

An Analysis Of Teachers' Strategies In Teaching Speaking Skills To High School Students

Lisa Kira Putri ¹, Nuzulul Isna ¹, Puan Tursina ¹

¹ STKIP Muhammadiyah Aceh Barat Daya

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ABSTRACT

This study aims to identify strategies employed by English teachers to enhance high school students' speaking skills and to explore the challenges encountered in speaking instruction. A descriptive qualitative design was applied, with data collected through semi-structured interviews involving nine teachers from three sub-districts in Southwest Aceh. Data analysis followed Miles and Huberman's interactive model, consisting of data reduction, data display, and conclusion drawing with verification. The findings reveal that the strategies used include direct practice, role play, grammar translation, group discussion, interviews, cooperative learning, listen-and-repeat, video dialogue, and filler activities such as singing, games, icebreakers, and warm-ups. The most frequently implemented strategy was direct practice, proven effective in improving students' fluency, accuracy, and confidence. However, teachers faced challenges such as limited study time at home, low motivation, lack of vocabulary, inattentiveness, and low self-confidence. The study recommends integrating interactive strategies with educational technology and fostering a supportive learning environment to encourage students to speak confidently and stay motivated.

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Corresponding Author:

Lisa Kira Putri | STKIP Muhammadiyah Aceh Barat Daya

Email: lisakiraputri@gmail.com

1. Introduction

Speaking is one of the most crucial language acquisition skills, especially for high school students. It plays a vital role not only in academic achievement but also in students' social and professional development. Proficient speakers are better equipped to participate in discussions, express their thoughts confidently, and convey ideas clearly. However, teaching speaking skills presents several challenges, including students' limited vocabulary, lack of confidence, and insufficient practice opportunities (Richards, 2018). These challenges highlight the need for effective instructional strategies that can help

students become more confident and proficient speakers. Teachers play an important role in selecting and implementing such strategies to improve students' speaking abilities.

Several previous studies have demonstrated that the integration of educational technology can significantly enhance students' speaking skills. Muniandy and Veloo (2011), for example, found that video dialogues improved learners' fluency and understanding of conversational context. Similarly, Yükselir (2014) reported that video-based materials provided authentic language models, enhancing students' speaking accuracy and fluency in EFL contexts.

In urban areas such as Banda Aceh, English is becoming increasingly common among young people, especially in schools where English is used as a medium of communication. In contrast, many high school students in rural regions like Southwest Aceh still struggle with basic English proficiency. These students often lack the confidence to speak in front of others and receive limited exposure to English outside of the classroom. As a result, they find it difficult to participate in classroom speaking activities. This contrast in language exposure and speaking ability raises questions about the strategies used by teachers in less-privileged areas. In response to this issue, the present study was designed to investigate the instructional strategies employed by English teachers in Southwest Aceh and to explore the specific challenges they face in teaching speaking skills. The following research questions guided the study: (1) What strategies do English teachers use to improve high school students' English-speaking skills? And (2) What challenges do high school teachers face in teaching English-speaking skills in schools?

Creating a supportive classroom environment is essential to encourage students to express themselves freely and reduce fear of judgment. Teachers use a range of techniques to address speaking-related issues. One widely used approach is Communicative Language Teaching (CLT), which emphasizes real-life interaction and communication (Brown, 2020). CLT activities such as role-plays, problem-solving tasks, and open discussions aim to help students use language meaningfully. Research suggests that CLT improves learners' confidence and motivation, as it involves authentic conversations rather than memorized dialogues (Goh & Burns, 2019).

In addition, integrating digital tools into speaking instruction has also proven effective. Technologies such as podcasts, video recordings, speech recognition software, and language learning apps allow students to practice at their own pace and receive instant feedback on pronunciation, fluency, and grammar (Goh & Burns, 2019). Platforms like YouTube, TED Talks, and online forums further enrich learning by exposing students to diverse accents and authentic communication contexts (Harmer, 2018).

Other approaches such as storytelling and cooperative learning have also been found beneficial. Storytelling helps students organize thoughts and practice expressive language, while group or pair-based speaking tasks foster a safe and collaborative learning environment. These methods have been shown to improve fluency, pronunciation, and student confidence more effectively than teacher-centered instruction (Richards, 2018).

Teachers often face interconnected challenges when developing students' speaking skills that span behavioral, motivational, and cognitive areas. Behaviorally, many students hesitate to actively participate in speaking activities, showing reluctance to initiate dialogue or maintain consistent use of English, which limits their practice and progress (Skinner, 1953; Bandura, 1977). This reluctance is often linked to motivational issues such as low interest, boredom, or fear of making mistakes, which reduce students' willingness to engage and take communicative risks (Deci & Ryan, 1985; Krashen, 1982). Cognitively, students face difficulties such as limited vocabulary, challenges in organizing their ideas clearly, and trouble adjusting their language to fit different contexts, all of which negatively affect their confidence and fluency (Richards, 2018; Anderson, 2010). These issues are further intensified by external factors like insufficient study time at home and frequent distractions during class, making it harder for teachers to meet the diverse needs of every learner effectively (Iksan & Dirham, 2018; Brown, 2001).

Despite understanding these factors, teachers frequently encounter difficulties in applying strategies to overcome them. Large class sizes and constrained instructional time limit opportunities for individualized speaking practice, while diverse competence levels mean that a one-size-fits-all approach often falls short (Ellis, 2019). Students' fear of making mistakes and low motivation create additional barriers that affect classroom dynamics and participation (Larsen-Freeman & Anderson, 2019). As a result, teachers must constantly adapt their methods, employing a mix of engaging activities, positive reinforcement, and supportive classroom environments to encourage risk-taking and sustained oral practice (Dörnyei, 2001; Harmer, 2015). Integrating technology, promoting peer collaboration, and providing targeted feedback are essential strategies to help teachers meet these challenges and foster improved speaking skills in their students (Goh & Burns, 2019; Sherman, 2003).

While numerous studies have explored effective strategies for enhancing speaking skills in EFL settings particularly through the use of technology and CLT in urban or well-supported schools, there is a lack of research focusing on rural and under-resourced regions. Most previous studies are concentrated in areas where students have access to digital tools and regular English exposure. However, in areas like Southwest Aceh, where students often lack both confidence and opportunities to speak English, such conditions do not apply. High school students in Southwest Aceh generally struggle with basic English skills and are reluctant to speak due to low self-confidence and minimal exposure to the language. Teachers in these areas must therefore employ context-appropriate strategies that differ from those used in more urban or privileged environments. Despite the central role of teachers in improving speaking instruction, little is known about what specific methods they apply in rural Acehnese classrooms or how they overcome instructional challenges unique to their context.

This study aims to fill the gap by exploring the speaking strategies used by English teachers in three districts of Southwest Aceh: Blangpidie, Susoh, and Jeumpa. It also looks at the challenges these teachers face in helping students improve their speaking skills. By focusing on this less-studied area, the study provides useful insights into how English is

taught in places with limited resources and low English exposure, which can help improve teacher training and curriculum planning in similar settings.

2. Research Methodology

Research Design

This study uses a descriptive qualitative research design to explore the strategies English teachers use to enhance high school students' speaking skills and to identify the challenges they face in implementing speaking instruction. This approach was selected because it enables the researcher to gain in-depth and detailed insights into teachers' experiences, classroom practices, and perceptions within their natural teaching environments (Creswell, 2014).

Research Setting and Participant

The study was carried out in three senior high schools situated in the sub-districts of Blangpidie, Susoh, and Jeumpa, Southwest Aceh, Indonesia. These sites were chosen based on their accessibility and proximity to the regency's administrative center. Data were gathered through interviews with a total of nine English teachers, comprising three participants from each sub-district. Specifically, three teachers were recruited from SMAN 1 Aceh Barat Daya, three from SMAN 6 Aceh Barat Daya, and three from SMKN 1 Aceh Barat Daya. Participants were selected using purposive sampling to ensure they met specific inclusion criteria: (1) currently teaching English at the high school level, (2) actively incorporating speaking instruction into their English curriculum, (3) possessing at least four years of experience in teaching English, and (4) willing to participate in both interviews and classroom observations.

Data Collection

Data for this study were collected through semi-structured interviews and non-participant classroom observations to ensure triangulation and gain a comprehensive understanding of the instructional strategies used by the teachers. The interviews were conducted in English with a total of nine teachers, consisting of one male and eight females. The interviews took place in three locations: Blangpidie on May 9, Jeumpa on May 14, and Susoh on May 17, 2025. Each interview session lasted approximately 15 to 20 minutes. An interview guide containing four open-ended questions, adapted from Anggraeni et al. (2020), was used to explore teaching strategies, classroom implementation, and the challenges encountered in teaching speaking. All interviews were audio-recorded with the participants' informed consent and transcribed verbatim for analysis.

Data Analysis

The data were analyzed using Miles and Huberman's (1994) interactive model, which involves three concurrent and cyclical processes. The first process is data reduction, which involves selecting, focusing, simplifying, and organizing the raw data obtained from interviews and classroom observations to highlight the most relevant information. The second process is data display, where the reduced data are presented through narrative

descriptions, tables, and matrices to help identify patterns and relationships. The third process is conclusion drawing and verification, which involves interpreting the displayed data to derive themes and meanings, followed by verifying the findings for accuracy and consistency.

The analysis was conducted manually. Emerging themes were classified in alignment with the study’s objectives: (1) strategies employed by teachers to teach speaking, (2) the effectiveness of these strategies in enhancing students’ speaking skills, and (3) challenges faced in implementing speaking instruction.

3. Results and Discussion

RQ.1 Teaching Strategies for Enhancing Speaking Skills

Table 1. A Summary of Teaching Strategies

Teaching Strategies	Number of Teachers (9)
Practice	5
Role Play	3
Grammar Translation	1
Discussion & Interviews	2
Cooperative Learning	1
Listen and Repeat	1
Video Dialogue	2
Singing, Games, Ice Breaking, Warm-ups	3

Based on the table above, it can be summarized that the nine teachers used a variety of strategies to teach speaking. The first strategy is practice, where teachers give students exercises to reinforce the material they have learned. The second strategy is role-play, allowing students to act out different characters. The third strategy is grammar translation, where students translate texts between their native language and the target language while memorizing grammar rules and vocabulary. The fourth strategy is discussion, which encourages students to share their opinions with peers and practice speaking. The fifth strategy is interviews, where students take turns asking and answering questions, directly training their speaking skills. The sixth strategy is cooperative learning, which promotes not only subject matter understanding but also teamwork, communication, and social skills development. The seventh strategy is listen-and-repeat, where students listen to audio recordings or the teacher’s voice and then repeat what they hear. The eighth strategy involves video dialogues, where students watch short videos showing conversations. The ninth strategy includes filler activities such as singing, games, icebreakers, and warm-ups to keep students engaged when they become bored. These strategies were used by the nine teachers across three districts in Southwest Aceh.

Practical Method in Teaching Speaking

The practical method was one of the most commonly used approaches among the teachers, with five out of nine participants reporting its use. For example, Teacher 6 said, “I also use the practical method to practice vocabulary” (personal communication, May 9, 2025), and

Teacher 9 noted, “There are some words or sounds in English that are difficult for them, so they need to practice pronunciation often” (personal communication, May 14, 2025).

This method focuses on applying language skills through real-life or simulated communicative activities such as vocabulary use in dialogues and pronunciation drills (Richards & Rodgers, 2014). Emphasizing meaningful vocabulary use supports retention (Nation, 2013), while frequent pronunciation practice improves clarity and confidence (Celce-Murcia et al., 2010). The practical method aligns with Communicative Language Teaching principles, promoting authentic communication and task-based learning to enhance fluency and accuracy (Littlewood, 2011). Its emphasis on repeated, focused practice reflects deliberate practice theory, which aids skill mastery (Ericsson, 2008). Consistent with Nunan (2015), this approach helps bridge the gap between knowledge and communicative competence, giving students hands-on opportunities to improve their speaking skills with greater fluency, accuracy, and confidence.

Role Play in Teaching Speaking

Role-play involves students acting out real-life scenarios to practice language use in a safe, interactive setting (Ladousse, 1987). This technique helps learners improve vocabulary, grammar, and pronunciation through meaningful communication (Richards & Rodgers, 2014). Three out of nine teachers reported using role play. For example, Teacher 9 said, “Sometimes I use games or role-playing to make it more fun, like pretending to be a buyer and a seller or a tourist and a tour guide” (personal communication, May 14, 2025).

Such scenarios encourage practical language use and fluency while making learning enjoyable. Research shows role play enhances speaking skills, reduces anxiety, and boosts motivation (Livingstone, 1983; Huang, 2008). This approach aligns with Communicative Language Teaching principles that emphasize authentic interaction and learner engagement (Littlewood, 2011).

Grammar translation in Teaching Speaking

The Grammar Translation Method (GTM) is a traditional approach that focuses on reading texts, explicit grammar teaching, vocabulary memorization, and translation between the target and native languages (Richards & Rodgers, 2014). Although GTM mainly develops reading and writing, it can support speaking by building strong vocabulary and grammar skills (Larsen-Freeman & Anderson, 2011). Teacher 6 explained, “I give them a reading text first... then they look for the most difficult vocabulary” (personal communication, May 9, 2025). This reflects GTM’s focus on vocabulary through reading, which helps students learn new words in context.

Vocabulary gained from GTM-based reading can improve speaking fluency, as lexical knowledge is essential for oral communication (Nation, 2013). Text types like recounts and narratives also provide useful structures for spoken language. Studies show that GTM vocabulary instruction can enhance both comprehension and speaking (Mart, 2013; Al-Muslim, 2015). Thus, while not focused on speaking, GTM can indirectly aid oral skills by strengthening language foundations.

Group discussion in Teaching Speaking

Group discussion is a collaborative activity where learners exchange ideas and express opinions on a topic (Brown, 2007). In EFL classrooms, it provides a supportive space for practicing speaking, improving fluency, accuracy, and confidence (Harmer, 2015). This method fits with Communicative Language Teaching, which values authentic interaction (Littlewood, 2011).

In this study, two out of nine teachers used group discussions. Teacher 9 said, “I often use group discussion activities, role plays, or small presentations” (personal communication, May 14, 2025). Group discussions help students share ideas, respond to others, and develop oral skills (Richards, 2006).

Research shows that small group discussions increase participation and lower anxiety, giving students more speaking opportunities (Jacobs & McCafferty, 2006). Discussions also promote fluency and accuracy by encouraging active vocabulary and sentence use (Nation & Newton, 2009). Teacher 9’s use of this method reflects its value in enhancing speaking competence.

Cooperative learning in Teaching Speaking

Cooperative learning involves students working in small groups to achieve shared goals, supporting both academic skills and teamwork (Johnson & Johnson, 1999; Slavin, 2014). In EFL classrooms, it encourages authentic interaction, peer feedback, and problem-solving, which enhance speaking skills (Kagan, 1995).

In this study, Teacher 5 used cooperative learning, saying, “Cooperative learning is easier for them because smart students can help children who are less proficient in English” (May 14, 2025). This reflects peer-assisted learning, where stronger students support others, helping them improve through collaboration (Vygotsky, 1978).

Research shows that cooperative activities like think-pair-share promote meaningful communication and equal participation (Jacobs & McCafferty, 2006). This approach increases both the amount and quality of speaking practice, reduces anxiety, and boosts confidence (Nation & Newton, 2009). Teacher 5’s use of cooperative learning aligns well with these benefits.

Listen and repeat in Teaching Speaking

The listen and repeat technique involves students hearing a correct pronunciation model usually from the teacher or audio and repeating it aloud (Celce-Murcia et al., 2010). It’s commonly used in EFL classrooms to improve pronunciation, build confidence, and reinforce correct articulation through repetition (Harmer, 2015).

In this study, Teacher 4 stated, “I always ask the student to have good pronunciation... I give an example, and they have a repeated word” (personal communication, May 14, 2025). This shows a clear use of the method, focusing on phonological accuracy.

Research highlights that accurate pronunciation supports intelligibility and fluency (Nation & Newton, 2009) and that repeated imitation forms correct speech habits over time

(Gilbert, 2012). Teacher 4's use of this technique helps learners improve their speaking by building a strong foundation in pronunciation (Derwing & Munro, 2015).

Video dialogue in Teaching Speaking

Video dialogue involves using prerecorded conversations to model authentic language use, including pronunciation, vocabulary, and body language (Harmer, 2015; Mayer, 2009). In EFL classrooms, it helps students connect spoken English with real-life communication and supports follow-up speaking activities like role plays (Sherman, 2003).

In this study, Teacher 1 said, "First, I usually use video dialogue for students in class" (personal communication, May 17, 2025). This method provides visual and auditory input, improving listening and speaking skills.

Research shows that video dialogues boost fluency, expose learners to natural speech patterns, and increase motivation (Richards, 2006; Nation & Newton, 2009; Canning-Wilson, 2000). Teacher 1's approach reflects these benefits by offering students engaging, realistic language practice.

Motivation in Speaking Instruction (singing, games, icebreakers, and warm-ups)

In language teaching, *fillers* are short, engaging activities such as singing, games, icebreakers, and warm-ups that help re-energize students and reduce boredom (Ur, 2012). Although not the primary focus of a lesson, these activities lower anxiety and encourage spontaneous language use in a relaxed setting (Krashen, 1982; Harmer, 2015). In this study, Teacher 3 shared, "*I usually provide fillers for students when they are bored, including singing, games, icebreakers, and warm-ups*" (May 15, 2025). This statement reflects the teacher's effort to maintain student engagement while providing opportunities for informal oral practice. Research supports the use of such activities in language learning, noting their role in increasing motivation and creating meaningful contexts for communication (Wright et al., 2006; Dörnyei, 2001). Teacher 3's approach shows how incorporating low-stress, interactive activities can indirectly support speaking development, especially for learners who may feel anxious in formal speaking tasks.

In addition to using fillers, further strategies are recommended to enhance students' speaking proficiency. Teachers should encourage more spontaneous speaking opportunities in the classroom, such as short storytelling, impromptu responses, or mini debates, which allow students to practice speaking fluently in real-time communication. Providing regular and focused feedback on pronunciation, intonation, and vocabulary use during speaking activities is also essential, as it helps learners refine their accuracy and clarity. Integrating speaking with other language skills like reading or listening through follow-up discussions or presentations can create more meaningful and context-rich learning experiences. Moreover, incorporating technology-based tools, including voice recording apps, pronunciation software, and online speaking platforms, allows students to practice autonomously beyond the classroom environment. Offering authentic interaction opportunities, such as virtual exchanges with other schools, guest speaker sessions, or collaborative international projects, can also increase motivation and expose learners to

real-world communication. Lastly, it is important to support shy or less confident students by using pair or small group work before moving to whole-class speaking, and by including fun, low-pressure speaking tasks that gradually build confidence. Through these combined approaches, teachers can foster a more dynamic, inclusive, and effective speaking environment that promotes fluency, accuracy, and learner engagement.

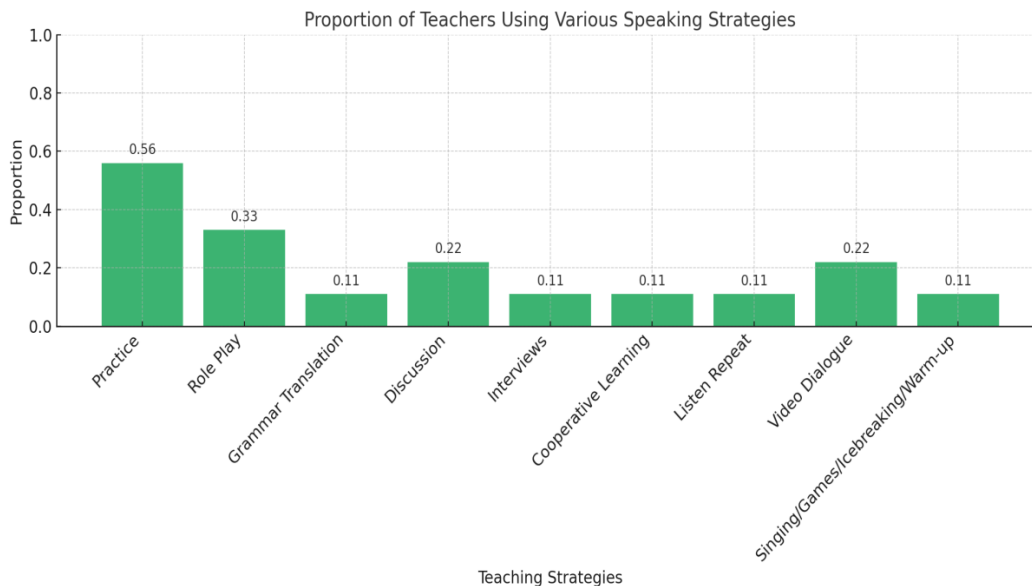


Figure 1. Chart of speaking strategies

The following chart shows the proportion of teachers who use various speaking teaching strategies. The most dominant strategy is practice (56%), followed by role-play (33%) and video dialogue (22%). Other strategies, such as grammar translation, discussion, interviews, cooperative learning, listen-and-repeat, and emotional activities like singing, games, icebreakers, and warm-ups, were used by 11% of teachers.

RQ2. Challenges in Teaching Speaking Skills

Interview findings with English teachers from the three sub-districts of Blangpidie, Susoh, and Jeumpa in Southwest Aceh revealed several ongoing challenges in teaching speaking skills. Teachers noted that students often struggle with behavioral, motivational, and cognitive obstacles, all of which limit their opportunities to practice and improve their speaking abilities (See Table 2)

Table 2. A Summary of Challenges in Teaching Speaking Skills

Dimension	Description	Examples
Behavioral, Skinner (1953), Bandura (1977)	Observable actions and participation during speaking activities, including verbal and non-verbal behaviors.	Distractions during lessons
Motivational, (Dörnyei (2001), Deci & Ryan	Internal and external factors that affect	Low student motivation, and Low self-confidence

(1985)	willingness, effort, and persistence in speaking tasks.	
Cognitive , Anderson (2010), O'Malley & Chamot (1990)	Mental processes required for planning, organizing, and producing spoken language	Limited study time at home, and vocabulary gaps

Behavioral challenges

In the development of speaking skills, the behavioral dimension refers to students' observable actions during oral activities. This includes verbal behaviors such as starting conversations, answering questions, and using English regularly, as well as non-verbal actions like eye contact, gestures, and listening carefully. These behaviors show how engaged students are and help teachers assess their participation in class (Skinner, 1953). Active participation helps students become more fluent, accurate, and confident in speaking. Students who speak often usually improve faster, while those who stay quiet or use their first language too much may improve more slowly. According to Skinner's behaviorist theory (1953) and Bandura's social learning theory (1977), these positive speaking behaviors can be improved through rewards, regular practice, and creating a safe classroom where students feel comfortable speaking.

Based on interviews with several teachers, some students get distracted easily during class activities, which makes it harder for them to stay engaged in speaking tasks. Teachers shared that they often need to try different ways to get and keep students' attention, such as using fun activities, moving around the classroom, or calling on students directly. Helping students focus and participate actively is important because it supports their speaking development and overall language learning.

Motivation challenges

In the development of speaking skills, the motivational dimension refers to the internal and external factors that influence learners' willingness, effort, and persistence in participating in oral communication activities (Dörnyei, 2001). Motivation plays an important role in how actively students take part in speaking tasks, how they deal with challenges, and how ready they are to use English in real-life situations. Motivation can be classified as intrinsic or extrinsic. Intrinsic motivation comes from within the student, such as a personal interest in speaking, curiosity, or the enjoyment of learning. Extrinsic motivation is influenced by outside factors, including grades, praise from teachers, or the desire to succeed in future careers (Deci & Ryan, 1985). Students with strong motivation, especially intrinsic motivation, often participate more, practice regularly, and become more confident in speaking.

However, according to several teachers interviewed, some students have low motivation and low self-confidence, which makes it difficult for them to participate in speaking

activities. These students may feel nervous, afraid of making mistakes, or unsure of their English ability. As a result, they may avoid speaking in class, speak very little, or rely mostly on their first language. This can slow down their progress in developing speaking skills. To support these students, teachers suggested using interesting and meaningful speaking tasks, giving positive feedback, and creating a classroom environment where students feel safe and encouraged to speak without fear of being judged.

Cognitive challenges

In developing speaking skills, the cognitive aspect involves the mental processes needed to plan, understand, and produce spoken language. This includes recalling vocabulary and grammar, organizing ideas clearly, and adjusting speech depending on the situation (Anderson, 2010). To communicate effectively, learners must also use strategies such as paraphrasing, monitoring their own speech, and making corrections when necessary to maintain fluency and clarity (O'Malley & Chamot, 1990). However, the study found that many students face cognitive challenges that affect their speaking development.

One major issue is the lack of study time at home. Several teachers reported that students often have family responsibilities or limited access to learning materials, making it difficult for them to review lessons or practice speaking outside of class (Teacher 1, May 17, 2025; Iksan & Dirham, 2018). Without regular exposure and practice, students struggle to build the mental habits needed for fluent speech. In addition, some students feel unmotivated or bored when learning English, which lowers their interest in engaging with the language and slows down their progress (Teacher 2, May 15, 2025; Deci & Ryan, 1985).

Vocabulary knowledge is another cognitive factor that strongly affects speaking ability. Teachers observed that students often lack the words they need to express themselves and hesitate to speak because they are unsure of what to say (Teachers 3 and 7, May 2025). Some students also do not take the initiative to learn new vocabulary on their own, which limits their ability to speak clearly and confidently.

According to Richards (2018), vocabulary is essential for effective oral communication because it supports both fluency and accuracy. Without enough words, students may pause frequently, repeat themselves, or avoid participating altogether. Attention and focus also play a key role in the cognitive process of speaking. Some students are easily distracted during speaking tasks, which reduces the quality of their engagement and the amount of practice they get (Teacher 6, May 9, 2025; Brown, 2001). Limited attention in class leads to missed learning opportunities, and students may fall behind their peers who are more focused and actively involved. All of these factors such as limited practice time, lack of vocabulary, low motivation, and poor focus or interact and make it harder for students to develop strong speaking skills. To address these challenges, teachers should provide activities that engage students cognitively, such as debates, role-plays, and problem-solving tasks. At the same time, they should introduce vocabulary in meaningful ways and encourage students to use it in context. Teaching speaking strategies and helping students reflect on their learning can also strengthen their mental skills for speaking. Using

interactive tools, such as videos and language learning apps, can make learning more interesting and give students extra opportunities to practice at their own pace.

Creating a positive and supportive classroom environment is also essential. When students feel safe, supported, and encouraged to take risks, they are more likely to participate, even if they make mistakes. A relaxed and friendly atmosphere can help reduce anxiety, build confidence, and support long-term improvement in speaking (Goh & Burns, 2019; Krashen, 1982). Therefore, improving students' cognitive engagement in speaking tasks must go hand in hand with emotional and motivational support.

4. Conclusion

Based on the research findings, English teachers in three sub-districts of Southwest Aceh employ a variety of strategies to improve students' speaking skills, including direct practice, role-plays, grammar translation, group discussions, interviews, cooperative learning, listen-and-repeat exercises, video dialogues, and engaging filler activities such as singing, games, icebreakers, and warm-ups. Among these, direct practice stands out as the most effective approach, as it offers students real communication experience and helps develop their fluency, accuracy, and confidence. However, teachers face significant challenges in implementing these strategies, including limited study time at home, low student motivation, vocabulary gaps, distractions during lessons, and low self-confidence. These challenges highlight the need for adaptable and varied teaching methods that actively involve students to make speaking practice more effective and aligned with learning goals.

To address these challenges, it is recommended that teachers enhance the use of practice-based and interactive techniques by integrating educational technologies, such as authentic video materials and language learning apps, to create more engaging and meaningful learning experiences. Additionally, fostering a supportive classroom environment that reduces anxiety and encourages students to speak confidently without fear of mistakes is essential. Collaboration among teachers, schools, and parents is also vital to extend learning support beyond the classroom, for example through language clubs or project-based activities. Future research should broaden its scope to include more schools and employ quantitative methods to evaluate the effectiveness of specific strategies, providing a more comprehensive understanding of how to improve students' speaking skills.

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