



Strategies Used by English Teachers to Encourage Students to Speak at Alam Mutiara Insan Sorong Junior High School Grade VII

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| Article Info | Abstract |
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| <p>Received: 2026-05-22 Revised: 2026-06-09 Accepted: 2026-06-10</p> <p>Keywords: Strategy, English Teacher, Speaking</p> <p>DOI: 10.24256/ideasv14i1.8227</p> <p>Corresponding Author: Alfian Dian Rafika dianrafikaa45@gmail.com Tadris Bahasa Inggris, Institut Agama Islam Negeri Sorong</p> | <p><i>This research focuses on strategies used by English Teachers to Encourage Students to Speak at SMP Integrated Islamic Junior High School Class VII. The purpose of this research is to analyze the strategies used by English teachers to encourage students to speak in front of grade VII of SMP IT Mutiara Insan Sorong. This research uses a qualitative method with a data collection process through observation, interviews, and documentation. The findings of this study prove that the strategies used by English teachers have the goal of training students' development. The strategies used are 1) a fun differentiation method to attract students' attention. 2) Diagnostic assessment method, which is to understand the condition of students because they have various learning styles. 3) Evaluate and provide additional materials so that the value is higher. 4) Increase the number of students' vocabulary. However, in achieving some of these strategies, teachers experience obstacles so that they do not reduce optimization to students and have a positive influence on the encouragement to speak English fluently and confidently.</i></p> |

1. Introduction

The dominance of English in the academic field or in other fields, especially during the industrial revolution 4.0 cannot be denied. Until now, English is still used as the language of diplomacy, business, tourism, education, science, entertainment,

computer technology and media at the international level. In addition, English is also often used as a language of instruction in developments in the fields of communication, technology, internet and software, which are the main needs in the current millennial era. However, in recent years, the use of English has become increasingly popular in Indonesia and seems to have become a major need for people in the country. Many countries use English as their primary language. English is now taught as a second language in some countries, and its role as the language of international communication is crucial in many sectors. Indonesia is one of these countries. English is taught in Indonesian schools from kindergarten to tertiary level. English is essential for students to master it.

In the era of globalization, the ability to communicate in English is an important educational skill (Syamsudin, 2024). Speaking English fluently is a must for students who want to interact with people around the world. However, the achievement of these abilities is often hampered by difficulties in teaching English in schools. Ineffective teaching strategies, low student enthusiasm and lack of opportunities to practice speaking English in the classroom are some of the challenges faced.

According to Solihin (2009), the majority of Indonesians consider English as a foreign language that occurs in formal environments, such as schools, many of them have difficulty speaking English. As a result, they don't have much time or opportunity to practice speaking English.

Students must be proficient in four basic language skills which are listening, speaking, reading, and writing. Receptive or passive skills that include reading and listening, while productive or active skills that include speaking and writing are two categories that encompass these four abilities. Experts argue that these four abilities ideally work together. Passive skill-based abilities are supposed to be equivalent to active skill-based abilities. In other words, a person's active abilities should ideally increase as their passive skills improve. For example, writing ability should be directly correlated with reading ability, and vice versa (Irwan, 2015).

These two reasons speak more difficult than reading, writing, or listening. First, unlike reading or writing, talking happens in real time, with other people usually waiting for him to speak at that moment. Second, unlike when writing, it is not possible to edit and revise what you want to say while speaking.

Oxford and Scarcella (1994) developed the term "learning strategy" in the context of language learning. According to Scarcella and Oxford (2003), a learning strategy is a specific behavior, action, procedure or technique that students adopt to improve their learning. In other words, learning strategies are concerned with the way students choose different behaviors to aid in the development of their language skills. In language teaching, the teacher's role is to arouse students' interest and create ideas or incorporate icebreakers into the material. At each level of education, different teaching material strategies are used.

Therefore, teachers have a strategic role in helping students improve their

English-speaking skills. Teachers play the role of facilitators who can create a conducive learning environment for speaking practice, in addition to being a material presenter (Ratminingsih et al., 2021). The teacher's contribution to the English learning process is very important to improve students' English language proficiency. Shows that one of the key factors that affect the improvement of students' English proficiency is the active participation of teachers in guiding, providing feedback, and encouraging students to speak with confidence (Purnamawati et al., 2024).

A previous study conducted by Siti Luruh Ayu Noerjanah and Asprillia Dhigayuka (2022) entitled "Teachers' Teaching Strategies in Overcoming Students' Speaking Anxiety" The findings of the study show that 1) Students face a number of challenges that come from internal and external sources. Learning materials that are not easy to understand and students who speak well are examples of external variables.

Poor mastery of grammar and vocabulary by students is an example of internal influence. 2) Anxiety and personality anxiety are two forms of speech anxiety experienced by students in the Intensive English Program. Students who experience anxiety include those who are anxious of being observed by teachers, afraid of taking exams, speaking in front of class, and being ridiculed by their peers. In addition, low self-esteem and extreme anxiety are hallmarks of speech anxiety that students experience. 3) Practice, role playing, presentation, group projects, show, and storytelling are the five teaching techniques used by instructors in the Intensive English Program that are considered successful in reducing students' fear of speaking.

In contrast to the research carried out at SMPT IT, Alam Mutiara Insan is an Islamic school located in Aimas, Sorong. The school has been accredited A. Based on the researcher's pre-observation at SMP IT Alam Mutiara Insan grade VII, the researcher conducted research at SMP IT Alam Mutiara Insan. The researcher was interested in the strategies used by English teachers and how they were used to encourage students to speak. They use a variety of strategies to teach speech, such as role-playing, games and brainstorming. The school has a good reputation and is accredited by SMPIT English teachers.

The researcher formulated what happened in this study. The formulation of the problem in this study is how is the strategy carried out by English teachers to encourage students to speak in front of class VII of Integrated Islamic Junior High School. The purpose of this study is to analyze the strategies used by English teachers to encourage students to speak in front of grade VII of Integrated Islamic Junior High School.

2. Method

This study uses qualitative by choosing a type of qualitative method. The data sources used are primary and secondary data collected from field sources

which were submitted to the Teacher of Integrated Islamic Junior High School Grade 8. The data collection process is carried out in three stages, including observation, documentation, and interviews with English teachers. The components of teaching speaking are types of teaching techniques, materials, and media. The location of this research is located at Jl. Gambas, Aimas, Sorong District, Southwest Papua 98444. Triangulation in this study was carried out on the data validity technique. As well as data analysis using data reduction, data presentation, verification, and conclusion drawing (Miles and Huberman, 2002). The results of the research are based on the theory as well as the current situation and conditions of the subjects studied (Iskandar & Apipudin, 2023).

3. Result

Strategies Used by English Teachers

In the results of this study, the researcher will write data entitled "Strategies Used by English Teachers to Encourage Students to Speak at SMP IT Alam Mutiara Insan Sorong Class VII". Based on the results of interviews and observations with English teachers, it is analyzed that English lessons are considered difficult by students because they have different ways of learning, for which teachers use several strategies so that lessons can attract students' attention, namely:

1. Using the differentiation method

Teaching according to the interests and character of the students. This strategy is carried out with a fun learning system but is still remembered by students. For example, showing educational videos, facilities in the form of visual audio, singing, acting out conversations that have been provided in books and using games as a fun atmosphere so that students are not burdened in English lessons.

2. Teachers must understand the condition of students.

Before starting learning, teachers familiarize themselves with the diagnostic assessment method. This goal is to adjust the needs of students that are easy to accept and understand because they are in accordance with their conditions and learning styles.

3. Teachers help students with special attention

There are students who have standard and below average abilities. This is the teacher's task to add material explanations, practice questions, and books that are felt to optimize students' grades and enthusiasm for learning.

4. Provide material by adding the number of students' vocabulary

Speaking proficiency in English is quite difficult for students because of the lack of vocabulary they have, so they tend to mix languages with other languages, namely Indonesian. Finally, the teacher equips them by providing vocabulary material and then memorizing it together. This aims to increase confidence in

speaking well and correctly.

Obstacles Experienced by English Teachers

So here it is not only the teacher's job to ask about the conditions of the difficulties faced by students and provide the right solutions so that there is no jealousy between students, but parents also need to provide supervision to their children as support for themselves. Peers can help with difficulties faced by students as a form of help and cooperation.

Another thing, teachers have several challenges faced when their students hesitate to speak English. There are students who lack confidence and are embarrassed to speak in front of the class because they are seen by their peers because their pronunciation is still considered low, so it affects their reading quality. In addition, the sentences are written using their own language. When the teacher invites students to sing and watch educational movies, but there are students who are complacent with this activity because it is considered that those who are lazy with this English lesson can relax. In fact, not all students accept this strategy because of their different learning styles. Each student has a learning style such as being able to learn by listening to music, watching movies, and memorizing vocabulary.

4. Discussion

Strategies Carried Out by English Teachers in Encouraging Students to Dare to Speak English

According to Hasbullah, Miftahulfadlik Dabamona, Annisa Fitri Aulya, Nanning (2023) To improve student achievement and education, it is important to note that the current generation of students uses advanced technology and requires the integration of technology in classroom learning. Although podcasts are popular as a medium of learning to dare to increase with a special focus on improving speaking skills. Students in the English Language Teaching (ELT) curriculum need to be explained in more detail.

A learning strategy is a plan, a set of guidelines, procedures, and resources that will be used to achieve the learning objectives in the classroom from start to finish. According to Kemp in Hasna Qonita Khansa (2016), a language learning strategy is an action that must be taken by teachers and students in order to achieve learning goals successfully and efficiently.

In the results that have been analyzed, English teachers use several strategies to encourage their students to dare to speak in front of the class or in front of their peers. So one of the things that is done in this strategy is First, the differentiation method is a collaborative approach paradigm that utilizes all differences to produce insights in the learning process. The goal is to ensure that each child meets the desired learning goals. Therefore, frequent and varied evaluations are necessary for competency-oriented learning (Suwartiningsing, 2016) . Differentiated learning

is carried out based on student readiness by grouping students based on their achievements or assessment results, thus limiting the perception of the division of students into smart and unsmart groups. Discrimination against students can occur due to the formation of superior groups and groups that are considered to have the lowest ability (Anggraena et al., 2022).

Second, student learning style is very important. In the context of the workplace, educational institutions, and interpersonal relationships, according to DePorter & Hernacki (2002) emphasize that individual learning styles are essential to improve performance. According to them, a person's learning style is a special blend of the way they absorb, organize, and process information. One can better understand the learning material, maximize skills, and handle tasks by understanding certain types of learning.

Third, classroom management aims to help students spend more time studying and less time on non-goal-oriented activities. Managing the classroom is one of the difficulties faced by teachers. Both teachers and students can suffer as a result of poor classroom management (Huth, 2015). Creating and maintaining an ideal learning environment involves classroom management skills, which include being responsive, allocating attention, maintaining group focus, providing clear instruction, correcting, and rewarding.

To increase students' enthusiasm for learning, teachers who have strong classroom management skills are important personnel. Evaluation is necessary to determine whether the program is operating as intended and to determine the degree to which the intended objectives have been met. Consequently, it is crucial to carry out an assessment study of the execution of educational initiatives in classrooms (Aulya et al., 2022). Cronbach's. According to Tayibnapi (2008), a good evaluation should be able to have a favorable effect on the program's progress. In other words, there must be consistency of the findings from studies on program creation and improvement or offering suggestions for the upcoming program, (Darmayanti & Wibowo (2014).

Fourth, adequate vocabulary mastery is needed to improve communicative English skills. The diversity of words and terms contained in a language is known as vocabulary (Pilongo, 2021). A person's vocabulary, both in terms of quality and quantity, determines the level of his linguistic ability because formal education in school can help students master vocabulary, it is only natural that students' vocabulary, both in terms of quantity and quality, will increase at the end of each semester, because Speaking, writing, listening, and reading are skills that need to be developed in English. Science, technology, the arts, and education especially education all use English as a tool to help students develop as individuals (Aulya et al., 2023).

The value of learning style is not only limited to academic achievement, but learning style also has a substantial impact in professional and interpersonal contexts. A person can create more effective learning strategies, increase work

productivity, and improve interpersonal relationships by being aware of his or her own learning preferences. Therefore, recognizing and understanding learning styles plays an important role in improving the quality and effectiveness of one's learning in various aspects of life (I Jro Riana et al., 2023).

Strategies are structured to achieve specific goals. This shows that every choice made when strategist is focused on achieving those goals. Therefore, the preparation of learning steps and the use of various facilities and learning materials are all focused on achieving these goals, which is the main goal of implementing the strategy.

Teachers can help students improve their speaking skills by using creative teaching strategies and engaging them in a variety of speaking exercises. Students can be encouraged to actively participate in English-speaking interactions by using teaching strategies such as role-playing, group discussions, and presentations (Surip, 2021). To increase students' confidence and encourage them to keep practicing, teachers should also provide constructive criticism.

Obstacles Faced by English Teachers in Implementing Strategies

Speaking is an ongoing communication process in which speakers and listeners exchange meanings, symbols, and messages. Speaking requires consideration of context or circumstance as well as para-linguistics, which are nonverbal cues related to intonation or pronunciation that greatly facilitate communication. Speaking is the ability to communicate with others through spoken language. In general, speaking is the same as using spoken language.

According to Nur Anisah, Hasbullah, Miftahul Fadlik Dabamona (2025) students' autonomy in the classroom empowers them to be more responsible for their education. This goal is to improve and learning outcomes are often better when students are allowed to choose the teaching strategies that best suit their needs and preferences (Siregar, 2024).

Many things can affect other elements. Pronunciation, intonation, word choice, sentence and word structure, conversation structure, content, how to start and end a discussion, appearance (gestures), and self-control are all elements that have a direct impact on speaking. There are a number of reasons why students have difficulty speaking in English. First, most students have difficulty expressing themselves in English because they don't have the necessary skills. This shows a lack of English vocabulary. Second, when speaking, children pronounce the wrong word. In essence, some students want to communicate but struggle with certain English skills, such as vocabulary and pronunciation. Pronunciation is an important component of communication skills. Third, students are not confident. Many students feel that they cannot speak English well and that their English is poor. Students usually experience this loss of confidence when they realize that their interlocutor cannot understand what they are saying (Inayah, 2024).

His success in overcoming his fear of speaking is because he sees speaking

practice as an opportunity to improve his language skills. This means that one must accept any weaknesses they discover or bring up while speaking. As such, it makes sense that if other students hold on to this have confidence in their abilities, they will most likely be able to manage their fear of speaking. However, their listening skills are poor, and they believe that their cheerful attitude has perfectionism, feels threatened, or tends to underestimate their abilities (Idrus M, 2023).

5. Conclusion

The author will give a conclusion that has been conducted by research at Integrated Islamic Junior High School Class VII, namely English teachers are very influential on progress to encourage their students to be fluent in English by implementing several strategies, including:

1) Using the differentiation method, namely fun learning in the classroom to attract students' attention. For example, playing while studying or playing games, inviting him to sing, watching movies that are still in the learning material, and acting out conversations with his friends that have been provided in the textbook.

2) The diagnostic assessment method is that the teacher makes habituation before starting the learning and the teacher must understand the student's condition because each student has his own learning style, this purpose is to help the needs of students so that the material received is easy to understand.

3) Provide additional materials and evaluations for students who have not achieved high grades. For this reason, teachers help students who are assessed to have below-average abilities.

4) Optimize the number of vocabulary of students. This goal is to increase students' vocabulary so that their pronunciation and confidence increase. In addition, teachers feel obstacles during the strategy process. So, this strategy must be maximized and reemphasized so that students become confident individuals to speak English.

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