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## A Case Study on Teachers' Strategy in Speaking of Nursing Student

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### Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan pendekatan yang dilakukan oleh guru bahasa Inggris di Universitas Bina Sehat PPNI Mojokerto ketika mengajar mahasiswa keperawatan berbicara bahasa Inggris serta variabel-variabel yang mempengaruhi pendekatan tersebut. Metodologi penelitian kualitatif deskriptif digunakan dalam penelitian ini. Fokus penelitian pada pengajar Bahasa Inggris di Universitas Bina Sehat PPNI Mojokerto. Metode pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Observasi, wawancara, dan dokumen fokus pada metode yang digunakan guru bahasa Inggris untuk mengajar berbicara kepada mahasiswa keperawatan di Universitas Bina Sehat PPNI Mojokerto serta variabel-variabel yang mempengaruhi metode tersebut. Analisis data model interaktif digunakan untuk menganalisis data yang meliputi pengumpulan, reduksi, penyajian, dan penarikan kesimpulan. Hasilnya menunjukkan bahwa permainan peran, permainan Simon, pengeboran, aktivitas luar ruangan, teknik langsung, dan pemberian insentif adalah beberapa metode paling populer yang diterapkan guru bahasa Inggris di Universitas Bina Sehat PPNI Mojokerto untuk meningkatkan kemampuan berbicara siswanya. Karena setiap instruktur memiliki cara mengajar yang unik, taktik yang berbeda diterapkan secara berbeda dari satu guru ke guru lainnya. Penggunaan berbagai taktik yang dipilih oleh guru dipengaruhi oleh sejumlah keadaan yang berbeda. Unsur-unsur tersebut meliputi kurikulum, preferensi belajar siswa, infrastruktur kursus, dan kapasitas siswa dalam menyerap pelajaran.

Kata Kunci: *Studi Kasus, Strategi Perkuliahan, Berbicara, Mahasiswa Keperawatan*

## Abstract

The purpose of this study is to describe the approach taken by English teachers at Universitas Bina Sehat PPNI Mojokerto when instructing nursing students in speaking English as well as the variables that affect their approach. Descriptive qualitative research methodology is used in this study. The study's focus is on the English instructors at Universitas Bina Sehat PPNI Mojokerto. Data collection methods include observing, interviewing, and documenting. The observation, interview, and document focus on the methods English teachers use to teach speaking to nursing students at Universitas Bina Sehat PPNI Mojokerto as well as the variables that affect those methods. The interactive model of data analysis was used to analyze the data, which included gathering, reducing, presenting, and making conclusions. The results indicate that role playing, Simon games, drilling, outdoor activities, direct technique, and providing incentive are some of the most popular methods English teachers at Universitas Bina Sehat PPNI Mojokerto employ to enhance their students' speaking abilities. Because every instructor has a unique way of teaching, different tactics are applied differently from one teacher to the next. The teacher's use of various tactics that they have chosen is influenced by a number of different circumstances. These elements include the curriculum, the student's learning preferences, the course infrastructure, and the students' capacity to absorb lessons.

Keywords: *Case Study, Lecture's Strategy, Speaking, Nursing Student*

## INTRODUCTION

The ability to communicate effectively and readily in daily life makes speaking the most crucial skill. Speaking is regarded as the ability that needs to be mastered the best when learning a new language. When students converse, they interact and convey their thoughts, feelings, and ideas through language. In order to express meaning precisely and explicitly, they must choose the best words and use the right syntax. They also exchange information through conversation. To ensure that the listener understands what they intended, they must also structure the conversation (Rusdi, 2019).

However, learning to speak a foreign language or communicating in the target language is not always simple, particularly when students lack adequate knowledge or are unwilling, hesitant, or fearful of making mistakes (Husna, 2021). (Holandyah et al., 2022) added that in addition to having a limited understanding of the skills necessary for effective speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension, students also have other factors to consider, such as shyness when speaking, a lack of self-confidence, a lack of speaking practice, issues with time management, speaking material, and exposure issues.

The teaching-learning process is crucial in how teachers approach their lessons. To make learning activities more successful and efficient during the teaching-learning process, both the instructor and the learner should engage in certain tactics. In order to effectively present the subject in speaking class, the teachers must use the right techniques. To encourage students to talk more fluently, the teacher's tactics must be matched to their abilities and conditions. Therefore, the tactics give students the ability to communicate in the target language, deal with basic interpersonal skills like greeting and saying "thank you" and "excuse me," convey their requirements, and ask for information and services (Sari, Sofyan, & Nasution, 2021).

In order to improve teaching and learning, several different ways have been devised. Because speaking and writing have different objectives, various tactics would be used to develop each skill. Speaking is focused on creating spoken language, whereas writing is focused on the ability to produce written language. Additionally, in order to achieve the desired results, the teaching tactics for English skills should be tailored to each skill. In order to obtain the contents from the teacher, the students need to have a good method. The teacher's methods must be appropriate for the level and condition of the students. The speaking techniques aid the teacher in carrying out speaking instruction more effectively (Prima Sari & Br Sembiring, 2019).

Speaking techniques employed by teachers include giving few responses, identifying scripts, and utilizing language to discuss language, claims (Li, Hanafiah, Rezai, & Kumar, 2022). The teacher is attempting to assist the kids who do not speak the language by giving few solutions. The learners shouldn't be embarrassed if they can't comprehend their conversation partners' language. They must make an effort to explain conservation. Even though mistakes in speaking happen frequently, they help learners become better speakers.

These days, there are numerous English language schools located around the country. Because there are many facilities available, students can learn from them if they wish to improve their English speaking abilities (Islam & Musdalifah, 2022). A beginner's level of English is the starting point for general English classes. Each session includes distinct goals that advance overall learning and get students closer to reaching their language objectives. In order to obtain the materials from their teacher, the students require a suitable technique. The teacher's methods must be appropriate for the level of knowledge and condition of the students. Therefore, effective teaching methods actually aid students in conducting learning speaking more effectively. Given the aforementioned facts, it is crucial to undertake this investigation. This is due to the fact that a teacher is the primary source from which pupils

learn strategies for learning English. They play a crucial role in helping students improve their speaking abilities by offering appropriate ways to attain the greatest results.

## RESEARCH METHOD

The present study employed a descriptive qualitative research design. According to (Aspers & Corte, 2019) descriptive research entails the depiction and analysis of current events, conditions, or situations. Qualitative research is a research methodology that aligns with the post-positivist and naturalist paradigms. Qualitative research exhibits several distinctive characteristics. Firstly, it focuses on observing and analyzing processes and values. Secondly, the primary form of data collected in qualitative research is predominantly comprised of words. Thirdly, during the data collection phase, researchers actively engage and interact with the sources of data. Fourthly, the analysis of qualitative data is conducted through an inductive approach. Lastly, it is important to note that the findings derived from qualitative research are not intended to be generalized universally.

The objective of descriptive research is to offer a highly precise depiction of the current state of affairs, encompassing the prevailing practices, the learning processes employed by learners, the teaching methods employed by teachers, and the physical characteristics of the classroom, all within a certain time and location. Qualitative research is a research method that is grounded in the naturalist worldview and possesses distinct qualities. Firstly, it is important to acknowledge that realities are multifaceted and interconnected. Second and interaction are inherently interconnected and cannot be separated. Furthermore, it is important to note that hypotheses are constrained by both temporal and contextual factors. Furthermore, it is challenging to differentiate between the causes and effects. Furthermore, the investigation is centered on the concept of value-bond (Pratt, Sonenshein, & Feldman, 2022).

The study was undertaken by a researcher affiliated with Universitas Bina Sehat PPNI Mojokerto, namely in the 2nd semester of the 4th year of the nursing study program at the undergraduate level (S1). The data sources utilized in this study encompassed events, informants, and documents. The term "events" refers to the various actions that take place within the context of the teaching and learning process, and can be categorized as such. The research focused on the teaching and learning activities of English in the speaking class at Universitas Bina Sehat PPNI Mojokerto. An informant is defined as an individual who provides the researcher with data during the course of their investigation. This study utilizes teachers and students as informants to gather research data.

The study employed observation, interviews, and documentation as data collection methodologies. The researcher conducted an observation to investigate the strategies employed by teachers in a speaking class at Universitas Bina Sehat PPNI Mojokerto. This study primarily examined the instructional practices employed in the speaking class at Universitas Bina Sehat PPNI Mojokerto. The researcher conducted observations of the actions and events that occurred in a speaking class, focusing on the behaviors of both teachers and students. The study employed a structured interview approach, wherein a predetermined set of questions was administered to address the research objectives. The researcher conducted interviews with both teachers and pupils. The subject matter of the interview pertains to the instructional approaches employed by teachers in the context of speaking classes, as well as the various factors that exert an influence on students' proficiency in speaking. The primary source utilized in this study is a handbook specifically designed for teachers. Nevertheless, while not serving as the primary instrument, it functioned as a supplementary tool for assessing teachers' techniques in the context of a speaking class.

The present study employed a triangulation approach in data collection. In this study, the data sources were obtained from professors and students affiliated with Universitas Bina Sehat PPNI Mojokerto. During the process of data validation, the researcher conducted a comparative analysis of the data obtained from observations, interviews, and documents. The researcher conducted an analysis of the English teaching process in the classroom, and subsequently verified the findings by comparing them with relevant theoretical frameworks.

## RESULT AND DISCUSSION

### Strategies Employed by English Educators in the Instruction of Oral Communication Skills

The acquisition and proficiency of speaking abilities in English have paramount significance for anyone learning a second or foreign language. However, during the actual learning process, the majority of learners remained inactive while engaging in conversations or discussions during speaking lessons. The research conducted at Universitas Bina Sehat PPNI Mojokertoku involved observations and interviews with teachers. The findings indicated that the teachers employed various instructional strategies, including Role Play, Telling Story, Drilling, and Outdoor activities, with the aim of enhancing learners' confidence in English speaking.

### 1. Role-Play

Character play is an instructional strategy wherein participants assume certain roles and engage in a dialogue, with each individual embodying their assigned character. Role-play is an instructional technique employed within the educational context, wherein learners are encouraged to engage in simulated scenarios that mirror real-life situations (Lumettu & Runtuwene, 2018). It is worth noting that participants need not harbor any apprehension, as this pedagogical approach aims to replicate authentic experiences. Engaging with a personal situation might be beneficial for learners. This educational tool enables learners to exhibit spontaneity by channeling their creative energy. Conversely, role play can be regarded as a straightforward and concise method of organization.

### 2. Simon Game

The Simon game is a recreational activity designed for a minimum of three participants, mostly targeted towards children (Nasution, 2021). In this game, a designated participant assumes the identity of "Simon" and provides directives to the other participants. These directives, such as "leap into the air" or "protrude your tongue," are to be executed alone when preceded by the phrase "Simon says." Participants are excluded from the game when they either comply with instructions that lack the introductory phrase or fail to comply with an order that includes the phrase "Simon says." In the game, the crucial factor for success typically lies in the capacity to differentiate between authentic and counterfeit directions, rather than relying solely on physical prowess. In most instances, the execution of an action merely necessitates an attempt.

### 3. Drilling

The utilization of drilling techniques serves as a means to enhance learners' proficiency in vocabulary acquisition. This approach aligns with the primary objective of English language programs, which is to provide learners with ample opportunities to practice the language within their regular activities. In order to achieve the desired outcome, the educators employed a drilling method to enhance the learners' proficiency in spoken language.

### 4. Outdoor Activity

Outdoor activities refer to recreational or leisurely pursuits that take place in the open air, typically away from the confines of a residence or structure (Komariah, Erdiana, & Mutia, 2020). Outdoor activities refer to the extracurricular pursuits undertaken by learners outside the confines of the classroom, with the aim of alleviating monotony and fostering increased

desire for the acquisition of knowledge or skills. The use of this approach is not a regular occurrence in every English lesson, but rather serves as a pedagogical variety to prevent learners from becoming disengaged with the repetitive nature of English language instruction.

#### 5. Direct Teaching

Direct instruction is a pedagogical approach that focuses on enhancing learners' abilities, particularly their comprehension of the target language (Gamlo, 2019). The educators provided comprehensive explanations of the instructional material and actively facilitated the learning process by personally guiding the learners.

#### 6. Giving Motivation

Motivation is a psychological state that serves to stimulate individuals' behaviors and endeavors. When providing motivation to learners, it is crucial for teachers to possess the ability to cultivate learners' motivation through understanding their desired outcomes within the classroom setting (Nuriddinovna, 2021). Certain individuals may experience a significant level of concern regarding their academic performance, while others may possess a strong desire to delve deeper into their conceptualizations inside the classroom setting. Hence, motivation plays a crucial role in the pursuit of academic objectives for every learner.

Various factors influence the strategies employed by teachers in the instruction of speaking skills.

The term "curriculum" refers to the planned and organized set of courses, operations,

The curriculum holds significant importance for teachers as it serves as a guiding framework for establishing the primary objectives of a lesson. This inquiry pertains to strategies for facilitating English language practice among learners within the constraints of restricted time, specifically four hours of instruction or two weekly face-to-face sessions.

The topic of interest is the learning style of students.

Each learner possesses a unique learning style, which varies among learners. In order to effectively convey instructional information and ensure its acceptance by learners, it is imperative for teachers to possess an understanding of the learning styles of their students. This knowledge enables teachers to tailor their instructional methods appropriately, hence facilitating effective communication and comprehension of the subject (Nuriddinovna, 2021). Learners exhibit a diverse range of learning styles, with the potential for one individual to possess many styles simultaneously.

The course infrastructure refers to the underlying framework and resources that support the delivery and management of an academic course. It encompasses various components like

The presence of comprehensive infrastructure would significantly facilitate the effective implementation of teaching and learning activities. On the contrary, the incomplete infrastructure would impede teaching and learning activities. Schools are equipped with a variety of amenities, such as libraries, labs, projection screens, tables, chairs, blackboards, and other essential resources (Su & Fatmawati, 2019). As an illustration, certain educators consistently incorporated the usage of LCD projectors in instructional endeavors. In certain classes, the absence of an LCD projector hindered the smooth execution of the teacher's instructional plan.

The capacity of individuals to acquire knowledge and skills

There exists variation in the capacity of learners to acquire educational materials. Certain individuals acquire knowledge after a single explanation, once they have comprehended the subject matter (Tuspekova, Mustaffa, & Ismail, 2020). The concept of explaining a topic multiple times to aid learner comprehension has been observed. It has been noted that some learners get the material after a few repetitions, while others require numerous explanations without achieving understanding. Additionally, there are learners who exhibit comprehension only when they engage in direct practice. This phenomenon occurs due to the inherent variations in the talents possessed by individual learners. The selection of an appropriate instructional technique is a crucial task for educators.

Discussion

The present study examines the pedagogical approaches employed by English instructors in teaching oral communication skills at Universitas Bina Sehat PPNI Mojokerto.

The efficacy of a teacher's instruction in the domain of oral communication was predominantly influenced by the pedagogical approach employed by the teacher, sometimes referred to as the teacher's instructional strategy. It can be argued that the instructional tactics employed by the teacher in facilitating speaking skills were highly influential and beneficial for the learners. These strategies were deemed intriguing and worthy of implementation in order to enhance speaking proficiency. Learners were provided with many opportunities to engage in speaking activities and actively participate in oral communication exercises (Adityas, 2016). When instructing students in the development of their oral communication skills, educators commonly employ various pedagogical approaches such as discussions, role-plays and simulations, as well as including games into

the learning process. The potential for a positive and pleasurable experience exists for both educators and students alike.

The initial pedagogical approach employed by the instructor to facilitate the acquisition of speaking skills among pupils is known as role-play. Character-play is a pedagogical strategy when students assume certain roles and engage in a structured dialogue, with each participant embodying their assigned character (Citra, Pulungan, & Oktora, 2021). The utilization of role-play has the potential to facilitate learners in engaging with a personal situation. The opportunity for learners to engage in spontaneous expression and unleash their creative energy was facilitated. However, role play might be considered a straightforward and concise strategy for organization. Novice participants may experience apprehension while assuming their role for the first time, particularly when performing in the presence of others, notably the instructor. However, as they engage in successive role-plays, their competence and self-assurance are likely to improve.

The second game was the Simon game. The Simon game was a recreational activity designed for a target audience of youngsters, involving participation from a minimum of three players. In this activity, a designated participant assumes the character of "Simon" and proceeds to provide directives, such as "leap into the air" or "protrude your tongue," to the remaining participants. It is crucial for the other players to comply with these directions just when they are preceded by the phrase "Simon says." Participants were excluded from the game based on two conditions: either they executed instructions that lacked the introductory phrase, or they neglected to comply with instructions that contained the specific phrase "Simon says". In the game, the crucial factor for success typically lay in the capacity to differentiate between authentic and counterfeit commands, rather than relying solely on physical prowess (Nasution, 2021). In most instances, the execution of the action merely required an attempt to be made.

The third approach employed was the technique of Drilling. The drilling technique is an instructional approach that focuses on language acquisition through the use of dialogues. This method places emphasis on the development of learners' habits through repetitive practice, memorization of grammatical structures, and transformation of tenses. It utilizes the target language and the associated cultural context to facilitate effective language learning. Conversely, the instructional technique of drill entails compelling students to employ the target language. Based on the data acquired by researchers, it was deduced that effective English language instruction necessitates the teacher's deliberate emphasis and focused attention on learners. This is due to the fact that learners' language

learning expectations revolve around their ability to apply the language in their everyday activities. In order to optimize language acquisition, it is imperative for educators to actively encourage learners to utilize English frequently, particularly during the course of their learning journey (Holandyah et al., 2022).

The fourth strategy pertains to engaging in outdoor activities. Outdoor activities encompass a range of recreational pursuits that individuals engage in to alleviate feelings of ennui. Outdoor activities are often considered more engaging and captivating compared to indoor activities due to the fact that they take place in an open-air environment. Engaging in outdoor activities might enhance learners' motivation to acquire knowledge or skills. In an outside setting, individuals have the opportunity to engage in a variety of activities, including but not limited to jogging, jumping, observing, and various other pursuits. When learners engage in real-world contexts, they are more likely to comprehend information and materials effortlessly due to their ability to use knowledge gained from both academic studies and outdoor activities (Li et al., 2022).

Moreover, the researcher posits that engaging in outdoor activities might be beneficial for learners, particularly those who possess kinesthetic learning preferences. By being exposed to a distinct environment outside the confines of the classroom, learners may experience a greater sense of freedom to express themselves. Nevertheless, it is imperative for the teacher to exercise authority over all pupils in order to ensure that outside activities provide favorable outcomes and do not disrupt other concurrent classroom sessions (Pratt et al., 2022).

The fifth strategy is the Direct Teaching Strategy. The occurrence observed at Universitas Bina Sehat PPNI Mojokerto suggests that the implementation of the Direct Strategy in educational instruction has the potential to enhance students' speaking proficiency. The observed enhancements indicate that learners exhibit motivation as a result of engaging in activities that foster confidence in their speaking abilities. The learner demonstrated proficient memorization of the target structure. Moreover, in regard to oral proficiency, their speaking abilities exhibited improvement throughout the instructional and educational experience. Consequently, their comprehension improved through the acquisition of vocabulary, enabling them to effectively retain and recall the learned words.

The study discovered data pertaining to the occurrences at Universitas Bina Sehat PPNI Mojokerto, which indicated that the teacher provided several instances of positive, negative, and interrogative words. Subsequently, the instructor imparts a formula or pattern for constructing each sentence or transforming affirmative sentences into negative and

interrogative sentences. Given the nature of this particular student, incorporating a sentence will likely prove to be a straightforward task, devoid of any confusion regarding the appropriate content to be expressed. In the past, the instructor also implemented a strategy to ensure that pupils acquired a comprehensive understanding of the subject matter by introducing new language through the use of a sticky LCD projector, accompanied by its corresponding definitions (Komariah et al., 2020).

The instructor consistently provides incentive to students during each instructional session, as the teacher's motivation is essential for enhancing the learners' enthusiasm for studying. The motivation to study may be diminished among certain individuals, particularly those who encounter personal challenges outside of the educational setting. These challenges may include interpersonal conflicts, difficulties in maintaining friendships, or struggles with comprehending academic content. Consequently, these external factors can significantly impact the overall excitement for learning among these individuals.

In addition, in order to enhance learners' motivation in speaking, it is imperative for the instructor to serve as a model or exemplar within the classroom setting throughout the instructional and learning phases. In the context of education, instructors frequently employ the English language to the greatest extent feasible. While it is true that only a limited number of students comprehend the teacher's explanation, it is worth noting that learners tend to develop a greater familiarity with the vocabulary frequently employed by an English-speaking teacher. Consequently, this gradual exposure to commonly used terms facilitates the learners' gradual acclimation to the language.

This study examines the factors that influence the strategies employed by teachers at Universitas Bina Sehat PPNI Mojokerto.

The selection of a teaching approach for developing speaking abilities necessitates careful consideration, as not all learning strategies are equally appropriate for instructing oral communication. Furthermore, the implementation of a strategy within a classroom setting can provide varying outcomes. The English teacher at Universitas Bina Sehat PPNI Mojokerto takes into account various elements when selecting a strategy for teaching speaking. These factors include the university curriculum, the learning styles of the learners, the course infrastructure, and the abilities of the learners.

One significant issue to consider is the school curriculum, which holds considerable importance for teachers as it serves as a guiding framework for planning teaching and learning activities during each instructional session. Hence, it is imperative for the instructor to possess comprehensive knowledge of the content that students are expected to acquire

within a specified timeframe as outlined in the curriculum. The Merdeka Belajar curriculum emphasizes the development of English language proficiency among students, with the aim of enabling effective communication in many life contexts. One of the issues faced by English teachers at Universitas Bina Sehat PPNI Mojokerto is facilitating learners' acquisition of English speaking skills. The predominant language used by the majority of learners is Indonesian or Javanese, which is consistently employed in their daily conversation.

The second determinant pertains to the learning style of the learners. Every student possesses a distinct learning style, necessitating the implementation of diverse teaching strategies to accommodate the varying ways in which individuals assimilate information. Hence, it is imperative for the educator to possess a comprehensive understanding of the learning styles of their students to ensure accurate delivery of instructional content. In instances where a classroom consists predominantly of learners with a kinesthetic learning style, it may not be feasible for the teacher to incorporate outdoor activity-based learning. This is due to the inherent nature of kinesthetic learners, who tend to be highly active and challenging to manage within a controlled environment. Furthermore, the presence of these learners engaging in outdoor activities may disrupt other classes taking place within the same indoor setting (Su & Fatmawati, 2019).

Learners with kinesthetic learning preferences tend to exhibit greater manageability in the classroom setting, despite the presence of other active learners. Educators often instill confidence in students who possess kinesthetic learning preferences, so fostering a sense of self-regulation and accountability. In a classroom setting, it is generally ideal to have a limited number of active participants. However, students with a kinesthetic learning style may inadvertently impact and hinder the learning focus of their peers. Therefore, it necessitates particular emphasis in the realm of education. Individuals with a visual learning preference, characterized by a propensity for calmness, prolonged concentration, and receptiveness to teacher explanations, may find studying outside the traditional classroom setting to be more conducive to their learning needs. This alternative approach helps to mitigate the potential drawbacks of monotony, drowsiness, boredom, and tension that can arise during in-class learning experiences. Despite the fact that learners with a visual learning style may exhibit a tendency towards silence in the classroom, it is important to acknowledge that these learners often experience a heightened sense of tension. Hence, on certain occasions, it is necessary to create a more enjoyable ambiance and derive pleasure from it. Outdoor activities necessitate a substantial amount of time for learners to develop

their skills, both within the confines of the classroom and during the actual outdoor experience (Tuspekova et al., 2020).

The teacher takes into account the course infrastructure as the third aspect. The presence or absence of comprehensive infrastructure in schools is an indisputable determinant of the success or failure of teaching and learning activities. The provision of comprehensive infrastructure by educational institutions positively correlates with the optimization of teaching and learning activities. Infrastructure facilities that facilitate the execution of educational activities encompass language laboratories, laboratories, libraries, LCD projectors, well-appointed classrooms, and comprehensive classroom amenities (Adityas, 2016).

## CONCLUSION

The final criterion that the teacher takes into account while establishing learning tactics is the learners' aptitude. It is imperative for educators to acknowledge that students possess varying capacities in comprehending instructional content. The instructor must refrain from making assumptions regarding the uniformity of pupils' abilities. Certain individuals possess the ability to comprehend information with a single explanation, while others require two or three explanations to achieve understanding. Conversely, there are those who, despite numerous explanations, struggle to retain or grasp the information. The teacher should possess the capacity to adapt their instructional approach according to the varying capacities of the learners.

At Universitas Bina Sehat PPNI Mojokerto, it is a requirement for each class level to consist of both upper and lower classes. The approach of instructing students in upper and lower courses varies in terms of methods employed, despite the overarching similarity in strategy, due to the varying capacities of learners to comprehend subjects at multiple levels. In the context of higher socioeconomic status, it is observed that educators provide a single instance of an example, which is promptly comprehended by the students. However, there exists a distinction between the lower class, who must frequently establish and illustrate concepts through the utilization of straightforward, common language that is readily comprehensible.

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