THESIS

TEACHER CHALLENGES AND STRATEGIES IN TEACHING SPEAKING SKILLS AT THE JUNIOR HIGH SCHOOL



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MOTTO AND DEDICATION

"Success is not achieved by never falling, but by always rising after every fall."

There were many moments when this journey felt difficult and exhausting. However, every challenge became a lesson, every obstacle became a source of strength, and every step forward brought me closer to this achievement. This thesis is dedicated to myself for staying committed, remaining resilient, and continuing to move forward despite all the difficulties encountered along the way.

Above all, I express my deepest gratitude to Allah SWT for His endless blessings, guidance, and mercy throughout this journey. Every accomplishment in this thesis is only possible through His grace and permission.

I lovingly dedicate this work to my beloved parents, whose unconditional love, sacrifices, support, and prayers have been the greatest source of strength in my life. Your dedication and hard work inspire me to pursue my dreams and never give up. This achievement belongs to you as much as it belongs to me.

I would also like to dedicate this thesis to my lecturers, teachers, and mentors who have shared their knowledge, guidance, and encouragement throughout my academic journey. Your support has contributed greatly to my growth and learning.

Finally, this thesis is dedicated to everyone who is striving to achieve their goals. Keep believing in yourself, remain patient through the process, and never stop moving forward. Every effort, no matter how small, will eventually lead to meaningful results.

Declaration of Authenticity of Thesis

Bismillahirrahmanirrahim Here with I am:

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1. This Thesis has never submitted to any other education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Banyuwangi, 6 June 2026

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ABSTRACT

Anisatul, Alfi. 2026 Teacher Challenges and Strategies in Teaching English Speaking Skills at The Junior High School Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Moh. Mahmud, M.Pd.

Keywords: teacher challenges, teaching strategies, English speaking skills, speaking instruction, junior high school.

Teaching speaking skills is an essential component of English language learning because it enables students to communicate effectively in various contexts. However, teaching speaking at the junior high school level often presents various challenges for teachers. This study aimed to identify the challenges faced by English teachers in teaching English speaking skills and to describe the strategies used to overcome those challenges at SMPN 2 Tegaldlimo.

This research employed a qualitative descriptive approach. The research subject was an English teacher who taught seventh-grade students at SMPN 2 Tegaldlimo. The data were collected through semi-structured interviews, classroom observations, and documentation. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing. The trustworthiness of the data was ensured through triangulation of data sources and techniques.

The findings revealed that the teacher encountered several challenges in teaching English speaking skills. These challenges included students' limited vocabulary mastery, lack of confidence in speaking English, pronunciation difficulties, classroom management problems, and low learning motivation. To address these challenges, the teacher implemented several strategies, such as using simple and contextual vocabulary, applying interactive

learning activities including role play and pair work, providing motivation and positive reinforcement, using pronunciation drills and modeling, and implementing a deep learning approach that encouraged active participation, collaboration, and meaningful communication.

The study concludes that teaching English speaking skills requires teachers to understand students' linguistic and psychological difficulties and to apply appropriate communicative and student-centered teaching strategies. These strategies help increase students' confidence, participation, and speaking performance. Therefore, effective speaking instruction should focus not only on language development but also on creating a supportive learning environment that encourages students to communicate actively in English.

ABSTRAK

Anisa, Alfi. 2026. Teacher Challenges and Strategies in Teaching English Speaking Skills at The Junior High School Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Moh. Mahmud, M.Pd.

Keywords: tantangan guru, strategi mengajar, keterampilan berbicara bahasa Inggris, pembelajaran berbicara, sekolah menengah pertama.

Mengajarkan keterampilan berbicara merupakan komponen penting dari pembelajaran bahasa Inggris karena memungkinkan siswa untuk berkomunikasi secara efektif dalam berbagai konteks. Namun, mengajar berbicara di tingkat SMP sering menghadirkan berbagai tantangan bagi guru. Penelitian ini bertujuan untuk mengidentifikasi tantangan yang dihadapi oleh guru bahasa Inggris dalam mengajarkan keterampilan berbicara bahasa Inggris dan untuk mendeskripsikan strategi yang digunakan untuk mengatasi tantangan tersebut di SMPN 2 Tegaldlimo.

Penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitiannya adalah seorang guru bahasa Inggris yang mengajar siswa kelas tujuh di SMPN 2 Tegaldlimo. Data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas, dan dokumentasi. Data dianalisis menggunakan model interaktif Miles, Huberman, and Saldaña (2014), yang terdiri dari reduksi data, tampilan data, dan penarikan kesimpulan. Kepercayaan data dijamin melalui triangulasi sumber dan teknik data.

Temuan tersebut mengungkapkan bahwa guru tersebut menghadapi beberapa tantangan dalam mengajarkan keterampilan berbicara bahasa Inggris. Tantangan-tantangan ini termasuk penguasaan kosakata siswa yang terbatas, kurangnya kepercayaan diri dalam berbicara bahasa Inggris, kesulitan pengucapan, masalah manajemen kelas, dan motivasi belajar yang rendah. Untuk mengatasi tantangan tersebut, guru menerapkan beberapa strategi, seperti menggunakan kosakata sederhana dan kontekstual, menerapkan kegiatan pembelajaran interaktif termasuk bermain peran dan kerja berpasangan, memberikan motivasi dan penguatan positif, menggunakan latihan pengucapan dan pemodelan, dan menerapkan pendekatan pembelajaran mendalam yang mendorong partisipasi aktif, kolaborasi, dan komunikasi yang bermakna.

Studi ini menyimpulkan bahwa pengajaran keterampilan berbicara bahasa Inggris mengharuskan guru untuk memahami kesulitan linguistik dan psikologis siswa dan menerapkan strategi pengajaran komunikatif dan berpusat pada siswa yang tepat. Strategi-strategi ini membantu meningkatkan kepercayaan diri, partisipasi, dan kinerja berbicara siswa. Oleh karena itu, pengajaran berbicara yang efektif harus fokus tidak hanya pada pengembangan bahasa tetapi juga pada penciptaan lingkungan belajar yang mendukung yang mendorong siswa untuk berkomunikasi secara aktif dalam bahasa Inggris.

FOREWORD

Praise and thanks be to Allah SWT for His endless blessings, guidance, and mercy, which have enabled the author to complete this thesis entitled **"**Teachers' Challenges and Strategies in Teaching Speaking Skills at SMPN 2 Tegaldlimo**."** Every blessing granted by Allah has provided strength, clarity, and perseverance for the author throughout the entire process of preparing this academic work. May peace and blessings always be upon the Prophet Muhammad SAW, the noble role model for all mankind, along with his family, companions, and followers until the end of time.

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Finally, the author hopes that this thesis will contribute positively to the development of English language teaching, particularly in understanding and addressing the challenges teachers face in teaching speaking skills within schools with limited resources. It is expected that the findings of this research may serve as a useful reference for educators and future researchers seeking to improve the effectiveness of speaking instruction in similar educational contexts.

Banyuwangi, 6 june, 2025

Author

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CHAPTER I
INTRODUCTION

1.1 Research Background

English has long been recognized as an international language and a key skill needed in a variety of academic and professional contexts (Crystal, 2003; Harmer, 2007). In the era globalization and digital communication, English proficiency has become increasingly important for accessing information, participating in international collaboration, and enhancing career opportunities (Al-Khotaba et al., 2024; Derakhshan, Kruk, & Mehdizadeh, 2023) In Indonesia, English is taught as a compulsory subject from the junior high school level, with the aim of enabling students to communicate effectively both orally and in writing (Ministry of Education and Culture, 2013). Among the four main language skills listening, speaking, reading, and writing speaking is considered the most important yet the most challenging to teach, especially in the context of EFL (English as a Foreign Language) such as in Indonesia, where students have limited exposure to authentic English communication (Brown, 2004; Nunan, 2003). Therefore, improving students' speaking skills is an important priority in the learning process recent studies have highlighted that speaking competence is one of the most essential 21st-century skills because it supports students' communication, collaboration, and critical thinking abilities in both academic and professional settings (Zhang & Hyland, 2023; Derakhshan et al., 2022). because this ability is directly related to their readiness to face global developments that demand good communication competencies (Richards & Renandya, 2002). With a stronger mastery of speaking, students are expected to be able to actively participate in broader communication situations, both in academic environments and in more complex social contexts (Thornbury, 2005). This condition shows that speaking skills require more intensive, planned, and continuous learning efforts (Harmer, 2007). With increasing global demands, the mastery of speaking is not only an academic need, but also an important capital for students to compete in the world of work and face rapid technological developments (Crystal, 2003).

Good speaking learning will help students increase their confidence in communicating across cultures and broaden their horizons to international developments (Brown, 2004). In addition, good speaking skills can strengthen students' interpersonal competencies, such as the ability to negotiate, cooperate, and convey ideas clearly (Richards & Renandya, 2002). In the long run, these skills will support them in building broader professional relationships and increasing their chances of continuing their education to a higher level (Harmer, 2007). Thus, it is important for schools to pay more attention to speaking learning so that students are truly prepared to face the demands of global communication.

In junior high school classrooms, speaking is expected to be encouraged through interactive learning activities that allow students to express opinions, share ideas, and engage in simple conversations (Nunan, 2003). However, the reality in many classrooms shows that speech teaching often remains teacher-centered and focuses more on controlled practice than meaningful communication (Brown, 2004). Many students have difficulty speaking due to anxiety, low motivation, and lack of confidence (Horwitz, Horwitz, & Cope, 1986). Similar findings have been reported in recent EFL contexts, where speaking anxiety, fear of negative evaluation, and limited opportunities for communication continue to hinder students' oral performance (Botes, Dewaele, & Greiff, 2022; Teimouri, Goetze, & Plonsky, 2019). In addition, students' limited vocabulary and grammatical understanding make it difficult for them to compose sentences smoothly and accurately (Thornbury, 2005). These issues contribute to students' reluctance to participate in speaking activities, which ultimately hinders their progress (Harmer, 2007). This situation shows the need for a more creative and student-centered approach to learning so that they feel comfortable practicing speaking (Richards, 2006). With this change in approach, students are expected to be more motivated to be actively involved and slowly overcome the psychological and linguistic obstacles they face (Brown, 2004). In addition, teachers need to provide space for students to practice the use of language naturally, for example through role plays, simulations of real-life situations, or collaborative projects that

allow them to communicate without excessive pressure (Nunan, 2003). With a wider variety of activities, speaking learning can develop into a fun and challenging experience, so students are encouraged to improve their abilities gradually and consistently (Harmer, 2007).

Teachers, on the other hand, also face significant challenges in implementing effective speaking instruction. Recent Research indicates that English teachers frequently encounter challenges related to large classroom sizes, limited instructional resources, mixed-ability learners, and insufficient technological support, particularly in developing countries (MacIntyre, Gregersen, & Mercer, 2023; Xie & Derakhshan, 2021). Large class sizes, limited teaching time, and diverse student proficiency make it difficult for teachers to manage communicative activities (Richards & Farrell, 2005). The lack of teaching materials and supporting media further complicates the situation (Harmer, 2007). In addition, teachers are often burdened with administrative tasks and curricular demands, which reduces the time to design innovative speaking lessons (Brown, 2004). In some cases, teachers feel limited by an exam-oriented culture that prioritizes reading and grammar skills over communicative competencies (Richards, 2006). This condition requires teachers to find creative solutions so that the learning process remains effective even though it is limited (Richards & Farrell, 2005). Thus, teachers need technical and pedagogical support to develop a teaching strategy that is relevant, interesting, and adaptive to the needs of students (Harmer, 2007). Encouragement from schools, such as the provision of training, forums for sharing practices between teachers, and access to more varied teaching resources, can help teachers develop their professional abilities (Richards, 2006). In addition, teachers also need to be given the flexibility to design speaking activities to suit the characteristics of students, so that the learning process is more flexible and centered on real needs in the classroom (Brown, 2004).

Given these conditions, examining the challenges faced by teachers in teaching speech in junior high schools is important. A deeper understanding of these challenges can help identify gaps between curricular expectations and

classroom realities (Richards & Renandya, 2002). In addition, exploring teachers' strategies to overcome these barriers is necessary to improve speaking teaching and create a more communicative English learning environment (Harmer, 2007). The in-depth analysis is expected to provide a clear picture of the needs of speaking learning in the field as well as the basis for more targeted recommendations. Ultimately, this understanding can help increase the effectiveness of speaking learning and support the achievement of curriculum objectives optimally (Brown, 2004). The results of this research can also be the basis for evaluating the implementation of competency-based learning, especially in speaking skills, so that schools and policy makers can make more targeted decisions (Richards, 2006).

Based on the results of initial observations at SMPN 2 Tegaldlimo, Tegaldlimo District, Banyuwangi Regency, several significant findings were obtained regarding the condition of English language learning, especially speaking skills. SMPN 2 Tegaldlimo is a public school with a large number of study groups, an average of 32-36 students per class. Large class sizes have a direct impact on the speaking learning process, because teachers have to divide limited practice time among all students (Harmer, 2007). This situation causes most students not to gain adequate opportunities to actively speak in English. This also affects the speech evaluation process, as teachers cannot provide comprehensive feedback to every student (Brown, 2004). This condition shows the need to rearrange teaching strategies so that all students get more equitable learning opportunities, for example through a group rotation system or center-based learning stations (Nunan, 2003). With this approach, the learning process becomes more structured, organized, and provides greater opportunities for students to demonstrate their individual abilities.

In addition, the available learning facilities are still limited. This limitation can be seen from the absence of supporting devices such as language laboratories, adequate speakers, and multimedia facilities. Teachers admit that the use of audio-visual media in teaching speaking is still rarely done because facilities are not available or do not function optimally (Harmer, 2007). In fact, learning media plays an

important role in creating a realistic communication context for students (Richards, 2006). Contemporary studies have shown that digital media, interactive applications, and technology-assisted learning environments can significantly enhance students' speaking engagement and communicative competence (Nazari & Xodabande, 2024; Liu & Wang, 2023).This condition makes learning often conventional and less varied, so that students get bored quickly and find it difficult to develop maximum speaking skills (Brown, 2004). With adequate facilities, the learning process is expected to be more interesting and effective, so as to increase students' motivation to practice speaking continuously (Thornbury, 2005).

In addition to infrastructure constraints, student psychological factors are also the main challenges in learning to speak. Observations show that many students at SMPN 2 Tegaldlimo feel embarrassed, afraid of making mistakes, and lack confidence when asked to speak in English (Horwitz et al., 1986). This condition is in line with the concept of speaking anxiety put forward by Horwitz (2001), recent investigations also confirm that foreign language anxiety remains one of the strongest predictors of students' speaking performance, particularly in EFL classrooms where opportunities for authentic communication are limited (Botes et al., 2022; Dewaele & Li, 2024).who states that anxiety can inhibit cognitive processes and make it difficult for students to express ideas even though they understand the material in theory. This situation shows the need for a learning approach that creates a safe, supportive, and fear-free environment (Richards, 2006). Interventions such as language games, group work, or collaborative activities can help reduce students' anxiety and increase their confidence in speaking (Harmer, 2007). In addition, teachers need to give appreciation for students' efforts, not just results, so that they feel appreciated when they try to speak (Brown, 2004). A positive environment helps students view speaking as a natural and non-scary activity, so that their confidence slowly grows (Thornbury, 2005).

Therefore, this study focuses on analyzing the specific challenges faced by English teachers in teaching speaking

skills at the junior high school level, identifying the factors that affect the effectiveness of teaching, and describing the strategies that teachers use to overcome these challenges (Richards & Renandya, 2002). The findings of this study are expected to provide insights that can contribute to improving English teaching in Indonesian schools. By knowing the real conditions in the field, this research can be the basis for designing teacher training programs, compiling more relevant teaching materials, and developing learning methods that are able to answer the needs of students and teachers (Harmer, 2007). Furthermore, this research is expected to contribute to the development of education policies that are responsive to the needs of English language learning, especially in areas with limited resources. Thus, the results of this research are useful academically and practically for improving the quality of learning.

The reason for choosing SMPN 2 Tegaldlimo as the location for the research was the discovery of real challenges in speaking learning, related to facilities, classroom conditions, and student readiness. There is a clear gap between the demands of the curriculum and the learning conditions in schools, so it needs to be studied more deeply (Brown, 2004; Richards, 2006). English teachers show variations in teaching strategies, but there have been no studies documenting the effectiveness of these strategies. In addition, this school represents the general characteristics of junior high schools in areas with limited resources, so the results of the study have the potential to provide a broader picture of the problem of speaking learning in a similar context (Harmer, 2007). This research is expected to contribute not only to the school, but also to the development of speaking teaching practices in the wider educational environment. By choosing schools that face real challenges, this research has the opportunity to produce relevant and applicable findings. The findings can be the basis for the development of solutions that are applied in other schools with similar conditions, so that the impact is wider and more sustainable (Nunan, 2003). In addition, this study is expected to provide a more detailed picture of local factors that affect the quality of learning, such as student learning culture, parental support, and internal school policies.

Understanding these factors enriches the analysis and allows for the preparation of more comprehensive recommendations. The results of the research are also expected to be a reference for educators, researchers, and policy makers in designing strategic steps to systematically improve the quality of speaking learning. Thus, this research has important value both theoretically and practically in an effort to improve English learning in various educational contexts (Richards & Renandya, 2002; Harmer, 2007).

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1.2 Problem Formulation

1.2.1 What challenges do English teachers face in teaching English speaking skills in junior high school?

1.2.2 What is the teacher's strategy in overcoming the challenges of teaching English in junior high school classes?

1.3 Research Objectives

1.3.1 Identify the challenges faced by language teachers English in teaching speaking skills.

1.3.2 Describe teachers' strategies in overcoming the challenges of teaching English in junior high school classrooms.

1.4 Research Benefits

1.4.1 Theoretical Benefits

a. Contribute to related academic literature Teaching English in the context of the EFL.
b. It is a reference for further research in the study of English language pedagogy.

1.4.2 Practical Benefits

a. For Teachers

As a guide in designing more effective speaking teaching strategies.

b. For Schools :

As a basis for improving facilities and supporting the development of teacher competencies.

c. For Policymakers:

Provide a real picture of the conditions of English learning for curriculum improvement and teacher training

1.5 Research Limitations

This research only focuses on the challenges and strategies of teachers in teaching speaking skills to junior high school students.

1.6 Definition of Term

1.6.1 Teachers' Challenges

Referring to the various obstacles or difficulties experienced by English teachers in the process of teaching speaking skills, such as differences in students' abilities, lack of facilities, time limitations, and psychological factors such as speech anxiety (Harmer, 2007; Brown, 2001). Other challenges can also arise from the diverse school environment and motivation of students (Richards & Renandya, 2002).

1.6.2 Teachers' Strategies

Teacher strategies include approaches, methods, techniques, and activities designed to address the challenges of teaching speaking, recent pedagogical research emphasizes that effective speaking instruction also involves technology integration, collaborative learning, formative assessment, and student-centered communication tasks that promote active language use (Derakhshan & Fathi, 2023; Xodabande, 2023). such as the use of pair work, role-play, scaffolding, and providing a good language model (Harmer, 2007; Nunan, 2015). This strategy helps increase student participation and gives them more opportunities to practice active speaking (Richards, 2008).

1.6.3 Teaching Speaking Skills

Teaching speaking is a teaching process that aims to develop students' ability to produce English orally, including aspects of fluency, accuracy, pronunciation, and confidence (Brown, 2004;

Richards, 2008). Teaching speaking also emphasizes the importance of real communication and the use of language in meaningful contexts (Nunan, 2015)

CHAPTER II
RELATED LITERATURE REVIEW

2.1 The Essence of Speaking Skills

Speaking skills are the ability to use spoken language to convey messages effectively. This ability includes not only the process of articulating words, but also the skill of expressing ideas, feelings, and intentions in a precise and understandable manner by the listener. According to Brown (2004), speaking is an interactive process that involves the production, reception, and interpretation of information. This interactive process emphasizes that speaking is not just a one-way activity, but involves a reciprocal response between the speaker and the listener. Meanwhile, Nunan (2003) emphasized that speaking skills include the spontaneous and meaningful use of language in the context of real communication. Thus, speaking is a skill that requires understanding the context, situation, and purpose of communication so that the message conveyed can be truly effective and meaningful.

Speaking skills are also viewed as a manifestation of communicative competence proposed by Hymes (1972), which includes linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. Students who possess good speaking skills are able to adjust their speech according to the social context, maintain coherence and cohesion in conversation, and employ communication strategies when encountering linguistic difficulties.

In addition, Canale and Swain (1980) argue that speaking is not merely the ability to produce grammatically correct sentences, but also the ability to use language appropriately in social interactions. This means that effective speaking requires awareness of cultural norms, politeness strategies, turn-taking, and conversational repair.

In educational settings, speaking plays a significant role as it reflects learners' active participation and cognitive engagement. Through speaking, students construct knowledge, negotiate meaning, build identity, and develop critical thinking. Therefore, speaking is not only a linguistic skill but also a social and cognitive practice.

Research in second language acquisition (SLA) also highlights that speaking ability develops through meaningful exposure and interaction, as indicated in Long's Interaction Hypothesis (1996). Students need opportunities to negotiate meaning, receive corrective feedback, and interact in authentic settings to enhance their speaking performance. Recent studies emphasize that speaking competence is one of the most important indicators of successful language learning because it reflects learners' ability to communicate meaningfully in real-life situations. In contemporary EFL contexts, speaking is viewed not only as linguistic production but also as a social and interactive process that requires learners to negotiate meaning, express personal identity, and participate actively in collaborative communication (Derakhshan, Fathi, & Pawlak, 2022; Zhang & Hyland, 2023). Furthermore, the development of speaking skills has become increasingly important in the twenty-first century as communication, collaboration, and intercultural competence are considered essential skills for academic and professional success (Dewaele & Li, 2024).

2.2 Components of Speaking

In mastering speaking skills, there are several important components that must be mastered by learners so that oral communication can take place properly. These components include:

2.2.1 **Pronunciation** – the ability to pronounce language sounds (Harmer, 2007). Pronunciation includes clarity of pronunciation, intonation, word pressure, and rhythm of speech so that listeners can understand the message without experiencing significant obstacles.

2.2.2 **Fluency** – fluency in speaking without excessive pauses. Fluency is concerned with the ability of students to convey ideas continuously and naturally without frequent interruptions due to searching for words or structuring sentences.

2.2.3 **Accuracy** – accuracy of grammar and vocabulary. Accuracy shows the extent to which students can use language rules correctly and according to the rules so that communication becomes more precise.

2.2.4 **Vocabulary** – the availability of enough words to convey ideas. The more vocabulary they have, the easier it will be for students to express ideas in various communication situations.

2.2.5 **Comprehension** – the ability to understand and respond to the interlocutor. This component ensures that the speaking process not only produces speech, but also involves the ability to understand the message received and provide relevant responses.

2.2.6 **Discourse Competence** – the ability to organize ideas logically and cohesively in extended speech (Halliday & Hasan, 1976). This includes the use of cohesive devices, topic management, and coherence.

2.2.7 **Strategic Competence** – the use of communication strategies when encountering linguistic difficulties, such as paraphrasing, asking for repetition, using gestures, or using fillers (e.g., "well", "uhm", "you know").

2.2.8 **Sociolinguistic Competence** – the ability to use appropriate language forms based on social context, such as formal/informal registers, politeness strategies, and culturally appropriate expressions (Savignon, 2002).

2.2.9 **Non-Verbal Communication** – elements such as body language, eye contact, facial expressions, and gestures that support verbal communication.

Furthermore, research shows that speaking competence develops gradually through repeated exposure and practice. Learners require comprehensible input (Krashen, 1985) and comprehensible output (Swain, 1985) to achieve balanced development of fluency and accuracy. Recent research suggests that speaking competence should be viewed as a multidimensional construct involving linguistic competence, strategic competence, interactional competence, and digital communication skills. Learners are expected not only to produce accurate language but also to manage conversations, respond appropriately, and utilize communication strategies effectively in both face-to-face and technology-mediated interactions (Derakhshan & Fathi, 2023; Xodabande, 2023). Therefore, the development of speaking ability requires continuous exposure, meaningful practice, and opportunities for authentic communication.

2.3 Objectives of Speaking Learning in Junior High School

Referring to the Curriculum (K13 and Independent Curriculum), the objectives of learning are:

2.3.1 Help students communicate verbally in simple situations. This goal emphasizes students' ability to use English in the context of everyday life, such as asking questions, introducing themselves, or describing something.

2.3.2 Develop confidence in using English. Students are expected to have the courage to speak without fear of being wrong so that the learning process can take place more optimally.

2.3.3 Train students to use language for communicative functions (asking, describing, responding, etc.).

2.3.4 21st Century Skills (4Cs) – communication, collaboration, creativity, and critical thinking, which are integrated into speaking activities such as presentations, group discussions, and problem-solving tasks.

2.3.5 Character Education – speaking activities are expected to build students' responsibility, respect, cooperation, and self-confidence.

2.3.6 Digital Literacy – in the Independent Curriculum, students are encouraged to use digital tools (e.g., voice recorders, video presentations, online speaking platforms) as part of communicative practices.

Speaking learning is directed so that students can apply language in various communication functions and purposes, so that their language skills are more applicable.In addition, current educational frameworks emphasize that speaking instruction should promote communicative competence, critical thinking, creativity, collaboration, and digital literacy. Speaking activities are expected to encourage students to use English in authentic situations while simultaneously developing higher-order thinking skills and intercultural awareness (OECD, 2023; Ministry of Education, Culture, Research, and Technology, 2022). Therefore, speaking instruction should be designed to support both language development and broader educational goals.

2.4 Teachers' Challenges in Teaching Speaking

Teaching speaking at the junior high school level has various obstacles. According to various experts and empirical findings, the challenges can be categorized as follows:

Internal Student Challenges:

2.4.1 **Lack of confidence and shyness.** Many students are afraid of making mistakes (Horwitz, 2001), so they are reluctant to speak. This fear often arises due to the fear of being ridiculed by friends, limited abilities, or previous negative experiences.

2.4.2 **Low motivation.** Students are less motivated because they find English difficult or irrelevant to their lives. The lack of motivation makes students inactive in speaking activities.

2.4.3 **Vocabulary limitations.** Limited vocabulary makes it difficult for students to express ideas. This causes students to be more silent or stop in the middle of a conversation when they don't find the right word.

2.4.4 **Foreign Language Anxiety** – students experience tension, nervousness, or fear when speaking English (Horwitz, 2010). This anxiety affects fluency and willingness to participate.

2.4.5 **Limited Exposure to English** – due to minimal interaction outside the classroom, students lack authentic input and opportunities to practice.

2.4.6 **Different Learning Styles** – some students prefer visual or kinesthetic learning, which affects their performance in speaking tasks.Recent studies indicate that foreign language anxiety remains one of the strongest barriers to speaking performance among EFL learners. Students often experience fear of making mistakes, fear of negative evaluation, and communication apprehension, which reduce their willingness to participate in speaking activities (Botes, Dewaele, & Greiff, 2022; Dewaele & Li, 2024). Additionally, limited opportunities for authentic communication outside the classroom further hinder the development of speaking proficiency

2.5 Challenges related to teachers

2.5.1 **The selection of methods is less varied.** Teachers tend to use teacher-centered methods that lower students'

interest. This method makes students practice speaking less because the activity is dominated by teachers.

2.5.2 **Lack of teachers' ability to manage the classroom speaking.** Speaking requires active activity, and this is challenging in large classes. Teachers must be able to manage their time, monitor multiple groups, and ensure that all students are involved.

2.5.3 **Time limitations.** Limited class hours make it difficult to practice speaking intensively. As a result, the speaking portion in the classroom is often inadequate to build effective language skills.

Another challenge is teachers' limited proficiency in English, especially in rural areas. Some teachers lack opportunities for professional development, leading to difficulty modeling authentic pronunciation and natural expressions.

Additionally, administrative workload and large class sizes reduce teachers' ability to focus on communicative instruction. The lack of collaboration between teachers also affects the continuity of speaking programs across grade levels.

Teachers also face challenges in providing effective feedback, as speaking involves real-time monitoring and correction, which can be demanding. Recent literature reveals that English teachers frequently encounter challenges related to large classroom sizes, mixed-ability learners, insufficient instructional time, and limited technological resources. These challenges often reduce opportunities for individualized feedback and communicative practice, making it difficult to implement effective speaking instruction (MacIntyre, Gregersen, & Mercer, 2023; Xie & Derakhshan, 2021). Furthermore, teachers need continuous professional development to adapt their teaching practices to rapidly changing educational demands.

2.6 Environmental and Facility Challenges

2.6.1 Non-English environment so students rarely use English outside of class. Without sufficient exposure, students struggle to maintain and develop speaking skills.

2.6.2 Less supportive facilities, such as no audio, digital platforms, or spaces that allow group work. This condition limits the variety of teaching methods that can be used.

2.6.3 Readiness of schools in providing learning media. The limitations of the media make teachers have to make extra efforts to provide relevant and interesting material.

In some contexts, parents' limited support also affects students' speaking development. Parents may not encourage English practice at home due to lack of proficiency or perception that English is difficult.

Schools in remote areas may also lack stable internet access, which limits the use of online platforms for speaking practice. Furthermore, the absence of extracurricular English clubs reduces students' exposure and motivation. Recent findings show that learning environments significantly influence students' speaking development. Access to digital technologies, supportive school culture, parental involvement, and opportunities for extracurricular language use contribute positively to students' speaking performance (Nazari & Xodabande, 2024; Liu & Wang, 2023). Conversely, limited technological infrastructure and minimal exposure to English outside the classroom continue to be major obstacles in many EFL settings.

2.7 Teachers' Strategies in Teaching Speaking

Various strategies can be used by teachers to improve students' speaking skills, including:

2.7.1 Communicative Language Teaching (CLT)

According to Richards (2006), CLT emphasizes the use of language for real communication purposes. Teachers can apply:

a) Role play
b) Group discussion
c) Information gap

2.7.2 Task-Based Language Teaching (TBLT)

According to Ellis (2003), TBLT uses communication-based tasks such as problem-solving, interviewing, or project tasks to encourage students to speak.

2.7.3 Cooperative Learning

Johnson & Johnson (1999) emphasized group work that increases students' interaction and courage to speak.

2.7.4 Use of Media and Technology

Media such as videos, audio recordings, and speaking apps (Flipgrid, Duolingo, YouGlish) can increase students' interest and exposure to language.

2.7.5 Error Correction Strategies

Teachers can use:

Implicit correction, Explicit Fix Peer correction, which increases language awareness without lowering self-confidence. Contemporary research recommends integrating technology-assisted language learning, collaborative learning, and student-centered approaches to improve speaking skills. Digital tools such as interactive speaking applications, video-based tasks, online discussion platforms, and AI-assisted pronunciation tools have been shown to increase learners' engagement, confidence, and speaking proficiency (Xodabande, 2023; Nazari & Xodabande, 2024). These approaches provide students with more opportunities to practice speaking in meaningful and authentic contexts.

2.8 Creating a Supportive Classroom Environment

2.8.1 Project-Based Learning (PjBL) – students work on long-term projects (e.g., making videos, creating posters, conducting interviews), which enhances speaking through authentic communication.

2.8.2 Drama and Storytelling – encourages creativity and expressive speaking.

2.8.3 Gamification – using games such as speaking bingo, role-card battles, or mystery-solving games increases motivation.

2.8.4 Scaffolding Techniques – teachers provide structured support (e.g., sentence frames, vocabulary lists, speaking models) to help students gradually become independent speakers.

2.8.5 Pronunciation Drills Using Technology – such as AI speech analyzers, karaoke-style speaking apps, and recording tools for self-evaluation.

These strategies enrich students' exposure and promote active engagement.

2.9 The Role of Teachers in Speaking Learning

Various strategies can be used by teachers to improve students' speaking skills, including

2.9.1 Communicative Language Teaching (CLT)

According to Richards (2006), CLT emphasizes the use of language for real communication purposes. This strategy places students as active language users through activities such as:

a) Role play – train students to speak in simulated situations.
b) Group discussion – getting students used to expressing opinions in groups.
c) Information gap – encourages interaction because students have to ask each other questions to complete the information.

2.9.2 Task-Based Language Teaching (TBLT)

According to Ellis (2003), TBLT uses communication-based tasks such as problem-solving, interviewing, or project tasks to encourage students to speak. This method provides a more natural and targeted speaking practice opportunity.

2.9.3 Cooperative Learning

Johnson & Johnson (1999) emphasized group work that increases students' interaction and courage to speak. Cooperative learning facilitates collaboration so that students feel more secure and motivated.

2.9.4 Use of Media and Technology

Media such as video, audio recording, and speaking apps (Flipgrid, Duolingo, YouGlish) can increase students' interest in and exposure to the language. Technology provides a more authentic and varied learning experience.

2.9.5 Error Correction Strategies

Teachers can use several forms of error correction, such as:

a) Implicit correction (recast)
b) Explicit Fix
c) Peer correction, which increases language awareness without lowering students' confidence.

2.9.6 Creating a Supportive Classroom Environment

The teacher builds a comfortable atmosphere so that students are not afraid to make mistakes. Harmer (2007) emphasizes the importance of "encouragement" and

"positive feedback" as the main factors in creating a supportive learning environment.

2.10 Previous Studies

Here's a summary of some relevant research that you can use:

No.	Name, Year, Title of Research	Article link OJS, Journal Name/ Thesis/Dissertation, Name PT	Research Objective	Research Method	Results/ Conclusions	Similarity
1.	Razi, F., Muslem, A., & Fitrisia, D.(2021) (n.d.). *Teachers' strategies in teaching speaking skill to junior high school students*	English Education Journal, USK (DOAJ) Jurnal USK+1	Describe the strategies used by teachers in teaching speaking skills in junior high school	Qualitative: observation and interview with two teachers at Inshafuddin Banda Aceh Junior High School USK Journal	The strategies used: roleplay, drilling, games, picture describing, storytelling; teachers need to be creative and overcome obstacles when implementing the USK+1 Journal strategy	Focus on strategy & speaking in junior high school (in line with your topic)
2.	Tamala, Y. P. & Wulandari, S. (2022). *The Strategie*	Journal of Foreign Language and Educational Research, Univ. Muhammadiy	Knowing teachers' strategies in teaching speaking at the junior high school	Qualitative descriptive: interview + observation of one teacher & grade 8	a lot of discussion and drilling; additional media: songs;	Together study the strategies of teaching speaking in junior high school

	s of Teaching Speaking at Junior High School	ah Palu Journal of Unismuh Palu+1	level	student at SMP Balamoa Jurnal Unismuh Palu	positive student responses, they enjoy and feel helped in speaking English	
3.	*Approach in a Bilingual Junior High School: Strategies and Challenges(2023)*	English Edu: Journal of English Teaching and Learning, UIN Malang UIN Malang	(1) Identify strategies used by teachers to implement communicative approaches, (2) Identify challenges in their implementation at the bilingual junior high school level	Qualitative case study: observation and interview with six teachers at one junior high school of UIN Malang	Strategies include: telling a story, listen & repeat, short conversation & guided speaking, group discussion & presentation. Challenges: passive students, difficulty in sentence structure, lack of motivation, teachers are tired of UIN Malang's voice	Focus on speaking in junior high school + strategies & challenges — highly relevant
		ALISHLAH: Bulwathan Hub Journal Education Journal				
4.	Wulan	ALISHLAH:	Explore the	Descriptive	Three types	Touching on

	Fadila & Edi Trisno (n.d.). (2023)*Enhancing Speaking Skills through Performance Assessment: A Study in Junior High School*	Bulwathan Hub Journal Education Journal	types of speaking assessments used by junior high school teachers and the challenges in their implementation	qualitative: classroom observation + interviews with four teachers of SMP Journal STAI Hub Bulwathan	of speaking assessments (intensive, responsive, interactive) were found. Obstacles: difficulty in aligning assessment tasks with learning objectives, difficulty in providing objective assessments, wide range of students' abilities Journal STAI Hub Bulwathan	the aspect of assessment speaking — an important part of teaching speaking
5.	Atin Kurniawati & Adiningsih Lintangsari (n.d.)(2022). *Reducing Students' Anxiety in Speaking English: Teacher's Strategies*	Journal of Nusantara Education e-journal.unu-jogja.ac.id	Knowing teachers' strategies in reducing students' anxiety when speaking English in junior high school	Case study: observation + interview with an Islamic Junior High School teacher in Surakarta (grade VIII) e-journal.unu-jogja.ac.id	Teachers' strategies: relaxation, preparation, positive thinking, forming peer groups/peers for joint practice, to increase students' courage and confidence e-journal.unu-jogja.ac.id	Relevant in aspects of student constraints (psychological) and teacher strategies — suitable for the "challenges & strategies" section

CHAPTER III
RESEARCH METHODS

3.1 Research Approach

This study uses a qualitative approach to understand in depth the challenges teachers face and the strategies they use in teaching speaking at the junior high school level. Qualitative methods—such as observations, interviews, and document analysis—allow the researcher to capture classroom realities naturally and gather rich, detailed data (Creswell, 2014).

This approach fits the interpretivist paradigm, which views teaching and learning as subjective and shaped by multiple perspectives (Denzin & Lincoln, 2018). It also supports inductive analysis, enabling themes to emerge from the data and reflect teachers' real experiences in the classroom. Recent qualitative research emphasizes the importance of understanding participants' experiences within their natural contexts. Qualitative inquiry enables researchers to explore meanings, perceptions, and social realities through direct interaction with participants and the research setting (Creswell & Poth, 2018; Merriam & Tisdell, 2016). Therefore, this approach is considered appropriate for investigating teachers' challenges and strategies in teaching speaking skills.

3.2 Types of Research

This study employs a qualitative descriptive design, which is intended to describe a phenomenon in a clear and systematic way without providing any treatment or experimental intervention. Through this approach, the researcher focuses on explaining the challenges teachers encounter in teaching speaking, the factors that influence the speaking learning process, and the strategies teachers use to address these challenges.

A qualitative descriptive method is appropriate because speaking instruction is a real and complex classroom phenomenon that requires direct observation and thematic analysis. This design allows the researcher to present findings in a straightforward narrative, making the description of teachers' experiences at SMPN 2 Tegaldlimo both clear and contextually accurate. It also captures everyday classroom practices and

organizes the data into meaningful themes that help explain how teachers manage speaking classes and overcome the obstacles they face. According to Lambert and Lambert (2012), qualitative descriptive research is particularly suitable for studies that aim to provide a comprehensive summary of events in everyday terms. More recent discussions by Colorafi and Evans (2016) also highlight that qualitative descriptive designs are useful for obtaining rich descriptions of educational phenomena and participants' experiences without extensive theoretical interpretation.

3.3 Research Location and Time

This This research was conducted at SMPN 2 Tegaldlimo, located in Tegaldlimo District, Banyuwangi Regency. The school was selected purposively based on initial observations indicating several issues in teaching speaking, such as large class groups, limited learning facilities, and students' low confidence levels. These conditions make the school a relevant setting for addressing the research focus.

The research took place from 04 january 2026 to 05 january 2025, covering preparation, data collection through observations and interviews, and preliminary data checking and analysis.

SMPN 2 Tegaldlimo was also chosen because of its diverse student backgrounds and varied English proficiency levels, which provide a suitable context for exploring speaking instruction challenges. Its semi-rural environment further affects students' exposure to English, adding uniqueness to the study setting.

Throughout the research period, the researcher engaged directly in the school environment through regular visits to build rapport with teachers and students. This extended presence supports data credibility by allowing the researcher to observe patterns across different classroom situations. The one-month duration also provided enough flexibility for follow-up meetings when additional clarification was necessary.

3.4 Research Subjects and Informants

The primary subject in this study is the English teacher responsible for teaching Grade VII at SMPN 2 Tegaldlimo. This

teacher was selected using purposive sampling, a method that allows the researcher to choose informants who best meet the needs of the study and can provide relevant, meaningful data (Creswell, 2014). The chosen teacher is actively involved in teaching English, has adequate teaching experience, and is familiar with implementing and assessing speaking activities in the classroom. The teacher's willingness to participate in interviews and allow classroom observations also supports the depth and credibility of the data collected.

To complement the teacher's perspective, this study also involves supporting informants such as Grade VII students. Their participation is important because students experience the speaking activities directly and can provide detailed insights into the difficulties they encounter, their confidence levels, and how they perceive the strategies used by the teacher. Their viewpoints help the researcher understand the learning process from the learner's side, making the overall description of speaking instruction more complete.

If necessary, curriculum administrators are also included to enrich the contextual understanding of the school environment. They can offer information about school policies, curriculum planning, resource allocation, and administrative conditions that may influence the teaching of speaking skills. Their contributions help explain external factors that shape classroom practices.

In addition to interviews and observations, the researcher may examine relevant school documents such as English program reports or teacher activity records. These documents provide additional background information and support the triangulation of data sources. Through this combination of perspectives and materials, the researcher can build a comprehensive and well-grounded understanding of how speaking is taught in Grade VII at SMPN 2 Tegaldlimo.

3.5 Data Collection Techniques

To obtain comprehensive data, this study uses several data collection techniques as follows:

3.5.1 In-Depth Interview

Interviews were conducted in a semi-structured format so that informants could explain their experiences freely but within the limits of the focus of the research. This interview aims to unearth information about:

a) Challenges faced by teachers in teaching speaking.
b) Factors that affect learning to speak.
c) Strategies and solutions implemented by teachers.
d) Teachers' perceptions of students' competence in speaking.

The interview was recorded (with the informant's permission), then transcribed for further analysis.

The purposive sampling technique is chosen because only teachers with specific characteristics can provide meaningful data related to speaking instruction. This ensures that the data are rich, relevant, and aligned with the research objectives.

Supporting informants such as students help highlight how teaching strategies impact learners' experiences. Students can provide insights into their feelings about speaking tasks, their perceptions of difficulties, and the effectiveness of teachers' approaches.

Curriculum administrators (wakasek kurikulum) can also contribute by explaining policies, resource availability, and administrative factors that affect speaking instruction. This multi-informant approach strengthens data triangulation, reduces bias, and enriches the interpretation of findings.

In addition, the researcher may consult school documents such as teacher performance evaluations or English program reports to gather more contextual information about teaching practices.

3.5.2 Class Observation

Observations are carried out directly on the learning process of speaking in the classroom. The type of observation used is non-participant observation, where the researcher only observes without being involved in teaching and learning activities. The focus of observation includes:

a) Teacher-student interaction.

b) The method or strategy of speaking learning used.
c) Student participation.
d) Media and learning facilities used by teachers.
e) Obstacles that arise during the learning process.

The researcher uses an observation checklist to systematically document classroom behaviors, teacher-student interactions, and responses to speaking activities. Field notes capture spontaneous and unexpected events, such as students' reactions to instructions or challenges encountered during activities.

The observation focuses not only on verbal interactions but also on non-verbal communication, classroom management, and instructional pacing. Observations are carried out multiple times to obtain consistent data.

If permitted, the researcher may also conduct video recordings to analyze subtle patterns such as turn-taking, hesitation markers, or classroom dynamics in more detail.

3.5.3 Documentation

Documentation includes the collection of supporting documents such as:

a) lesson plan or learning modules.
b) Speaking Teaching Material.
c) Photos or videos of learning activities.
d) The value of learning outcomes related to speaking.

These documents help researchers understand the structure and system of speaking learning more objectively.

Documentation analysis also includes reviewing curriculum guidelines, school policies, and English program schedules. These documents help the researcher understand institutional expectations and structural constraints affecting speaking instruction.

The researcher may also analyze student worksheets, speaking rubrics, and teacher-made materials to identify how speaking is assessed and taught. Photographs and videos collected serve as visual evidence, supporting the validity of observational data. Recent qualitative studies emphasize the importance of combining multiple data collection methods to obtain comprehensive and trustworthy findings. The use of

interviews, observations, and documentation allows researchers to capture different dimensions of a phenomenon and strengthen data triangulation (Creswell & Poth, 2018; Yin, 2018).

3.6 Research Instruments

In qualitative research, researchers are the main instruments (human instruments) that play a role in planning, implementing, collecting, analyzing, and interpreting data (Sugiyono, 2018). The researcher's sensitivity to the field context is the key to the success of data collection.

The supporting instruments used include:

a) Semi-structured interview guidelines.
b) Class observation sheet.
c) Interview recording tool.
d) Document analysis format.

This supporting instrument helps researchers to keep the data obtained directed and systematic.

As a human instrument, the researcher undergoes continuous reflexivity, examining personal biases and ensuring objective interpretation of data. Reflexive notes are written after each data collection activity to monitor the researcher's assumptions and decision-making processes.

The interview guidelines include open-ended questions, prompts, and probes to facilitate deeper exploration. Observation sheets include indicators such as teacher questioning strategies, student engagement levels, and instructional clarity.

Audio and video recordings increase accuracy and allow repeated review during analysis. In contemporary qualitative research, the researcher remains the primary instrument while maintaining reflexivity throughout the research process. Reflexivity enables researchers to critically examine their assumptions, perspectives, and potential influence on data collection and interpretation (Creswell & Poth, 2018; Tracy, 2020)

3.7 Data Analysis Techniques

The data analysis in this study uses the Miles, Huberman, and Saldaña (2014) model which consists of three main stages:

a) Data Reduction

Researchers sort, select, and summarize data from interviews, observations, and documentation to focus on relevant findings. Data that are not related to the focus of the study are set aside.

b) Data Presentation

The reduced data is presented in the form of narrative descriptions, tables, or charts to facilitate the drawing of conclusions. At this stage, the researcher begins to identify patterns and relationships between themes, such as teacher challenges, causes of difficulties, and learning strategies used.

c) Conclusion Drawing and Verification

The researcher draws provisional conclusions based on the results of the data presentation, then verifies them through triangulation to avoid bias. The final conclusion was drawn after the researcher was confident that the data were completely valid and consistent.

During data reduction, coding is applied to categorize data into meaningful segments. Initial coding (open coding) identifies recurring words or phrases, while axial coding groups related codes into broader categories such as “teacher challenges” or “student motivation.”

In the data presentation stage, the researcher constructs matrices, diagrams, and thematic charts to visualize relationships between variables. Narrative descriptions are supported by direct quotations from informants to enhance authenticity.

Conclusion drawing follows an iterative , meaning conclusions are constantly revised and validated as new data emerges. Triangulation ensures that conclusions are not derived from a single viewpoint but are supported by multiple data sources. Recent qualitative scholars emphasize that thematic analysis and coding processes should be conducted systematically to ensure transparency and rigor. Coding helps researchers identify recurring patterns, organize categories,

and generate meaningful themes from qualitative data (Saldaña, 2021).

3.8 Data Validity Test

To ensure the validity and reliability of data in qualitative research, four trustworthiness criteria are used according to Lincoln and Guba (1985), namely:

a) Credibility

This is achieved through technical triangulation, source triangulation, and member-checking. The researcher double-checked the results of the interviews with the informants to ensure that the data was correct and accurate.

b) Transferability

The researcher provides a very detailed description of the context of the research so that the reader can assess the extent to which these findings can be applied to other contexts.

c) Dependability

The researcher audits the entire research process, including field notes, interview transcriptions, and documentation.

d) Confirmability

Researchers maintain objectivity by ensuring that findings are sourced from data, not the researchers' personal opinions.

In addition, the researcher conducts prolonged engagement, staying in the field long enough to understand the context deeply and gain the trust of participants.

Peer debriefing is also applied by discussing findings with colleagues or supervisors to obtain alternative interpretations and avoid bias.

An audit trail is maintained, including documentation of decisions, raw data, field notes, codes, and analytic memos, ensuring transparency. Current qualitative research recommends employing multiple trustworthiness strategies, including triangulation, member checking, peer debriefing, and audit trails, to enhance the credibility and dependability of findings (Nowell et al., 2017; Tracy, 2020). These procedures help ensure that interpretations accurately represent participants' perspectives and experiences.

3.9 Research Procedure

The research procedure is carried out through several stages:

a) Preparation Stage: Drafting proposals, requesting research permits, and drafting instruments.
b) Data Collection Stage: Conducting classroom observations, teacher interviews, and document collection.
c) Data Analysis Stage: Perform data reduction, data presentation, and draw conclusions.
d) Reporting Stage: Prepare a research report in thesis format.

During the preparation stage, the researcher also conducts instrument validation through expert judgment to ensure that interview questions and observation guidelines align with research objectives.

During the data collection stage, the researcher schedules observations and interviews flexibly to accommodate teachers' availability. Ethical considerations such as confidentiality, informed consent, and anonymity are strictly followed.

Data analysis is conducted concurrently with data collection, allowing emerging themes to guide subsequent observations or interviews.

At the reporting stage, findings are triangulated with existing theories and previous research to ensure academic rigor.

Recent methodological literature highlights that qualitative research should follow a flexible and iterative process in which data collection and analysis occur simultaneously. This process allows researchers to refine emerging themes and obtain a deeper understanding of the phenomenon under investigation (Creswell & Poth, 2018; Saldaña, 2021).

CHAPTER IV
FINDINGS AND DISCUSSION

4.1 Overview of Research Findings

This chapter presents the findings of the research concerning the challenges faced by the teacher and the strategies used in teaching English speaking skills to seventh-grade students at SMPN 2 Tegaldlimo. The data were obtained through interviews with one English teacher, classroom observations, and documentation. The findings reveal that the teacher encountered several challenges in teaching speaking skills, such as students' limited vocabulary, lack of confidence, pronunciation difficulties, classroom management issues, and low learning motivation. To overcome these challenges, the teacher implemented various strategies aligned with the deep learning approach, including using simple vocabulary, interactive activities, pronunciation modeling, and positive reinforcement.

Mr Sumarji said that he faced many challenges when teaching speaking skills because most students still had limited vocabulary and low confidence. Therefore, he used simple vocabulary, interactive activities, and gave motivation so students were not afraid to speak English in class.

4.2 Teacher Challenges in Teaching English Speaking Skills

4.2.1 Students' Low Vocabulary Mastery

One of the main challenges faced by the teacher in teaching speaking skills was students' low mastery of vocabulary. Based on the interview and classroom observation, many students had difficulty expressing ideas orally due to limited vocabulary knowledge. They often paused while speaking or switched to Bahasa Indonesia when they could not find appropriate English words. This condition made it difficult for students to participate actively in speaking activities. The lack of vocabulary also affected students' ability to form simple sentences correctly, which hindered the development of their speaking skills.

Mr Sumarji said that most students had very limited vocabulary. When they tried to speak, they often stopped in the middle of sentences or used Bahasa Indonesia because they did not know the English words.

Based on classroom observation, more than half of the students experienced difficulty in expressing simple ideas in English. During

a self-introduction activity, many students paused frequently, asked their classmates about English words, or switched to Bahasa Indonesia. Only a few students were able to produce complete sentences without assistance from the teacher.

“During the speaking activity, several students said "Apa bahasa Inggrisnya...?" before continuing their sentences. The teacher then provided the required vocabulary and asked the students to repeat it.”

4.2.2 Students’ Lack of Confidence in Speaking English

Another challenge identified in this research was students’ lack of confidence in speaking English. The findings showed that many students were reluctant to speak in front of the class because they were afraid of making mistakes, especially in pronunciation and grammar. Some students preferred to remain silent rather than attempt to speak English. This lack of confidence resulted in low participation during speaking activities and limited opportunities for students to practice oral communication in English.

Mr Sumarji said that many students were actually able to say simple sentences, but they were afraid of making mistakes. They worried that their friends would laugh at them when speaking Englishinclass. The classroom observation also showed that only several students voluntarily answered the teacher's questions. Most students avoided eye contact when asked to speak individually and preferred to remain silent until the teacher encouraged them.

“Some students smiled nervously, covered their faces, and laughed when asked to speak English in front of the class. They only started speaking after receiving encouragement from the teacher.”

4.2.3 Limited Students’ Pronunciation Ability

Pronunciation was also a significant challenge in teaching speaking skills. The teacher reported thato students often mispronounced English words, particularly unfamiliar vocabulary. This problem was influenced by the differences between English sounds and the students’ mother tongue. During classroom observation, it was found that students had difficulty pronouncing certain sounds and stress patterns correctly. These pronunciation issues made students hesitant to speak and affected their overall speaking performance.

Mr Sumarji said that pronunciation was quite difficult for students. Some English sounds were very different from Indonesian, so they often pronounced words incorrectly and felt embarrassed to speak.
During pronunciation practice, several students mispronounced common English words such as "student," "favorite," and "because." The teacher repeatedly modeled the correct pronunciation before asking students to imitate it together.
“The teacher pronounced each word clearly and asked students to repeat it three times. Students' pronunciation gradually improved after repeated practice.”

4.2.4 Classroom Management Challenges

Classroom management became another challenge in teaching speaking skills to seventh-grade students. The teacher stated that students at this level were still adapting to junior high school learning environments, which sometimes made it difficult to maintain classroom focus during speaking activities. Differences in students’ abilities also required the teacher to provide additional guidance to some students, which limited the time available for speaking practice. Time constraints during lessons further added to this challenge.

Mr Sumarji said that seventh-grade students were still adjusting to junior high school. Sometimes the class became noisy during speaking activities, and he needed extra time to manage the class.
Classroom observation indicated that speaking activities often made the classroom noisier because students worked in pairs and groups. The teacher frequently walked around the classroom to monitor discussions and remind students to stay focused on the task.
“Several students talked about unrelated topics while working in groups. The teacher approached each group and redirected them to continue the speaking task.”

4.2.5 Students’ Low Motivation in Learning Speaking

The findings also revealed that students’ motivation to learn speaking skills was relatively low. Some students perceived English as a difficult subject, particularly speaking, which required them to actively use the language. This perception reduced their interest and enthusiasm in participating in speaking activities. Additionally, students were not accustomed to

using English in daily communication, which contributed to their low motivation to practice speaking inside and outside the classroom.

Mr Sumarji said that some students thought speaking English was very difficult. They were not used to speaking English in daily life, so their motivation was still low. The observation also revealed that several students were passive during speaking activities. Some students only participated after being directly called by the teacher, while others waited for more active classmates to answer first.

"Only a few students voluntarily participated in the question-and-answer session. Most students responded only after receiving direct encouragement from the teacher."

4.3 Teacher Strategies in Teaching English Speaking Skills

4.3.1 Using Simple and Contextual Vocabulary

To overcome students' limited vocabulary, the teacher used simple and contextual vocabulary during speaking lessons. The teacher introduced vocabulary related to students' daily activities and familiar situations to help them understand and use the words more easily. Repetition and reinforcement of vocabulary were also applied to improve students' retention. This strategy helped students feel more confident in expressing ideas orally.

Mr Sumarji said that he usually used simple vocabulary related to students' daily life, such as introducing themselves or talking about hobbies, so they could understand and practice more easily. During the lesson, the teacher introduced vocabulary related to students' daily life, such as hobbies, school subjects, family members, and daily routines. Students appeared more confident because they were familiar with the topics discussed.

"The teacher wrote several simple vocabulary items on the whiteboard before asking students to create short dialogues."

4.3.2 Applying Interactive Learning Activities

The teacher implemented interactive learning activities to encourage students' participation in speaking. Activities such as role play, dialogue practice, and question-and-answer sessions were frequently used. These activities allowed students to practice speaking in pairs or small groups, which reduced anxiety

and increased speaking opportunities. Interactive activities also created a more engaging and enjoyable learning atmosphere.

Mr Sumarji said that he often used role play and pair work because students felt more comfortable speaking with their friends than speaking alone in front of the class. Classroom observation showed that students became more active during pair work and role-play activities than during individual speaking practice. Students were more willing to communicate with their classmates because they felt less nervous.

"Most students actively participated in pair discussions and practiced short conversations enthusiastically."

4.3.3 Giving Motivation and Positive Reinforcement

Providing motivation and positive reinforcement was another strategy used by the teacher. The teacher gave praise and encouragement to students who attempted to speak English, regardless of their accuracy. This approach helped reduce students' fear of making mistakes and built their confidence. A supportive classroom environment made students more willing to participate in speaking activities.

Mr Sumarji said that he always appreciated students who tried to speak English. Even if they made mistakes, he gave praise so they felt confident and brave enough to speak again.

4.3.4 Using Pronunciation Drills and Modeling

To address pronunciation problems, the teacher applied pronunciation drills and modeling techniques. The teacher demonstrated correct pronunciation and asked students to repeat after her. Errors were corrected gently to avoid discouraging students. Through consistent practice and modeling, students gradually improved their pronunciation and became more confident in speaking English.

Mr Sumarji said that he usually pronounced the words first and asked the students to repeat after him. If they made mistakes, he corrected them slowly so they were not afraid.

4.3.5 Implementing Deep Learning Approach

The teacher also implemented a deep learning approach in teaching speaking skills. This approach emphasized student-centered learning, collaboration, and active

participation. Students were encouraged to express ideas, ask questions, and engage in meaningful communication. By applying the deep learning approach, the teacher aimed to help students develop not only speaking skills but also critical thinking and communication abilities.

Mr Sumarji said that in deep learning, he tried to make students more active. He encouraged them to express their ideas, work together, and communicate meaningfully in English.

4.4 Discussion

This section discusses the research findings by relating them to the theories and previous studies presented. The discussion focuses on how the challenges and strategies identified in this study reflect the theoretical perspectives on speaking skills, components of speaking, and effective teaching strategies at the junior high school level.

The findings of this research indicate that students' limited vocabulary mastery became a major challenge in teaching speaking skills. This finding supports the theory proposed by Harmer (2007) and Brown (2004), who state that vocabulary is a fundamental component of speaking accuracy and fluency. Without sufficient vocabulary, students struggle to express ideas, maintain fluency, and participate in meaningful interaction. This condition is also in line with Krashen's Input Hypothesis (1985), which emphasizes that learners need comprehensible input to develop language competence. Due to limited exposure to English inside and outside the classroom, students at SMPN 2 Tegaldlimo experienced difficulty in producing spoken language.

Another prominent challenge identified was students' lack of confidence and anxiety when speaking English. This finding aligns with Horwitz's (2001; 2010) concept of foreign language anxiety, which explains that fear of making mistakes can significantly reduce learners' willingness to communicate. The reluctance of students to speak English in class also reflects the absence of strategic competence as proposed by Hymes (1972), particularly the ability to manage communication breakdowns. When students lack confidence, they tend to avoid speaking rather than using communication strategies such as paraphrasing or asking for clarification.

Pronunciation difficulties found in this study further support Harmer's (2007) view that pronunciation plays a crucial role in intelligible communication. Mispronunciation affected students' comprehension and confidence, confirming that pronunciation is not merely a technical aspect of speaking but also closely related to sociolinguistic and discourse competence. When students feel their speech may not be understood, they become hesitant to engage in oral interaction, which limits opportunities for meaningful communication as emphasized by Nunan (2003).

Classroom management and time limitations were also identified as challenges faced by the teacher. These findings correspond with the challenges related to teachers discussed previously, particularly regarding classroom management in speaking activities and limited instructional time. Speaking activities require active monitoring, feedback, and student engagement, which are difficult to manage in heterogeneous classrooms. This condition supports previous studies that highlight the complexity of implementing communicative speaking instruction in real classroom contexts.

Regarding students' low motivation, the findings reinforce the theory that motivation plays a significant role in speaking development. As stated previously, students who perceive English as difficult or irrelevant tend to be passive during speaking activities. This situation contradicts the objectives of speaking learning in junior high school, which aim to develop confidence, communicative competence, and 21st-century skills such as communication and collaboration. The lack of authentic English use outside the classroom further weakened students' motivation, supporting Long's Interaction Hypothesis (1996), which emphasizes the importance of meaningful interaction for language development.

In response to these challenges, the strategies implemented by the teacher reflect the principles of Communicative Language Teaching (CLT) and cooperative learning discussed previously. The use of role play, dialogue practice, and question-and-answer activities aligns with Richards' (2006) view that language learning should focus on real communication. These activities provided students with opportunities to interact, negotiate meaning, and practice

speaking in a supportive environment, which is essential for developing communicative competence.

The teacher's use of pronunciation modeling and drills is also consistent with Harmer's (2007) recommendation that learners need clear models and repeated practice to improve pronunciation. Gentle error correction applied by the teacher reflects effective error correction strategies described previously, as it increases language awareness without lowering students' confidence. This approach supports the development of both accuracy and fluency, as suggested by Swain's Output Hypothesis (1985).

Furthermore, the implementation of a deep learning approach reflects the objectives of speaking learning in junior high school, particularly in fostering active participation, collaboration, and critical thinking. Student-centered activities encouraged learners to express ideas, interact with peers, and engage cognitively in the learning process. This finding supports the view that speaking is not only a linguistic skill but also a social and cognitive practice, as described previously.

Overall, the findings of this study are consistent with previous research on teaching speaking skills at the junior high school level. Similar challenges related to vocabulary limitation, lack of confidence, pronunciation difficulties, and low motivation have been reported in earlier studies. Likewise, the strategies employed by the teacher, such as interactive activities, positive reinforcement, and cooperative learning, have been proven effective in improving students' speaking skills. Therefore, this study confirms that appropriate teaching strategies grounded in communicative and student-centered approaches can help overcome challenges in teaching English speaking skills at the junior high school level. The findings of this study are also consistent with previous studies reviewed in Chapter II. Tamala and Wulandari (2022) reported that role play and drilling activities helped junior high school students improve their speaking confidence and participation. Similarly, Razi, Muslem, and Fitrisia found that interactive speaking activities such as role play, storytelling, and games increased students' engagement in speaking lessons. In addition, Kurniawati and Lintangsari reported that positive reinforcement and peer support effecitively reduced students' speaking anxiety. Therefore, the findings of the

present study support previous evidence that communicative and student-centered strategies can effectively address challenges in teaching speaking skills.

CHAPTER V
CONCLUSION

5.1 Conclusion

This study was conducted to investigate the challenges faced by an English teacher and the strategies used in teaching English speaking skills to seventh-grade students at SMPN 2 Tegaldlimo. Based on the findings and discussion, it can be concluded that teaching speaking skills at the junior high school level is a challenging process because students face both linguistic and psychological difficulties in learning English.

The findings showed that one of the main challenges in teaching speaking was students' limited vocabulary mastery. Many students had difficulty expressing their ideas in English because they did not know enough vocabulary. As a result, students often hesitated while speaking, mixed English with their first language, or chose to remain silent during speaking activities. This condition affected students' fluency and reduced their confidence in using English orally.

Another challenge found in this study was students' lack of confidence and anxiety when speaking English. Many students were afraid of making mistakes in pronunciation and grammar, so they felt nervous and reluctant to participate in classroom speaking activities. Pronunciation difficulties also became a problem because students were unsure about how to pronounce words correctly. In addition, limited classroom time, differences in students' abilities, classroom management issues, and low motivation to learn English also influenced the effectiveness of speaking instruction.

Despite these challenges, the teacher implemented several strategies to support students in learning speaking skills. The teacher used simple and contextual vocabulary to make learning easier for students to understand. Interactive activities such as role play, dialogue practice, pair work, group discussions, and question-and-answer sessions were also applied to encourage students to speak more actively in class. These activities created a more enjoyable and communicative learning atmosphere.

The teacher also provided pronunciation modeling and speaking drills to improve students' pronunciation accuracy. In addition, the teacher gave motivation, praise, and positive reinforcement to help

students feel more confident and less afraid of making mistakes. Through these strategies, students became more willing to participate in speaking activities and gradually improved their communication skills.

Furthermore, the implementation of a deep learning approach emphasized student-centered learning, active participation, collaboration, and meaningful interaction. This approach encouraged students to express their ideas, interact with peers, and practice speaking in a supportive environment. As a result, students not only improved their speaking skills but also developed confidence, communication ability, and critical thinking skills.

Additional Conclusion with Recent References

The findings of this study are consistent with recent research in the field of English language teaching. Recent studies have shown that vocabulary limitation, speaking anxiety, pronunciation difficulties, and low motivation remain common challenges faced by EFL learners, particularly at the junior high school level (Derakhshan, Fathi, & Pawlak, 2022; Botes, Dewaele, & Greiff, 2022). Furthermore, contemporary research suggests that communicative and student-centered teaching approaches can significantly improve learners' speaking performance, confidence, and willingness to communicate (Zhang & Hyland, 2023; Dewaele & Li, 2024). Therefore, the strategies implemented by the teacher in this study are in line with current recommendations for effective speaking instruction in EFL classrooms.

The results also support recent educational perspectives emphasizing the importance of meaningful interaction, collaboration, and active learning in developing students' communication skills. According to OECD (2023), student-centered learning environments that encourage participation and reflection contribute not only to language development but also to the enhancement of critical thinking, creativity, and communication skills. Thus, the findings of this study provide further evidence that effective speaking instruction requires both pedagogical support and a positive classroom environment.

In conclusion, teaching English speaking skills requires teachers to understand students' challenges and apply appropriate teaching

strategies that create a supportive and interactive classroom environment. The findings of this study indicate that communicative and student-centered teaching strategies can help students improve their speaking ability more effectively, even though various challenges still exist in the learning process.

5.2 Suggestions

Based on the conclusions above, several suggestions are proposed for English teachers, students, schools, and future researchers. English teachers are encouraged to improve their teaching strategies by using more interactive and communicative approaches in speaking instruction. Teachers should provide students with more opportunities to practice speaking through pair work, group discussions, role play, and other communicative activities. Teachers are also advised to create a supportive classroom environment where students feel comfortable speaking English without fear of making mistakes. Giving positive feedback, motivation, and regular pronunciation practice is important to help students improve their confidence and speaking performance. Students are encouraged to participate actively in speaking activities and practice English regularly both inside and outside the classroom. Students should understand that making mistakes is a natural part of learning a foreign language and should not be a reason to avoid speaking. To improve their speaking ability, students can increase their exposure to English by listening to English songs, watching English videos, practicing conversations with friends, and using digital learning applications. Regular practice can help students improve vocabulary mastery, pronunciation, fluency, and self-confidence. Adittional Suggestion for Future Research

Future researchers are encouraged to explore the use of technology-assisted speaking instruction, such as mobile learning applications, artificial intelligence (AI)-based speaking tools, and digital collaborative platforms. Recent studies have indicated that technology-enhanced learning can increase students' speaking practice opportunities, motivation, and self-confidence in EFL contexts. Future studies may also involve a larger number of participants and different educational settings to obtain broader perspectives on teachers' challenges and strategies in teaching speaking skills.

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PERIODE	20252
JUDUL	TEACHERS CHALLENGES AND STRATEGIES IN TEACHING ENGLISH SPEAKING SKILLS AT THR JUNIOR HIGH SCHOOL



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20252	07 Juni 2026	07 Juni 2026	ACC thesis examination	Bimbingan 13
2	20252	04 Juni 2026	04 Juni 2026	Finishing Thesis	Bimbingan 12
3	20252	28 Mei 2026	28 Mei 2026	Conclusion	Bimbingan 11
4	20252	21 Mei 2026	21 Mei 2026	Fininshing Bab IV	Bimbingan 10
5	20252	07 Mei 2026	07 Mei 2026	Penulisan Discussion	Bimbingan 9
6	20252	23 April 2026	24 April 2026	Penulisan Data	Bimbingan 8
7	20252	16 April 2026	16 April 2026	Koding Data	Bimbingan 7
8	20252	09 April 2026	09 April 2026	Bab IV Finding koreksi data	Bimbingan 6
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10	20251	03 Desember 2025	03 Desember 2025	Bimbingan Metode penelitian	Bimbingan 4
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12	20251	29 November 2025	29 November 2025	Bimbingan Latar Belakang, Rumusan masalah, Tujuan penelitian dll	Bimbingan 2
13	20251	26 November 2025	26 November 2025	Konsultasi dan masukan judul	Bimbingan 1

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Hal : **Pengantar Penelitian**

Kepada Yang Terhormat:
Kepala SMPN 2 Tegaldlimo
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Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program **tugas akhir skripsi**.
Adapun judul penelitiannya adalah: ***"Teacher Challenges And Strategies In Teaching English Speaking Skills At The Junior High School"***.

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 22 Januari 2026
Dekan,

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Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya

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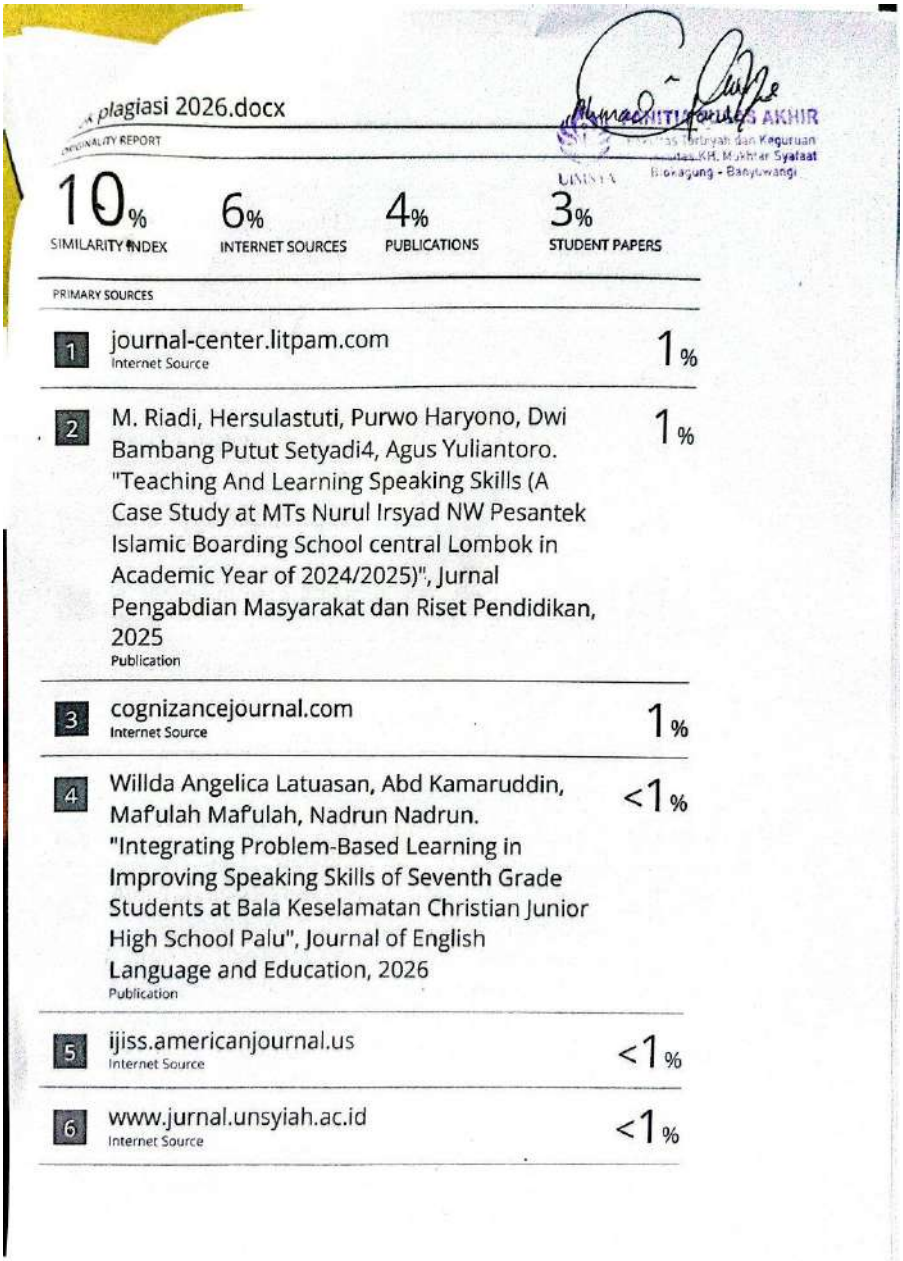

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Interview Guidelines

Research Title: Teacher Challenges and Strategies in Teaching English Speaking Skills at the Junior High School

Purpose of interview:

To obtain in-depth information regarding the challenges faced by teachers, the strategies used in teaching English speaking skills, students' responses, and factors affecting the teaching and learning process.

Type of Interview: Semi-Structured Interview

Participants: English Teacher

Place: SMPN 2 Tegaldlimo

Interviewer: Alfi Anisatul Umiyah

A. Interview Guidelines for Teacher

1. What challenges do you face in teaching English speaking skills to seventh-grade students?
2. What strategies do you use to improve students' speaking skills?
3. How do students respond to speaking activities in the classroom?
4. What types of speaking activities do you usually implement?
5. What factors influence students' participation in speaking activities?
6. How do you motivate students to speak English confidently?
7. How do you overcome challenges encountered during speaking lessons?
8. What improvements are needed to enhance the teaching of English speaking skills?

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MOTTO

"i'ts fine to fake it till you make it, Until you do, Until its true '
~Tailor Swift ~



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