

**INVESTIGATING THE TEACHER'S STRATEGIES IN TEACHING
SPEAKING TO THE ELEVENTH GRADE STUDENTS OF SMAN 1
KUPANG**



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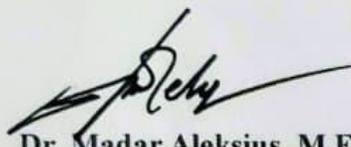
**ENGLISH EDUCATION STUDY PROGRAM
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WIDYA MANDIRA CATHOLIC UNIVERSITY KUPANG**

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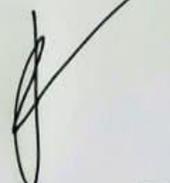
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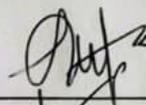
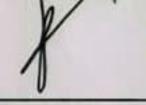
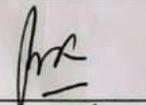
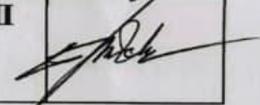
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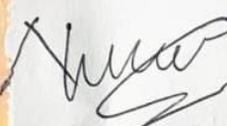
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Kupang, 4 Februari 2026


Nomecio Gomes Dos Santos

MOTTO

“There is no easy path to success; a man must be prepared to struggle, fall, and rise again and again.”

— *Bung Hatta*

DEDICATION

This thesis is particularly dedicated to my beloved:

1. Lord Jesus, thank You for Your grace, your strength, and Your guidance that has led me through every challenge. Without Your blessings, I would not be where I am today.
2. To my beloved mother, Lucia Fransisca Barreto, and to my beloved father, Jose Gomes Dos Santos, thank you for always praying for me and supporting me, for your hard work, because your guidance has made me an independent person. Your love has shaped who I am today.
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Finally, the writer realizes that this thesis is far from perfect and may still contain weaknesses in terms of content, grammar, and technical aspects. Therefore, any constructive criticism, suggestions, and feedback are highly appreciated for the improvement of this study.

May the God Almighty bless them all.

Kupang, January 2026

The Writer

Nomecio Gomes Dos Santos

ABSTRACT

Speaking is one of the most important skills in English language learning because it enables students to communicate ideas, thoughts, and feelings effectively. However, many senior high school students still face difficulties in speaking English, such as limited vocabulary, low confidence, fear of making mistakes, and low participation. These problems are often related to the teaching strategies used by teachers in the classroom. Therefore, this study aimed to investigate the strategies used by English teachers in teaching speaking to the eleventh-grade students of SMAN 1 Kupang, to describe how the strategies were implemented, and to identify the challenges faced by teachers along with their solutions. This study employed a qualitative descriptive design. The subjects of the study were two English teachers of the eleventh grade at SMAN 1 Kupang. The data were collected through semi-structured interviews, classroom observations, and documentation analysis of lesson plans (RPP). Each teacher was observed once, resulting in two classroom observations in total. The data were analyzed using the Miles, Huberman, and Saldana (2014) model, including data condensation, data display, and conclusion drawing and verification. The findings revealed that the teachers applied various communicative and student-centered strategies, such as role play, group discussion, dialogue practice, storytelling, oral presentations, and information gap activities. These strategies encouraged students to participate actively and practice speaking in meaningful contexts. However, teachers faced challenges such as students' limited vocabulary, low confidence, passive participation, and limited instructional time. To overcome these challenges, teachers provided motivation, guidance, pair and group work activities, and adapted their strategies to classroom conditions. In conclusion, communicative and student-centered strategies are effective in improving students' speaking participation and confidence. The study suggests that English teachers should continue to use varied interactive strategies and provide supportive learning environments to enhance students' speaking skills.

Keywords: teaching strategies, speaking skills, EFL, senior high school.

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