

## ABSTRACT

**Fadilah, Salwa Bina (2025): Promoting the Use of the AREL Technique in Expressing Opinions to Enhance Students' Speaking Skills (A Study in A Bilingual Junior High School Class in Purwakarta).** A Paper of the English Education Department, The Faculty of Tarbiyah and Teaching Training State Islamic University of Sunan Gunung Djati Bandung.

The ability to speak English is a complex and important skill for students in the global era. However, many students still face obstacles such as limited vocabulary, anxiety, and difficulty organizing ideas when asked to express their opinions. To address this challenge, this study explores the implementation of the modified AREL (Assertion, Reasoning, Evidence, Link-back) technique to enhance the speaking skills of junior high school students in bilingual classrooms. The primary objective of the study is to uncover how teacher implement the AREL technique in speaking instruction and how students respond to its implementation when expressing their opinions.

This study employs a qualitative design with a descriptive approach. Data were collected through observation, interviews, and questionnaires, which were then analyzed to explore the learning process and students' perceptions of AREL. This approach was chosen because it allows researchers to gain a deep understanding of students' learning experiences and teachers' teaching practices in the context of a bilingual classroom. Additionally, the participants in this study comprise a teacher and 33 students from the 8C bilingual class.

The results of the study indicate that the implementation of AREL is systematic. Teacher provide modeling, scaffolding, and rubric-based speaking evaluations with assessment aspects (fluency, coherence, and pronunciation). While the 33 students demonstrated positive responses in three dimensions, as indicated by questionnaire results: cognitive (45.5% of students believe that AREL can help structure arguments more effectively and foster critical thinking), affective (66.7% of students believe that AREL can enhance self-confidence and motivation), and conative (66.7% of students believe that AREL increases active participation in discussions). English was used consistently by the teacher, with occasional strategic code-switching to support student engagement and understanding in the learning process. Practically, English teachers can utilize AREL as an alternative technique to build students' English speaking competence. Further research is recommended to expand the context to different levels, use more balanced evaluation instruments, and conduct longitudinal studies to assess the sustainability of AREL's impact on other language skills, such as writing and listening.

**Keywords:** *AREL Technique, Expressing Opinions, Speaking Skills, and Bilingual Classroom.*