. She gave the students a variety of pictures to work with, assigning different pictures to each pair. The students then presented the pictures to their classmates in front of the class, discussing the pictures with their partners. During this process, the teacher acted as a supervisor, providing guidance and corrections as needed. She also frequently encouraged the students to practice their English, putting pertinent vocabulary for object descriptions on the whiteboard. Finally, the teacher gave the students a homework assignment to read about interviews and learn how to conduct interviews in English, emphasizing the importance of practicing at home.

In the same second meeting, the researcher also observed T2 in Grade 8A, where there were 20 students. This teacher utilized a picture description strategy alongside a communicative approach. The teacher drew a picture of a goat, and the students described various aspects of the goat, including its color, size, diet, and habitat. Following the discussion about the goat, the teacher drew an elephant, and the students repeated the process by describing the elephant. The instructor gave the pupils a sample conversation to refer to. The teacher divided the class into groups

after explaining the material and offering an example. One kid from each group was chosen to go up to the teacher, look at a photo, and then come back to the group and describe the animal that was shown.

All students actively engaged in guessing the described animal, with the teacher overseeing the process. Additionally, the teacher supplied vocabulary to assist the students in their descriptions. At the end of the class, the teacher drew a pig, and each student had the opportunity to describe it, ensuring that all students had a chance to speak.

The researcher's observations extended to T3 in Grade 8B where there were 23 students, during the same second meeting. In this class, the teacher employed a simulation strategy and utilized a communicative approach. The teacher had previously informed the students of their roles and the items they needed to bring to class. Throughout the class, the teacher called each student by name to come to the front of the room; some took on the roles of singers, bringing microphones to sing English songs, and cosmetic sellers, showcasing items like powder, lipstick, and perfume to their peers. The teacher assumed a supervisory role during these activities. Before concluding the class, the teacher provided vocabulary to the students for memorization.

Third Meeting

In the final observation session, the researcher observed T1 in the Grade 7A, which consisted of 20 students. During this meeting, the teacher employed an interview strategy and a communicative language learning approach, with students working in pairs. The teacher instructed them to write down information such as names, ages, addresses, interests, ideas, hobbies, favorite singers, and favorite foods on paper. The students were then required to conduct partner interviews. The instructor went around the classroom supervising and directing the pupils. Following the interviews, each student presented the findings to their peers when the teacher called out their names. This provided each student with an opportunity to speak, and they appeared enthusiastic about the activity.

In the last session of observing T2 in Grade 8A, there were 20 students present. The teacher employed a role-play strategy along with a communicative approach. The teacher introduced the topic of describing routines and provided a conversation example for the students, translating it to ensure understanding. The conversation involved two individuals, Paul and Merry, and the teacher paired up students, with one student taking on the role of Paul and the other acting as Merry. Students were required to ask their partners questions based on the conversation example displayed on the whiteboard. Additionally, the teacher provided vocabulary related to routines, and the students practiced the conversation while the teacher supervised by moving around the class. This approach fostered high levels of student engagement and activity.

The researcher also observed T3 in Grade 8B, where there were 23 students. In this session, the teacher implemented a story completion strategy and utilized a cooperative language learning approach. After gathering the pupils in a circle, the

teacher started telling the lion and mouse story. She stopped after a few phrases, and the students took turns picking up where the preceding student had left off with their stories. Each student was expected to contribute four sentences and introduce new characters, events, and descriptions. This approach created a lively and enjoyable atmosphere in the class, with students actively participating. When students encountered difficulties due to a lack of vocabulary, the teacher offered assistance and might have allowed them to use a dictionary.

What challenges do English teachers at Karawang Junior High School have while implementing speaking instruction strategies?

Teaching speaking is an essential aspect of language education, and it plays a pivotal role in helping learners develop the ability to communicate effectively in real-world contexts. These principles provide the foundation for educators to design effective strategies and activities that enhance students' oral communication abilities. Researcher found in the interview with T1:

"Cultivating a communicative environment where students are encouraged to use the language in real-life settings is central to the concepts of teaching speaking."

The principle of teaching speaking involves the creation of a classroom environment that is inherently communicative, where students are not only encouraged but motivated to actively use the language they are learning in real-life situations. In such a setting, the emphasis shifts from rote memorization and theoretical language knowledge to practical and authentic language use. Through dialogues, debates, discussions, and other interactive exercises, students are given the chance to participate in language that is similar to what they would use on a daily basis. The statement is align with T2 who said, "...the principles of teaching speaking are in promoting effective communication skills." Additionally, T3 mentioned as follows:

"Teaching speaking involves adhering to fundamental principles like creating an authentic context for communication, focusing on fluency over accuracy, and fostering students' confidence to express themselves effectively."

Based on the insights gathered from experienced educators and aligned with the perspectives of T1, T2, and T3, it is evident that the principles of teaching speaking are rooted in promoting effective and authentic communication skills. The overarching principle involves the creation of a communicative classroom environment that not only encourages but actively motivates students to apply the language they are learning in real-life contexts.

Understanding the roles that teachers play in teaching speaking is an essential part of learning how to teach language effectively. In the field of language education, teachers play a more active role as facilitators and guides on a complex path toward effective communication than just information distributors. The importance of these positions cannot be emphasized because teachers are the ones who can establish the conditions necessary for pupils to confidently hone their speaking abilities. She elaborates on the roles that teachers play in the process of teaching speaking in the following ways, based on the interview with T1:

“They act as facilitators, providing engaging topics and activities. They also serve as language models, offering correct pronunciation and vocabulary.”

As stated by T2, “Teachers serve as facilitators, examples, and motivators in the process of teaching speaking,” which is consistent with the aforementioned statement. T3 added, “Teachers assume duties as facilitators in the speech instruction process.”

It is clear from using the insights provided by seasoned educators like T1, T2, and T3 that teachers have a variety of responsibilities to play in the process of teaching speaking, roles that are essential to the success of language education. These responsibilities include acting as language models to give proper pronunciation and vocabulary, creating exciting subjects and activities, and motivating students to actively participate in their education.

Examining the techniques used in speaking instruction is essential to comprehending the useful tactics teachers apply to improve their students' oral communication abilities. Speaking instruction uses a variety of methods and strategies to help students become confident speakers of the language in everyday contexts as well as to provide them the skills necessary to speak in public. These techniques serve as the cornerstones of effective language education, and how they are chosen and applied relies on the teacher's experience level as well as the particular requirements of each student. T1 stated the following in her interview regarding the approach teachers take when instructing speaking:

“In my teaching, I employ various methods, including role-play, debates, group discussions, and storytelling. These methods encourage students to express themselves, develop their speaking skills, and enhance their confidence in using the language.”

These methods not only encourage students to speak but also provide a diverse set of contexts for them to apply their language skills. She promotes active participation, enhance fluency, and, importantly, bolster students' confidence in using the language. Additionally, another statement from T2 said that:

“I employ a variety of methods to enhance speaking skills, including debates, presentations, interactive storytelling, and conversation circles.”

Incorporating this variety of methods into teaching speaking is advantageous because it caters to different learning styles and preferences. It ensures that students receive a well-rounded language education that prepares them for various speaking scenarios they might encounter in real-life situations. Lastly, the statement from T3 said that:

“When it comes to teaching speaking, I like to employ a mix of methods. This includes debates, group discussions, impromptu speeches, and language games. These methods ensure students get plenty of practice and build their speaking skills.”

Drawing from the insightful perspectives of experienced teacher like T1, T2, and T3, it is clear that the methods employed in teaching speaking are indeed the building blocks of successful language instruction. These versatile techniques provide students with diverse contexts for language application and the development of their oral communication skills. Furthermore, the use of such varied methods, as

articulated by these educators, aligns with the importance of catering to different learning styles and preferences.

In the field of education, a teaching strategy encompasses an approach that extends beyond the mere dissemination of information, encapsulating the design of instructional methods, materials, assessments, and the overall framework for achieving specific educational objectives. Recognizing the significance of teaching strategies in shaping the learning experience. According to what T1 said during the interview, she used the following teaching strategy:

“Teaching strategy refers to the overarching plan or approach a teacher adopts to achieve specific learning objectives.”

A teaching strategy is the roadmap that educators follow to lead their students from the starting point of a lesson or unit to the destination of clearly defined learning outcomes. It involves selecting appropriate materials, designing effective activities, and choosing suitable assessment methods to facilitate the learning process and achieve educational goals. The statement also supported by T2 who mentioned like this:

“Teaching strategy is the comprehensive plan that guides the teacher's approach to achieving language learning objectives.”

A teaching strategy is a dynamic and adaptable plan that serves as a roadmap for educators in the realm of language instruction. Instead of using a one-size-fits-all approach, this framework is customized to meet the individual needs of each student and the objectives of the language learning curriculum. Based on the interview from T3, she mentioned teaching strategy as:

“Teaching strategy, for me, is the roadmap to achieving language learning goals. It involves selecting the right materials, designing engaging activities, and assessing progress effectively.”

Drawing from the interview from T1, T2, and T3, it is evident that teaching strategies are the lifeblood of effective pedagogy. These strategies encompass a dynamic and adaptable plan that serves as a roadmap for educators to lead their students towards clearly defined learning outcomes. They involve selecting suitable materials, designing engaging activities, and employing effective assessment methods, all in the service of achieving specific educational objectives. The alignment of these perspectives underscores the essential role that teaching strategies play in shaping the learning experience.

The proper selection and application of teaching and learning strategies are essential to the success of language education. These tactics are essential for influencing the educational process when it comes to imparting and acquiring speaking skills. A vast range of intentional methods, strategies, and resources are employed by teachers to support language learning and students' oral communication skills. Moreover, these strategies not only impact the teaching process but also directly influence how students engage with and internalize the language. Based on the interview from T1, she mentioned about the strategy to teach speaking as follows:

“I incorporate strategies like pair and group work, language games, and using authentic materials such as news articles and videos.”

By integrating these strategies, the teacher not only ensures a well-rounded language learning experience but also addresses different learning styles and preferences. Pair and group work encourages interaction, language games make learning enjoyable, and authentic materials provide practical exposure to the language. According to T2, she mentioned the teaching speaking strategy as follows:

“My strategies for teaching and learning speaking include using multimedia resources, encouraging self-assessment, and integrating real-world tasks.”

By combining these strategies, the teacher offers a well-rounded approach to teaching and learning speaking. Multimedia resources make lessons engaging and authentic, self-assessment fosters independence and self-improvement, and real-world tasks bridge the gap between classroom learning and practical language use. Lastly, the statement from T3 mentioned that:

“My teaching strategies involve interactive multimedia, self-assessment, and exposure to real-life situations through simulations and role-plays. These strategies help students become more independent learners.”

Learning from committed teachers such as T1, T2, and T3 makes it very evident that teaching and learning speaking techniques are the cornerstone of successful language instruction. These strategies are diverse and encompass a spectrum of approaches, from pair and group work, language games, and authentic materials to multimedia resources, self-assessment, and real-world tasks.

Teaching speaking is a dynamic endeavor that comes with its unique set of challenges. Understanding these challenges is pivotal in honing effective language instruction. Among these challenges, one looms prominently as a significant hurdle for educators – the obstacle of helping students become confident and proficient speakers. Being able to communicate successfully and fluently in a foreign language is a difficult endeavour that is frequently accompanied with feelings of vulnerability, insecurity, and mistake-apprehension. According to T1's interview, the largest difficulty in teaching speaking is as follows:

"Students' fear of making mistakes or speaking in front of others is generally the biggest barrier when teaching speaking."

The combined effect of these fears can hinder students' speaking progress. They may become reticent, avoiding participation in classroom activities, or they may struggle to communicate effectively due to anxiety-induced errors. These fears can also diminish their overall confidence in using the language. According to T2 about the biggest challenge in teaching speaking, she elaborated as follows:

“Often students' apprehension about making mistakes or the fear of being judged.”

These apprehensions and fears can result in several adverse consequences, including reduced speaking confidence, avoidance of oral communication, and an overall negative impact on the learning experience. Another perspective from T3 said that:

“One of the biggest obstacles in teaching speaking is helping students overcome their fear of speaking in front of people and their worry about making mistakes.”

From the insightful perspectives of educators like T1, T2, and T3, it is abundantly clear that the most significant challenge in teaching speaking centers around students' fear, apprehension, and self-doubt. These emotional barriers can be profoundly inhibiting, hindering students from becoming confident and proficient speakers. The fear of making mistakes, apprehension about being judged, and anxiety about speaking in front of others often lead to avoidance and reduced participation in speaking activities. These anxieties have an impact on students' entire language learning experience in addition to their speaking abilities.

Teaching speaking is a dynamic process, and, like any pedagogical endeavor, it is not without its share of challenges. These difficulties, whether they stem from students' fear of speaking, the complexities of language acquisition, or other obstacles, are not insurmountable. In fact, they serve as opportunities for educators to employ creative solutions and adaptive teaching techniques. Based on the interview from T1 about the challenge and how to overcome them, she said that:

“When facing difficulties, I encourage students to start with simpler speaking activities and gradually progress to more complex ones. I also provide positive reinforcement and constructive feedback to boost their confidence.”

Beginning with simpler speaking activities is a sound pedagogical approach, especially for students who are apprehensive or lack confidence in their speaking abilities. Based on the statement from T2, she mentioned that:

“I urge students to participate in low-stakes speaking exercises and stress the value of providing constructive criticism. We gradually progress to increasingly difficult tasks in order to gain confidence.

By combining these elements, educators create a supportive and effective learning environment. They equip students with the skills to speak with confidence and proficiency. The focus on constructive feedback and low-stakes activities fosters a positive and growth-oriented mindset, while the gradual progression empowers students to take on increasingly complex speaking tasks. This approach not only helps students overcome their fear of speaking but also builds the foundation for lifelong language competence and effective communication. Additionally, T3 mentioned that:

“When difficulties arise during teaching speaking, I find that the most common challenges involve students' fear of judgment and making mistakes. To address these issues, I often encourage students to start with less intimidating speaking tasks and provide constructive feedback.”

The insights from T1, T2, and T3 underscore the profound impact of pedagogical approaches that prioritize growth, learning, and gradual progression. By fostering an environment where students are empowered to speak with confidence and proficiency, educators are not only helping them overcome the challenges of language learning but also laying the groundwork for a lifetime of effective communication and language competence.

The ability to express oneself verbally in a foreign language is often viewed as a paramount goal in language education. However, many students encounter challenges when it comes to speaking English, and understanding the root causes of these difficulties is a crucial step toward effective language instruction. According to the statement from T1 about the primary reasons about the difficulties of the students with spoken English, she mentioned that:

“Students' difficulties in expressing themselves verbally can stem from factors like lack of vocabulary, limited exposure to the language, anxiety, or fear of making mistakes. Addressing these issues often involves expanding their vocabulary, offering opportunities for practice, and creating a safe space for them to communicate without judgment.”

A limited vocabulary can significantly impede a student's ability to express themselves effectively. It restricts their capacity to convey thoughts, ideas, and emotions. Addressing this issue involves systematic vocabulary development. Educators can introduce new words and phrases in context, encourage reading and exposure to diverse materials, and provide vocabulary-building exercises. Based on the statement from T2, she mentioned that:

“Students' difficulties in expressing themselves verbally can stem from a lack of vocabulary, limited exposure to the language, and fear of negative evaluation.”

Speaking anxiety, often known as the fear of judgment or the dread of negative appraisal, is a psychological barrier that might prevent someone from expressing themselves verbally. Students may get nervous and self-conscious when they fear criticism or making mistakes, which can limit their willingness to communicate. Finally, drawing from the T3 interview, she stated that:

“Students who have difficulty vocally expressing themselves in English may encounter a number of obstacles. These could include a lack of confidence, a small vocabulary, and little exposure to real language. I concentrate on vocabulary growth, offer chances for real-world language experiences, and foster an environment in the classroom where students feel free to take chances and try out different spoken English expressions in order to solve these problems.

As revealed through the perspectives of T1, T2, and T3, many students grapple with challenges when it comes to speaking English. These challenges often stem from a lack of vocabulary, limited exposure to the language, and the fear of negative evaluation. Addressing these issues is fundamental to effective language instruction.

Discussion

Based on the problem statement, the researcher presents the findings of the investigation. The findings of the observation and interview are used to determine the research's outcome. The researcher talks about the findings of the study conducted at Karawang Junior High School. The conversation explains:

The strategies used by English teachers in teaching speaking at Junior High School in Karawang

The researcher's observations indicate that English teachers in junior high schools in Karawang employ a variety of tactics when teaching speaking, some of which are as follows: 1. Information Gap, 2. Image Description, 3. Storytelling, and 4. Discussion 5. Role-playing; 6. Interview; 7. Story-telling; and 8. Simulation.

The strategy mentioned above reveal a diverse range of approaches and techniques aimed at fostering effective communication skills among students. Based on the observations, several key strategies stand out, demonstrating the commitment of educators to engage their students actively and enhance their speaking abilities.

Communicative Approach

The observed teaching styles heavily emphasize the communicative approach. It entails giving pupils the chance to participate in genuine and insightful dialogues. This method was used by teachers such as T1 and T2, who encouraged students to engage in pair or small group interactions in order to promote active involvement and useful language use.

Vocabulary Expansion

Developing one's vocabulary is essential to communicating well. Instructors like T1 and T2 gave students experience using new language during class discussions by introducing it in context. This method improves pupils' linguistic proficiency while also giving them more confidence to use a wider variety of terms.

Interactive Activities

Engaging activities, such as picture descriptions, role-plays, and simulations, were utilized by teachers like T2 and T3. These activities encourage students to speak and express themselves in various scenarios, making learning more enjoyable and relevant.

Pair and Group Work

One typical tactic used in these classrooms was collaborative learning, where students worked in pairs or small groups. Teachers such as T2 use this method to improve peer-to-peer contact, give students a platform to express their ideas, and encourage group learning.

Role-Playing and Storytelling

Strategies like role-playing and storytelling, as used by T3, encourage creativity and imagination while also improving speaking skills. Storytelling, in particular, creates a dynamic and engaging atmosphere for students to participate actively.

Positive Reinforcement

Encouragement and positive reinforcement were evident in these classrooms. Teachers motivated students to practice their English and create a safe space where making mistakes was viewed as part of the learning process, fostering a growth mindset.

The combination of these strategies indicates a holistic approach to teaching speaking that goes beyond traditional language instruction. Karawang educators are committed to fostering learning environments where students acquire the confidence and drive to communicate in everyday situations, in addition to learning how to speak English fluently. The application of practical, interactive, and communicative tactics is encouraging for students' language development and English-language expression.

The challenges junior high school English teachers in Karawang encounter when implementing speaking instruction techniques.

The findings of the interviews provided insight into the difficulties English teachers in Karawang Junior High School encounter when implementing speaking instruction techniques. These difficulties are entwined with the tenets, functions, techniques, and approaches employed in speech instruction. The conversation goes into detail as follows:

Principles of Teaching Speaking

The highlighted concept places a strong emphasis on fostering a communicative atmosphere where students are motivated to apply their language skills in authentic contexts. With its emphasis on the real-world application of language abilities in real-world situations, this approach is in line with best practices in language education.

Teacher Roles

The teacher's roles are multifaceted, including acting as facilitators who provide engaging topics and activities. They also serve as language models, offering correct pronunciation and vocabulary. This highlights the teacher's pivotal role in creating an effective learning environment and modeling language usage for students.

Methods for Teaching Speaking

The interviewee employs a variety of methods in teaching speaking, including role-play, debates, group discussions, and storytelling. These instructional strategies aim to foster students' self-expression, improve their public speaking abilities, and increase their self-assurance when speaking the language. Various approaches are used to accommodate various learning preferences and styles.

Teaching Strategy

Teaching strategy is defined as the overarching plan or approach that a teacher adopts to achieve specific learning objectives. This definition emphasizes the

importance of planning and intentionality in the teaching process, aligning with effective pedagogical practices.

Strategies for Teaching and Learning Speaking

The interviewee uses techniques like language games, pair and group work, and the utilization of real resources like news articles and videos. With the help of these techniques, students can experience interactive learning and language use in everyday situations.

The Biggest Challenge in Teaching Speaking

The most significant challenge identified is students' fear of making mistakes or speaking in front of others. This fear can hinder students' speaking progress and overall confidence. Overcoming this challenge requires creating a supportive and non-judgmental classroom environment.

Overcoming Difficulties

When encountering difficulties in teaching speaking, the interviewee recommends starting with simpler speaking activities and gradually progressing to more complex ones. Additionally, providing positive reinforcement and constructive feedback can help boost students' confidence. This approach promotes gradual skill development and minimizes students' fear of making mistakes.

Reasons for Students' Difficulties

The primary reasons for students' difficulties with spoken English include a lack of vocabulary, limited exposure to the language, anxiety, and fear of making mistakes. Addressing these issues involves expanding vocabulary, offering opportunities for practice, and creating a safe and supportive space for students to communicate without judgment.

The teacher's role as a facilitator and language model is central to fostering students' speaking skills and confidence. These interview results highlight the significance of addressing students' psychological barriers to effective language learning, using diverse strategies, and creating a communicative and supportive environment for speaking instruction.

CONCLUSIONS AND RECOMMENDATIONS

Following the conversation in the preceding chapter, the researcher provides the following summary of the discussion's outcomes based on the problem statement: The junior high school English teachers in Karawang that were observed use a variety of efficient speaking instruction techniques, such as:

- a. Discussion Strategy
- b. Information Gap Strategy
- c. Storytelling Strategy
- d. Image Description Strategy
- e. Simulation Strategy

f. Interview Strategy

g. Role Playing Strategy

h. Story Completion Strategy

In keeping with the tenets of modern language instruction. These tactics highlight the actual use of language and develop students' speaking abilities and self-assurance. They are representative of a communicative and learner-centered approach.

In the context of English education, the views offered by the teachers who were interviewed clarify several facets of speaking instruction. It is clear from supporting speaking instruction how crucial it is to foster a communicative atmosphere. As a language model and facilitator, the teacher's role is crucial in helping students develop their speaking abilities and self-assurance. Students will be able to overcome psychological obstacles to efficient language learning by employing a range of tactics.

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