



EFL Speaking Classroom in Four Remote High Schools: Exploring the Impacts of EFL Teachers' Speaking Competence to Their Speaking Instructional Practices

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Abstract

This study was to determine to explore the impact of EFL teachers' speaking competence on their speaking instructional practices in schools located in tourist destinations and remote areas in Bantul, Daerah Istimewa Yogyakarta. The research design was a case study conducted at four remote high schools in Bantul. Data sources included classroom observations and interviews with four English teachers. The research instruments consisted of observation checklist and guided interviews. The findings revealed that teachers' speaking competence influences their teaching speaking. The competence also influences their speaking instruction in the classroom. In conclusion, teachers who have good competence in speaking can provide impacts in the learning process. Teachers can be models of language used effectively, provide valuable feedback, optimize role-playing activities, improve students' speaking and vocabulary skills, and motivate students to be able to deliver effective instructions in their speaking process.

Keywords: *EFL; Remote School Speaking Skills; Teacher Competences; Tourism*

1. Introduction

English language education in major urban centers flourishes, yet schools in remote areas like Bantul encounter significant challenges. Urban centers boast quality teachers, modern facilities, and enhanced student mobility, while rural regions face pronounced obstacles in implementing English language instruction, characterized by limited resources and infrastructure. These challenges manifest as low student aptitude, insufficiently trained teachers, and staffing shortages, inhibiting effective English teaching (Elfers & Stritkus, 2014). In contrast, successful English language education institutions prioritize effective teaching methods, consistent learning approaches, and ongoing professional development for educators (McGee et al., 2014).

Bantul envisions itself as a sought-after global tourist destination, emphasizing the importance of English proficiency for economic growth. Teaching speaking skills in remote areas is crucial for personal and professional development, offering economic opportunities and preserving cultural heritage (Walsh, 2013). Speaking skills are very important in developing the Bantul area as a tourist destination, and this skill is best supported by the knowledge and experience of English teachers in the teaching and learning process in the classroom. Apart from that, skills that are considered difficult for both teachers and

students will later become the standard of skills seen by the wider community or foreign tourists. It is important for teachers to have knowledge, ability and speaking competence so that they can teach their students optimally and make students interested in speaking English seeing English as a foreign language (EFL).

Bantul as one of the tourist destinations visited by local and foreign tourists was chosen as a research location that requires and can improve the speaking skills of English teachers as EFL teachers. This location was chosen because it has several important reasons according to the context needed by teachers and is also one of the supporters of the learning process in the classroom. In Multicultural Interaction, in tourist attractions, teachers can interact with foreigners from various backgrounds, especially native speakers with English as their main language, this can help teachers understand variations in the use of different languages and cultures. Then, in increasing motivation and inspiration, a new and interesting environment can also motivate teachers to learn and explore their speaking skills, this can also be a source of media and materials to make the learning process more fun and interesting.

Bantul as a tourism location also plays a major role in shaping the need for English language learning, especially for EFL teachers, because English is a lingua franca in the tourism sector, many tourists and industry players use English to communicate. Strong speaking skills allow teachers to create teaching materials that are relevant to the world of tourism, so it is important for teachers to master them in order to teach effectively and create vocational high school graduates who are proficient and smart. These vocational high school graduates can also have job opportunities in the tourism industry such as becoming tour guides, opening tour and travel services to marketing local products to foreign tourists. In addition, teachers can act as role models for students, teachers who have good speaking skills can be role models for their students, showing how to communicate effectively in English in various contexts and finally, when EFL teachers have good speaking skills, they can teach students how to communicate confidently in diverse environments, preparing them for real-life situations in the world of tourism. Thus, English speaking skills as an EFL teacher are very important, not only for teaching, but also to support student development in facing the challenges and opportunities in the global tourism industry. This study address two research questions; (1) How does teachers' speaking competence affect their speaking Instruction? and (2) What are the impacts of teachers' speaking competence to their speaking instruction?

2. Theoretical Review

Teacher Experiences in Teaching Speaking in EFL Context

Teacher experience in teaching speaking in EFL context is very important, several previous studies and experts have also revealed that the realm of teacher cognition has explored the complex nature of teacher competence in pedagogy. Based on teacher experience, teachers are not always able to reflect pedagogical competence or are able to develop over time in their teaching experience (Andrews, 2007). Through this, it can be shown that time can also affect their teaching experience. Teachers' abilities, competences and expertise can be seen from the length of time they have been teaching because this process is what shapes their experience in teaching. This is also expressed by experts who say that classroom management practices adopted by teachers have been proven to be related to their years of teaching experience (Berger, et al., 2019).

In addition, researcher can also distinguish whether teachers are beginners or expert teachers can be seen from the number of hours of teaching experience in the classroom; novice teachers with less than 40 hours of classroom teaching experience and expert teachers who have at least 10 years of teaching experience and whose classroom management skills are recognized by peers, on classroom management issues showed that expert teachers were significantly more effective in predicting classroom management events than novice teachers (Wolff, et al., 2014). Other opinions also revealed that more experienced

teachers have a greater sense of efficacy for classroom management than novice teachers (Moran & Woolfolk, 2007). However, in identifying expert teachers not only based on classroom management skills, there needs to be a multifaceted approach that integrates various criteria such as reputation, experience, and classroom observation (Tsui, 2003).

With years of teaching experience, teachers develop a better understanding of classroom management and enable them to anticipate problems in the classroom so that they can adjust their classroom management practices. Expert teachers show more cohesive goals and show a tendency to question seemingly routine tasks. Expert teachers also have the ability to theorize about their practical knowledge and apply theoretical insights in their practice, thus enriching their pedagogical approach in the teaching process in the classroom (Tsui, 2003). In addition, they face challenges in a way that tests their competence, showing a willingness to engage in situations that test the limits of their expertise. More experienced teachers have a greater sense of efficacy for classroom management than the novice teachers (Moran & Woolfolk, 2007).

Micro and Macro Skills of Speaking

Micro and macro skills are two important skills in the art of speaking that can be used as a benchmark for a teacher's or student's ability to assess and understand their speaking ability. Micro skills refer to the production of smaller pieces of language such as phonemes, morphemes, words, collocations, and phrase units (Brown, 2004). Macro skills focus on larger conversations such as the ability to communicate nonverbally, fluency, discourse, function, style, cohesion and strategic choices in speaking (Brown, 2004).

Micro-skills includes produces distinction between phonemes and allophonics, produces language chunks of different lengths, produces stress patterns, able to use stressed and unstressed positions and intonation, produces reduced forms of words and phrases and uses an adequate number of lexical units (words) to achieve pragmatic goals. Macro-skills includes carrying out communication functions and objectives according to the situation, conditions, participants, and objectives; using style, register, implicature, redundancy, pragmatic conventions, conversation rules, interrupting and other sociolinguistic matters; conveying relationships and connections between events, being able to communicate relationships between ideas, focus, periphery, feelings, new information and information provided; conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language; and developing and using speaking strategies, such as emphasizing key words, changing words, providing context to interpret the meaning of words, asking for help, and accurately assessing how well others can understand.

Teacher Speaking Competences Affect Teaching Speaking Instructions in EFL Context

Teachers who have good and extensive teaching experience will be able to improve their knowledge and skills to improve, fix, and will always explore their teaching practices because teachers do not only focus on the role of teaching teachers in the classroom but teachers must also improve their competence as a teacher. Competence is a series of knowledge, skills, and experiences needed for the future that are manifested in various activities (Katane, et al., 2006). Competence can also be assessed as the knowledge, skills, attitudes, values, motivations, and beliefs that a person needs to succeed in a job (Gupta, 1999). As a teacher, to help students not only have skills that facilitate the learning and exam process, but can also facilitate students' way of thinking by thinking critically, creatively, being able to solve problems, make decisions and learn, teachers can also facilitate students in improving communication, collaboration, understanding information technology, life skills, work, and personal and social responsibility for success in modern democracy (OECD, 2011).

Focusing on the competence of a teacher in the world of education. A teacher must have pedagogical competence, the ability to manage student learning including understanding of students,

instructional design and implementation, evaluation of learning outcomes, and student development to actualize their potential (Mulyasa, 2007). Pedagogical competence has several components (Asmani, 2009) they are able to; master characteristics (physical, spiritual, moral, social, cultural, emotional and intellectual), master learning theories and educational learning principles, develop a curriculum related to the discussion material, organize educational learning, utilize information and communication technology for learning purposes. Another researchers also have other opinions regarding the relationship between teacher competence and speaking learning instructions as EFL.

It is very important for teachers to provide support for speaking tasks by giving students time to plan what to say and how to say it. Teachers who have good teaching competence, especially in the field of speaking, will definitely accompany their students and help them in preparing to learn. The objectives of this preparation stage include (Skehan, 1998); Introducing or teaching a new language, allowing learners to reorganize their developing linguistic knowledge, activating existing linguistic knowledge, recycling certain language items, and lightening the processing load and encouraging learners to interpret tasks in a more challenging way. There are three main reasons for teaching and improving students' speaking skills (Harmer, 2008); Inviting Students to be involved in speaking Activities, giving speaking assignments, and providing knowledge and opportunities.

Teacher's English Language Proficiency and Evaluation in EFL Context

In the context of English language teaching and learning in Indonesia, English teachers are required by education law to have appropriate academic qualifications and hold official teaching certificates. Having the right academic qualifications means that teachers must have a Bachelor's degree in English language teaching and be competent in teaching. In addition, the status of English as a compulsory subject in some elementary schools and most secondary schools and universities in Indonesia requires qualified EFL teachers (Dardjowidjojo, 2000). Therefore, it is very important to understand and know that graduates of English teacher training must have maximum English proficiency and be able to teach English effectively in the classroom. Language proficiency is one of the key components that form the professional knowledge of a language teacher (Renandya et al., 2018).

Good command of English plays a very important role when someone chooses a profession as an English teacher. In the global context, the issue of foreign language teacher proficiency has received significant attention (Richards, 2017). Estimation of language proficiency targets in research is generally measured using performance-based tests, namely oral and written language assessments (Richards et al., 2013), while the perception of second language proficiency refers to the extent to which someone considers themselves competent in communicating which is usually assessed by asking for self-report data, namely questionnaires or surveys (Harvey et al., 2010). In teaching, teachers need to evaluate their teaching process and also to improve their speaking teaching skills as EFL. The purpose of the evaluation is to assess the quality of performance or work products against a standard (Yambi, 2020). In the field of education, evaluation means measuring or observing the process to assess it or determine its value by comparing it to others or some kind of standard (Weir & Roberts, 1994). Other researchers also stated that evaluation is a process of collecting periodic data, then analyzing and sorting it in such a way that the information produced can be used to determine how effective the teacher's teaching or program is and the extent to which the teacher can achieve the stated goals and anticipated results (Howard & Donaghue, 2015).

Evaluation can be done by others, sometimes a teacher can be observed by external stakeholders such as assessors, lecturers or principals with the aim of assessing program or operational problems that have been identified but cannot be fully diagnosed or resolved through internal evaluation findings (Weir & Roberts, 1994). Here are some evaluation principles that a teacher needs to consider to develop his/her own class (Weir & Roberts, 1994); Evaluation must be effective with a continuous and ongoing process,

evaluation is carried out using evaluative tools to provide an accurate assessment of the teacher's process and progress, evaluation must be a collaborative activity between students and teachers and Evaluation must be based on the natural activities and processes carried out by teachers both in the classroom and in their daily lives.

3. Method

This study adopted a qualitative design to provide a complete picture of the data obtained. The researcher chose a qualitative method because the instruments used were interviews and classroom observations with the aim of gaining a deeper understanding of an experience through participant activities. Qualitative data tends to be open-ended without predetermined responses, while quantitative data usually includes closed responses such as those found in questionnaires or psychological instruments (Cresswell, 2014).

Participants and Settings

The participants involved in this study were four English teachers who teach at Vocational High Schools in Bantul who applied active learning processes in teaching speaking as EFL. The requirements for participants should be in line with the following established study objectives; Participants have a better understanding of teaching speaking, Participants have IELTS or TOEFL test, Participants with a range of teaching experience (Novice and Experience), Participants who teach students at different levels of English proficiency and Participants are teacher in Remote High School in Bantul.

Table 3. The Criteria of English Teachers

Teachers	Experience (years)	Study Background	Proficiency	School Major	School Status
T1	13	Master	TOEFL 450	Poultry	Public/ Ministry of Education and Culture
T2	21	Bachelor	TOEFL 509	Agriculture	Public/ Ministry of Education and Culture
T3	3	Bachelor	TOEFL 520	Accountant and Finance	Private/ Foundation
T4	14	Bachelor	TOEFL 500	Fashion Design, Audio Visual and Mechanic	Private/ Foundation

Interviews were conducted online via Whatsapp calls and learning observations were conducted in Bantul, Special Region of Yogyakarta. There are several schools in Bantul that were selected to conduct this study. In conclusion, these schools meet the criteria that the researcher was looking for, the school is located in Bantul which is a remote area and far from the city center of Yogyakarta.

Data Collection Technique

In this study, semi-structured interviews were used as a means to collect data through carefully prepared guided interviews. The researcher designed a series of questions divided into five sub-sections, namely teaching background, micro - macro skills, speaking competence and teacher's speaking evaluation to explore aspects such as learning practices related to English language education, to explain the experiences of teaching speaking in the classroom through a qualitative analysis of the results of interviews with four English teachers from several vocational schools in Bantul. This study also use classroom observation as data collection technique, In this study, the researcher used video observation technique on the recording of teaching process. Based on video recording, the researcher observed the

course design used, the way of communication throughout the class, engagement during the class, what kind of assessment occurs, how the overall class and additional factors that can influence the sustainability of online learning.

4. Results

The diverse teaching experiences of vocational high school English teachers revealed that approaches such as the 3P method (Presentation, Practice, Production) and role-play can enhance speaking instruction. Using the 3P method to structure lessons can create an environment where students learn progressively, it can also build students' language skills through introduction, controlled practice, and real-world application. Role-play emerged as a highly effective strategy among all observed teachers, which allows students to engage in realistic speaking scenarios that enhance their confidence and fluency. This approach facilitates the practice of pronunciation, vocabulary, and grammar in a context that makes learning interactive and enjoyable.

Teachers' Speaking Competence Affect Their Speaking Instruction

In fact, the teacher's own speaking proficiency can enhance the effectiveness of classroom teaching methods. Teachers who are able to pronounce clearly and fluently can model effective language use, teachers can also provide valuable feedback and optimize role-play activities, thereby improving students' speaking ability, vocabulary comprehension, and confidence. Other speaking components such as intonation, gestures, expressions, and vocabulary are also very important in teaching speaking as an EFL. Teachers who demonstrate accurate pronunciation, fluent language use, varied intonation, effective gestures, expressive language, and rich vocabulary set clear standards for students and increase the overall effectiveness of their teaching. These elements can collectively foster a more positive and productive learning environment, concluding that teachers' speaking competence greatly influences their ability to provide effective instruction and support students' language development. The impact of teachers' speaking competence on their speaking instruction is profound and multifaceted, as highlighted by the interview results. Teachers' speaking skills, including pronunciation, fluency, and vocabulary use, directly influence the effectiveness of their teaching in vocational high schools.

Teachers' Speaking Competence Affect Their Speaking Instruction

Teachers can significantly influence students' engagement and ability in speaking English by being timely and specific, teachers are able to provide it after doing interactive activities such as role-play. This feedback can help students to understand their weaknesses and strengths directly and can foster a safe and comfortable learning environment even though there are mistakes in the learning process. Teachers can also motivate students according to their receptive abilities which can create a personalized learning experience that can encourage active participation in the classroom. By providing supportive and positive corrections, teachers contribute to an interactive and effective learning atmosphere. In this study, teachers also conducted explicit and repeated exercises using interesting activities, this can increase students' phonetic awareness and reinforcement. In addition, evaluation methods such as teacher semester assessments and peer evaluations can hone teachers' teaching skills because the positive feedback obtained can help teachers identify strengths and areas that need improvement, which encourages continuous professional growth. It can be concluded that teachers' speaking competence is very important in shaping their ability to communicate clearly, motivate students, and deliver effective instructions. This has a significant impact on the quality of teaching and students' speaking development. By investing in teacher development and training, it can be ensured that teacher effectiveness is directly correlated to improved student outcomes in English language proficiency.

Conclusion

This research is to explore the impact of EFL teachers' speaking competence on their speaking instructional practices in schools located in tourist destinations and remote areas in Bantul, Daerah Istimewa Yogyakarta. The result of the research and supported by classroom observation and semi-structured interview about teacher competence and their speaking skills as EFL. The result of this research can be explained as follow:

1. Teachers who are able to pronounce clearly and fluently can model effective language use, teachers can also provide valuable feedback and optimize role-play activities, thereby improving students' speaking ability, vocabulary comprehension, and confidence
2. Teachers who demonstrate accurate pronunciation, fluent language use, varied intonation, effective gestures, expressive language, and rich vocabulary set clear standards for students and increase the overall effectiveness of their teaching
3. Teachers can significantly influence students' engagement and ability in speaking English by being timely and specific
4. Teachers can also motivate students according to their receptive abilities which can create a personalized learning experience that can encourage active participation in the classroom.
5. evaluation methods such as teacher semester assessments and peer evaluations can hone teachers' teaching skills because the positive feedback obtained can help teachers identify strengths and areas that need improvement, which encourages continuous professional growth.

Based on the evidence during this research, the researcher would like to offer some suggestions:

1. For the further research about EFL learning, especially in the field of speaking, deserves to be implemented in all vocational schools and above to support teachers' confidence and ability in teaching English. It is recommended that further research needs to be carried out to investigate similar research.
2. For the students, the results of this research can be a reference and information for vocational school students to know the importance of learning English especially speaking as EFL. The importance of learning English is not only in vocational schools in cities but also in villages or even remote locations
3. For the English teachers, English teachers are also very influential in developing speaking as EFL by developing or choosing a methodology, teaching media and strategy that suits the student's level of ability, English teachers can help their difficulties and challenges in learning they experience by using strategies that suit the student's abilities.
4. For the government, schools, foundations and teacher communities can hold workshops that focus on effective speaking techniques, such as pronunciation, intonation and clarity of communication, have a mentoring program to pair experienced teachers with new teachers for guidance in speaking practice, can design curricula to create teaching materials that are relevant to the local context and interesting for students and should be able to facilitate teachers to improve access to resources by establishing resource centers that provide training materials, videos, and literature on teaching speaking skills.

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