

English Foreign Language Teachers' Strategy in Teaching Speaking Classes: A Case Study at the Rumah Inggris Jogja

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Highlights

There is a trend to learn the English language in non-formal education like English language course institutions. Teaching speaking should be designed as enjoyable and creatively as possible to meet the needs of learners and achieve learning objectives. Uncovering instructors' teaching strategies and the challenges is necessary to gain insights into how they deal with the pedagogical and content knowledge while delivering the learning instructional in the classroom.

ABSTRACT: This research aims to find out English teachers' strategies in teaching English-speaking classes at the Rumah English Jogja, explore the challenges faced by two English teachers in teaching speaking classes, and how they solve these problems. The present study utilized qualitative design with descriptive analysis, and the respondents were two teachers who teach English speaking classes. Observations and semi-structured interviews were employed to obtain the data. All data gathered were gone through several analysis steps: data reduction, data display, and conclusion. The findings revealed that the teaching strategies used by Mr. A were the question & answer, conversation, drilling, storytelling, and conversation strategy. Meanwhile, Mr. M, applied translation, repeating, group work, drilling, role play, reporting, game, story completion, interview, and question & answer. The result of the interview with Mr. A, and Mr M, revealed that they found it difficult to deal with new students as they were not well prepared to join the speaking class. Mr. A found it hard to stimulate and motivate his students who were not familiar with the topic discussed. Meanwhile, Mr. M, pointed out some of his difficulties, including the difference in learners' characteristics, and the variety of learners' needs, wants, and lacks in the class. Having a personal approach to students, being good friends, and creating an enjoyable learning atmosphere are several good efforts to do.

Keywords: English course, speaking class, teaching English, teachers' strategy

Introduction

Teaching speaking is a cycle of delivering information to develop students' communication ability in the learning process. According to Rahmi & Burhanuddin (2021), teaching speaking helps

students in acquiring communication skills. Meanwhile, students in speaking subjects will learn how to communicate and produce language to share ideas (Nafisah & Fajarina, 2023; Pratiwi & Ayu, 2020; Rahmawati *et al.*, 2021). Therefore, speaking skills is a very important skill for students to achieve communicative competence (Karim, *et al.*, 2023). However, for English Foreign Language (EFL) learners, speaking is a challenging language skill to master (Abrar *et al.* 2018).

English language learning is not only learned through formal institutions but also can be obtained from non-formal education, one of which is attending English courses. EFL teachers who teach English language in English course institutions must be able to create an enjoyable learning atmosphere, and creative and innovative in teaching their students. Teaching English speaking has several techniques that can be used in a variety of contexts. According to Islamiah & Nurhasanah (2019), speaking is the act of expressing ideas, opinions, or feelings to others in spoken form or to persuade and entertain. Meanwhile, Hanh & Duc (2022), state that speaking is the process of creating and exchanging meaning through the use of verbal and non-verbal cues in various situations. Speaking can be taught through collaborative activities, exercises, role plays, and creative projects (Mahruf & Sari, 2022).

A teaching strategy is a conscious plan that includes a series of skills and techniques chosen to achieve a certain goal (Arts *et al.*, 2022). According to Guevara *et al.*, (2020), teaching strategy is a series of activities arranged by the teacher to assist students in achieving learning objectives. Rahmi & Burhanuddin, (2021), state that teaching strategies are the teacher's way of helping students to gain a better understanding. Meanwhile, challenges can be closely associated with problems that arise during the teaching process (Nurpadilah, 2022). In addition, challenges can be defined as something difficult, so when faced with something challenging, there are two conceivable outcomes, pass or fail Umyati *et al.*, (2022).

Several studies have been conducted to examine teachers' strategies for teaching speaking classes. For instance, Malik *et al.* (2020), conducted a study to find out the strategies of EFL teachers in teaching English in English village, Pare. The results showed that the strategies used for vocabulary teaching are picture games, guessing games, flash card swapping, imitation games, and topical discussions. Sinaga & Oktaviani (2020), examined the use of Fun Fishing as a strategy used to teach speaking at one of the elementary schools in Lampung. The results of the study showed that the use of fun fishing in English learning can motivate students to speak in English.

Another study was carried out by Mandasari & Aminatun (2020), who discuss the use of vlogs in English language learning. The results of this study showed a significant increase in student learning performance using vlogs. Situmorang *et al.*, (2022), examined teachers' strategies in teaching speaking in secondary schools and teachers' perceptions of these methods. It was found that the strategies used by English teachers include communicative language through real-life situations, picture describing, information gap, brainstorming, story-telling, role play, picture describing, games, speech, and daily conversations in the learning process.

The findings of Apriyanti & Ayu (2020), revealed that the strategy of learning to speak was through the Think-Pair-Share technique. In this strategy, students are involved in classroom

activities such as discussions and opportunities to share ideas with others. Meanwhile, Crisianita & Mandasari, (2022), mentioned that small group discussions make students very enthusiastic and more confident. Students also become more critical in thinking and can express their ideas well in groups or front of the class. Meanwhile, Anggraeni *et al.*, (2020), examined two EFL teachers who used varied speaking teaching strategies. The first teacher used role-playing, brainstorming, writing, discussion, conversation, picture description, blog, and assignment methods. The second teacher used conversation, questioning, reading, explaining, modeling, role-play, brainstorming, and ice hockey. The results showed that the students could improve their speaking skills, and make the class activities active.

Based on the literature review from the previous studies, there are similarities between the previous study and the present study, which both examine the strategy used by teachers in teaching speaking. However, the previous studies mostly examined teachers' strategies using certain teaching methods conducted in formal education institutions, for instance; Sinaga & Oktaviani (2020), examined the use of Fun Fishing at the Elementary School in Lampung; Mandasari & Aminatun (2020), discuss the use of vlogs at the English Department of Universitas Teknokrat Indonesia; Apriyanti & Ayu (2020), the strategy of learning speaking through Think-Pair-Share technique at the Junior High School in Bandar Lampung, and Situmorang *et al.*, (2022), examined teachers' strategies in teaching speaking in Secondary Schools in North Sumatra. Meanwhile, the present study focuses on two EFL teachers' strategies in teaching speaking subjects in non-formal English institutions, namely Rumah Inggris Jogja (RIJ).

In Indonesia, the English language course institution is a type of non-formal education institution. At present, there is a trend among young learners to learn the English language in non-formal education like English language course institutions. In Yogyakarta, we can find several English course institutions similar to the learning concept of Kampung Inggris Pare. One of them is the Rumah Inggris Jogja (RIJ). The RIJ is an English language course institution that facilitates learners who do not have much time or are busy with their activities to learn English at their own pace. Furthermore, there are several class programs available at the RIJ, including speaking, grammar, pronunciation, and TOEFL classes. In this institution, several facilities are provided for students such as dormitories, and camp programs to support the learning and teaching process.

Due to the high demands of high-quality learners' learning outcomes, the strategy of teaching speaking teaching applied at the RIJ should be designed as creatively as possible to meet the needs of learners. The RIJ adopted those used in Kampung Inggris Pare in East Java. Based on the researchers' preliminary observations at the RIJ, teachers who teach in speaking classes provided topics relating to learners' learning interests and daily life activities. Furthermore, the teachers divided students into small groups for discussion and question & answer with the aim that students can learn from each other and correct the way other students speak. Several teaching strategies were applied such as focus group discussion, question & answer, conversation, and presentation.

In practice, most teachers who teach English in the English language course institution are from non-English Language Education Study Program backgrounds. In other words, they do not have formal teaching qualifications (Utami, 2021). They have their strategies to be applied and unique ways to handle the class. Uncovering their teaching strategy and the challenges faced is necessary to gain insights into how they deal with the pedagogical and content knowledge while delivering the learning instructional in the classroom. Therefore, the researchers are interested in finding out about the teaching strategies of the two teachers in teaching speaking skills, and further exploring challenges encountered by the EFL teachers in teaching speaking classes at the RIJ, as well as the way they overcome the problems. To achieve these aims, researchers formulate the following research questions: 1) What are the English teacher's strategies in teaching English-speaking classes at the Rumah Inggris Jogja? 2) What challenges do the English teachers encounter in teaching a speaking class and how do they overcome the problems?

Method

Research Design and Instrument

A qualitative descriptive research design was applied in the present study to find out teachers' teaching strategies in teaching speaking classes, the challenges encountered, as well as the way they solve the problems. The instruments used in this research are classroom observation and semi-structured interviews.

Research Procedures

The researchers observed two EFL teachers who taught the speaking subject in the speaking class using an observation checklist. Upon completing the observation, researchers interviewed with the two EFL teachers to confirm the results of the classroom observations.

Research Respondents

Two male EFL teachers were involved as the respondents of the present study, namely Mr. A and Mr. M, who teach speaking at the Rumah Inggris Jogja. The profile of those respondents is as follows: Mr. A is a 7th-semester of psychology student at a private university in Yogyakarta. Mr. A took his non-formal education at Global English in Pare, Kediri from 2018 - 2020. During that time, he also taught speaking, grammar, pronunciation, reading, and listening classes at Global English. In mid-2020, he taught English online. He has been teaching speaking and pronunciation classes at Rumah Inggris Jogja for about 1 year. He attended teaching and public speaking when he was in Kampung Inggris, Pare, Kediri, East Java for nine months. Besides, he attended several online teaching classes, and conferences on how to make module/RPP for Junior High School students.

The second teacher is Mr. M. He holds a bachelor's degree, majoring in English Language Education at a private university in Kediri, East Java, and now pursuing a master's degree at a state university in Yogyakarta. Mr. M used to live in Pare, Kediri for about 6 years. He studied and taught at the Zamil Institute in Pare Kediri for 5 months, of which 3 months studying and 2 months for microteaching training. He joined a program namely PLP at the Junior High School in

Bojonegoro for two years and became an English instructor at the Bisma Institute for 2 years. In early 2020, he moved to Lombok, West Nusa Tenggara before joining the Kampung Inggris Jogja in late 2020. At present, Mr. M teaches speaking, pronunciation, and grammar for speaking in the RIJ.

Data Collecting Techniques

To gather the data, the researchers utilized two research instruments, namely observations, and semi-structured interviews. The checklist of classroom observation is presented in Table 1 as follows:

Table 1

Checklist of Classroom Observation

THE CHECKLIST OF CLASSROOM OBSERVATION				
Teaching Steps	Element of Observation	Yes	No	Description
Pre-Activity	a. Greeting b. Checking attendance c. Moment of silence			
While Activity	a. Explaining materials b. Reassuring and giving warning/appreciation c. Asking question d. Ice breaking e. The strategy used by the teacher: - Roleplay - Discussion - Simulation - Storytelling - Interview - Story completion - Picture describing - Reporting - Question and answer - Focus group discussion - Speech - Presentation - Conversation - Retelling of the video			
Post Activity	a. Review the materials b. Concluding the materials c. Pray and close the meeting			

Table 1, shows the list of three main teaching stages observed during the learning and teaching classes at the RIJ. The observation checklist sheet was adapted from Thornbury, (2005), including three main sessions namely, Pre-activity, While activity, and Post-activity. Furthermore, the researchers used the observation sheet to observe the real situation and conditions when learning and teaching in the classroom.

Apart from observation, the researchers also conducted semi-structured interviews to obtain data on the challenges encountered by the two EFL teachers while teaching speaking in the

classroom. However, the researcher may ask additional questions when finding something new and interesting during the interview sessions (Young *et al.*, 2018). The flexibility of the questions made it possible for researchers to discuss the topic thoroughly. The list of semi-structured interview items is presented in Table 2 as follows:

Table 2

The List of Semi-Structured Interview

THE LIST OF SEMI-STRUCTURED INTERVIEW ITEM	
No	Questions
1	What do teachers need to prepare before starting class?
2	What strategies are often used when teaching a speaking class?
3	Among the teaching strategies you used in teaching speaking, which are the most used, and what are the reasons for using the strategy?
4	How do you implement these strategies while teaching a speaking class?
5	What are the hindering factors encountered when using this strategy?
6	Is there any media used to support learning? What media did you use?
7	Can students absorb/understand the material provided by using these strategies and media?
8	What do you think are the advantages and disadvantages of using this strategy?
9	What challenges did you face when teaching speaking classes?
10	What do teachers do in dealing with students with different characteristics and abilities?
11	How do you evaluate students at the end of the lesson?
12	Is there any follow-up from the teacher if there is something that has not achieved the learning objectives?

Table 2, depicts the list of the items asked in the semi-structured interview session with the two respondents. In this session, the researchers asked about the respondents' perspectives on the challenges of teaching speaking skills and how they deal with the problems. The researchers used a recorder to record the conversation during the interview session. This effort facilitates the researchers in the process of transcribing the information obtained.

Data Analysis Technique

All data obtained were analysed using an interactive model proposed by Miles & Huberman (1994), namely data reduction, data display, and conclusion. In the reduction stage, researchers organize data according to the themes. It is intended that researchers focus on the most important data and eliminate inappropriate information which are not relevant to the present study such as course prices, legal documents and details of the institution. Furthermore, data display, in this stage the researchers present relevant data related to the nature of the present study. In addition, researchers analysed related topics and referenced data as another source to confirm the results. Finally, in the conclusion, the researchers conclude to convey the main points of the data findings and discussion.

Findings and Discussion

Findings

The English Teachers' Strategies in Teaching English Speaking

To find out the EFL teachers' teaching strategy in the speaking class in the RIJ, the researchers visited the speaking class ten times (5 times in Mr. A's class, and 5 times in Mr. M's class) to observe their learning and teaching process and get the real class situation. The following are the results of the classroom observation both to the class of Mr A and Mr. M.

The first classroom observation was conducted on Monday, December 18, 2023, with the first respondent (Mr. A). The observation was divided into three stages. First stages (Pre-Activity): The initial activity began with the teacher opening the lesson, having a moment of silence, and self-introduction of the teacher and each student because it was the first day of the session. Second stage (While Activity): This stage was divided into three activities. The first was the teacher did the self-introduction. Second, the teacher instructed the students to pair up and ask questions related to self-introduction for about 2 minutes per student then take turns. Third, students asked how they felt after practicing speaking, and the teacher explained the material related to self-introduction starting from the question form, how to answer, grammar, how to pronounce it, etc. Third stage (Post Activity): In the final activity, the teacher summarized the material and ended the class. We noted the strategies applied by Mr. A on the first day were question & answer, and conversation. In this session, the teacher asked questions and students responded and did a series of conversations.

The second classroom observation was conducted on Tuesday, December 19, 2023. Like the first observation, it was divided into three steps. First stages (Pre-Activity): The initial activity began with the teacher opening the lesson followed by a moment of silence and checking students' attendance. Second stage (While Activity): Students were asked to stand facing each other, students were given a question by the teacher and students answered the question and were given 3 minutes per person. The speaking partner could ask follow-up questions related to the interlocutor's explanation. The teacher explained the material relating to numbers, starting from how to read with the correct pronunciation. Students were asked to pronounce numbers with the correct pronunciation, then given examples of numbers and students asked to pronounce. Third stage (Post Activity): In the final activity, the teacher asked questions related to the material that had been explained, made a summary, and ended the class. In this session, the researchers identified the teacher used the question & answer, and conversation as the teaching strategies to stimulate his students to talk.

The third classroom observation was conducted on Thursday 20 December 2023. Similar to the previous days, the activity was divided into three parts, namely Pre-Activity, While Activity, and Post Activity. In Pre-Activity, the teacher opened the class, had a moment of silence, and checked attendance. Second stage (While Activity): Students were asked to stand facing each other, students were given a question by the teacher and then students answered the question and were given 3 minutes per person. The teacher explained the material related to date and time, drilled how to read and use them in a context, and the correct pronunciation. The teacher asked the students

questions one by one, and the students were asked how to pronounce the names of days and months. Third stage (Post Activity): In the final activity, the teacher asked questions related to the material that had been given, summarized the material, and then ended the class. We noted that the teacher used question & answer, and drilling as his teaching strategy because students were asked to answer the questions and repeat his pronunciation several times.

The fourth classroom observation was conducted on December 25, 2023. In Pre-Activity, the teacher opened the class with greetings, had a moment of silence, and checked attendance. In the While Activity, the teacher explained the material about present simple. The teacher's explanation was interspersed with questions and answers. After explaining, students were given about 5 minutes to explain their activities using the present form. In Post Activity, the teacher gave feedback to students when all students had finished, and ended the class. In this session, we identified the teacher used a storytelling strategy.

The last classroom observation was conducted on December 27, 2023. In Pre-Activity, the teachers began the class with greetings, a moment of silence, and checking attendance. In the While Activity, students were asked to pair up and have a conversation and question. The teacher explained the past simple form and presented vocabulary related to the past form to the students. Students were asked to make examples based on the past form formula. Students were asked to arrange words into good sentences, and the teacher gave feedback to the students. Students were given time to prepare themselves to tell stories about unforgettable moments. In Post Activity, the teacher provided feedback to students when all students had finished, and ended the class. In this session, we noted the teacher applied storytelling and conversation strategy. Based on the researchers' observation from the first to the last day, the first respondent, Mr A, utilized several teaching strategies such as question & answer, conversation strategy, drilling strategy, storytelling, and conversation.

The second teacher was Mr. M. It was Tuesday, January 16, 2024, when the researchers first visited his class. Similar to the first teacher, the second teacher also did the same stages. In the first stage of Pre-Activity, the teacher opened the class with greetings and had a moment of silence, then motivated the students to learn English seriously. The second stage is While Activity, all students were asked to translate sentences from Indonesian into English. During the translation session, the teacher helped students who had difficulty translating and explained grammatical and pronunciation to students. The teacher asked students to repeat the pronunciation after him, then instructed students to work in pairs to have a conversation. In the last stage, post-activity, the teacher summarized the points and ended the session. We acknowledged in this session, that the teacher utilized translation, repeating, and group work as his teaching strategies.

The second classroom observation was conducted on Friday, January 19, 2024. In Pre-Activity, the teacher started the class with greetings and had a moment of silence. In the While Activity, the teacher explained numbers, pronunciation, and usage. Students were asked to repeat the teacher's pronunciation. The teacher also wrote down some numbers and asked all students to translate the numbers. The next activity was the teacher asking the students to write the numbers

and tell stories about the numbers written by students. The teacher did this activity three times. In the last stage, namely Post Activity, the teacher summarized the material and ended the session. In this session, we identified the teacher used storytelling and drilling as his teaching strategy.

The third classroom observation was conducted on Tuesday, January 23, 2024. The Pre-Activity began with greetings and a moment of silence. After finishing, the teacher asked students to listen to the audio (the audio played about 5 times), then students were asked to do "crazy speaking". In the While Activity, students were asked to pair up and answer several questions. During the activity, the teacher provided learning material about shopping. Next, students were asked to have roleplay, some became buyers, and the rest would be sellers. Students were asked to report how many items they bought and how much money they spent. In the last stage, post-activity, the teacher summarized the material and ended the session. It is seen that the teacher in this session utilized group work, conversation, role play, and reporting as his teaching strategy.

The fourth classroom observation was conducted on Wednesday, January 24, 2024. The Pre-Activity began with greetings and a moment of silence. The teacher asked students to have "crazy speaking". The teacher asked students a few questions and students responded. In the While-Activity, students were asked to form a circle, and the teacher had a game, telling and describing the last word of the previous student. If the students cannot explain or describe it, they will get a punishment, crossing the finger on the student's face with baby powder. In the Post Activity, the teacher corrected the students' errors during the game and ended the class. We noted the teaching strategies used by the teacher were the question and answer, game, story completion, and reporting strategies.

The last classroom observation was carried out on Friday, January 26, 2024. The Pre-Activity began with greetings and a moment of silence, then followed by several instructions to students regarding the exam at the end of this period. The test was in the form of interviewing students one by one by asking different topics. Each student was given five to seven minutes to talk free of topic. In the While Activity, the teacher calls students one by one, while students who have not been called prepare themselves to wait for their turn. In the Post Activity, the teacher gave feedback to the students regarding the interviews that had been conducted. At the end of this session, students and teachers had a sharing session with a more relaxed atmosphere, and the session was over. In this session, we noted the teacher utilized the interview strategy, and question & answer as his teaching strategies.

The Challenges Encountered by the EFL Teachers and the Way They Settled the Problems

Apart from using the observation technique, the researchers also used semi-structured interviews to confirm the data that had been gathered during the classroom observation. Therefore, the two respondents were interviewed to further explore their perspectives on the teaching strategies used during learning and teaching in the speaking class.

In his interview, Mr. A stated that when teaching speaking class students were introverted, did not talk much, and several students tended to be passive learners. As a result, other students who became their speaking partners were reluctant to have a conversation. In addition, their language proficiency level varies among them in the class, therefore, Mr. A found it hard to stimulate them to speak up and participate in every drilling stage. To overcome this, students who have English skills at the upper level could scaffold the weaker students. This situation is reflected in Mr. A's statement in excerpt 1, as follows:

"I have a problem with introverted students who are also passive learners because they have low levels of English proficiency. Meanwhile, several students in the class have a high level of proficiency and are very active. Having had this situation, I grouped them and asked to help the weaker ones" (Mr. A).

Mr. A confirmed that he utilized the Question & Answer (Q& A) in his speaking session. However, he found it hard if the students are not familiar with the topic of the Q&A, and the groups are not equal in number. As a result, there would be gaps among the students who have known and have not known the topic. To deal with this issue, the teacher shared the topic and listed the simple questions beforehand. This strategy was used to provide the students with enough information about what to talk about in the speaking session. Mr. A's statements can be seen in excerpt 2 as follows:

"...the communication would not run smoothly when some students do not have any ideas what to talk about in the QnA session. I found it hard when students talk less, Therefore, I keep stimulating them by talking a lot. But, I am afraid it would be the teacher-centered approach" (Mr. A).

Mr. M, the second teacher, experienced several challenges in teaching speaking. He got into trouble with every new student in his class. He needs to figure out students' English language competence and learning needs. For instance, students who retake a class must be able to adapt to the classroom atmosphere because the freshmen were combined and set in the same class. This situation addressed by Mr. M, as seen in Excerpt 3, as follows:

"...different levels of English language proficiency between new students and the senior ones would be problems for me in the learning and teaching process. I must figure out their language level and learning needs" (Mr. M).

Furthermore, Mr. M stated that every student has his/her own learning pace, and character. In practice, there are fast learners and slow learners set in the same class, some are trouble makers and some are not. Therefore, teachers should accommodate all learners' learning needs to achieve a great learning outcome. In addition, having a personal approach to students, and being good friends and their learning partners are some good efforts to do by the EFL teachers.

Discussion

The results of the researchers' classroom observation of both EFL teachers in their speaking class at the RIJ revealed that several strategies were noted in their teaching speaking classes. The first teacher, namely, Mr. A, utilized the question & answer, conversation, drilling, storytelling, and conversation strategy. Each teaching strategy was used to suit the needs of learners and the nature of the topic discussed that day. Putra, *et al.*, (2022), confirm that the appropriate use of teaching methods may enhance learners' speaking skills. For instance, the first teacher, Mr. A, utilized question & answer to stimulate his students to express their ideas and thoughts by asking several questions related to the topic. He had a series of conversations with his students. Moreover, the drilling strategy was used to train his students on the specific aspect of learning instructions, and to give them exercises like pronouncing words several times during the session. Meanwhile, storytelling was used by the teacher to get the whole information from students on the topic of discussion.

Meanwhile, the second teacher, Mr. M, applied translation, repeating, group work, storytelling, drilling, conversation, role play, reporting, game, story completion, interview strategy, and question & answer as his teaching strategies. The use of games was to create an enjoyable atmosphere in the class. This strategy supports the findings of Jihan, *et al.*, (2023), who urge EFL teachers to make the class more enjoyable and effective by creating new teaching strategies. The application of teaching strategies was used to suit the nature of the topic discussed that day. For instance, Mr. M applied a translation strategy to assist his students who had difficulty finding the Indonesian equivalent of English words or phrases. Storytelling was used by the teacher to tell the information they had written orally. In addition, the teacher requested his students to summarize the necessary points in a simple written report.

The results of semi-structured interviews with both EFL teachers at the RIJ, Mr. A, and Mr. M, revealed that they found it difficult to deal with new students as they were not well-prepared to join the speaking class. Having introverted learners in the class who do not talk much, and have a low level of language competence had been experienced by the two teachers. Therefore, they became passive learners and less participated in conversation. Grouping them with active learners would be one of the solutions to this issue. Another issue is topic familiarisation.

As Mr. A stated in the interview, he found it hard to stimulate and motivate his students who did not have enough background information and ideas about what they discussed that day. It seems that students are not ready to discuss the impromptu topics. The teacher needs to provide a topic and list simple questions in advance. Thus, they have much time to jot down their ideas and thoughts thoroughly.

Meanwhile, Mr. M, pointed out some of his difficulties in handling the speaking class, including the differences in learners' characteristics, and the variety of learners' needs, wants, and lacks in the class. He stated that figuring out learners' characters in the first meeting is a must and accommodating their learning needs to achieve a great learning outcome is highly recommended. Besides, having a personal approach to students, and being good friends and partners in learning

are several good efforts to do by the EFL teachers. Researchers can acknowledge the similarities and differences between the teaching strategies applied by Mr. A and Mr M in the teaching speaking class at the RIJ due to the nature of the class and the topic of discussion. Rezeki *et al.*, (2022), insist on using various strategies to make students interested in learning, and teachers need to overcome students' speaking problems, including students' confidence, and vocabulary building in speaking skills.

Conclusion and Recommendation

Conclusion

Based on the findings and discussion of the present study, the researchers would like to highlight several necessary points, they are: first, the teaching strategies used by Mr. A, in teaching speaking classes, including the question & answer strategy, conversation, drilling, and storytelling strategy. Second, the teaching strategies used by Mr. M, include translation, group work, storytelling, drilling, conversation, role play, reporting, question and answer, game, story completion, and interview strategy. The reasons to use those strategies are to stimulate their students to express their ideas and thoughts by asking several questions related to the topic, to train students on specific aspects of learning instructions, to give them exercises like pronouncing words several times during the session, and storytelling was used by the teacher to get the whole information from students on the topic of discussion. Third, several challenges were encountered by the two teachers in teaching speaking class namely different levels of English proficiency, learners' characteristics, low motivation, and the variety of learners' needs, wants, and lacks in the class. Both Mr. A and Mr. M have their own ways of dealing with the challenges they encounter based on the nature of the class and the topic of discussion.

Recommendation

Bearing in mind the importance of teaching strategies in teaching speaking skills for students' successful language learning, we would like to recommend that EFL teachers pick out the suitable teaching strategy to suit the needs of learners because there is no single best strategy to be applied for all topics, learning activities, learners' age and level of language proficiency. Furthermore, teachers should create an enjoyable learning atmosphere and motivate their students to engage in the learning process. It is highly recommended that students take advantage of technology-based learning platforms available on the Internet to enrich their vocabulary which in turn enhances their speaking skills. It is highly recommended that the English language institution's runners and owners deploy professional teachers who possess high competence in English language skills to contribute to the success of language learning. For further research, the researchers recommend exploring more about students' ability and perceptions of learning English

in other language skills, for instance, writing, listening, and reading skills by including more respondents in several language course institutions both qualitative and quantitative approaches.

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