

THE EFFECT OF USING INTERACTIVE STRATEGIES IN TEACHING SPEAKING SKILLS AT SENIOR HIGH SCHOOL STUDENTS

Aisyah Dwi Yulianti Aldini¹

Nur Aliyah Nur²

Multazam Abubakar³

¹²³English Education Department, Tarbiyah and Teacher Training Faculty, UIN
Alauddin Makassar

e-mail: aisyahaldini693@gmail.com

ABSTRACT

This study was conducted to investigate the effect of the use of interactive strategies on the speaking skills of grade XI students at MA Ash-Shalihin. This study has two main objectives, namely to determine the improvement of students' speaking skills after the application of interactive strategies and to find out students' perceptions of the use of these strategies in English learning. This study uses a quantitative approach of Pre-Experimental Research Design with the One Group Pre-Post Test design. Quantitative data was collected through speaking tests in the form of pre-tests and post-tests given to grade XI students. In addition, supporting data was collected through questionnaires to find out students' perceptions after participating in learning with interactive strategies. The results showed a significant improvement in students' speaking skills. The average score of students on the post-test was higher than the pre-test, where the average pre-test score of 34.59 increased drastically to 84.70 in the post-test, which shows that the application of interactive strategies has a positive influence on students' speaking skills. The results of the questionnaire also showed that most students responded positively to the use of interactive strategies as learning became more engaging, communicative, and increased students' confidence to speak in English. Based on the results of the study, it can be concluded that the use of interactive strategies through five stages – strategy planning, stimulus giving, facilitation of interaction, scaffolding and support, and reflection and feedback – has a significant effect on improving students' speaking skills. Therefore, the stages of interactive strategies proposed by Saputra (2017) and Dhobit et al. (2024) can be used as an alternative English learning strategy to create a more active and communicative learning atmosphere at the high school level.

Keywords: Interactive Strategy, Speaking Skills, English Learning, Students' Perception, Pre-Experimental Design.

1) INTRODUCTION

Speaking is one of the most essential skills in English language learning because it reflects students' ability to communicate ideas, opinions, and information effectively in real-life situations. In the context of English as a Foreign Language (EFL), speaking is often considered the primary indicator of language mastery since students are expected not only to understand grammatical structures and vocabulary but also to use the language

Paper presented at The 5th ICONELE on April 16th-17th, 2026 English Education
Department, Faculty of Tarbiyah and Teacher Training
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

communicatively. According to Harmer (2007), speaking ability demonstrates how learners apply language in authentic communication. Therefore, developing speaking skills has become an important objective in English teaching, especially at the senior high school level where students are prepared to face academic and social communication demands.

However, many Indonesian students still experience difficulties in speaking English fluently and confidently. The low level of English proficiency in Indonesia indicates that students' speaking competence remains a serious issue in language learning. In classroom practice, English learning is often dominated by teacher-centered instruction in which students spend more time listening to explanations and completing written exercises than actively using English orally. As a result, students have limited opportunities to practice speaking in meaningful communication. In addition, students frequently face problems related to vocabulary mastery, pronunciation, grammar, fluency, and self-confidence. Fear of making mistakes and anxiety when speaking English also prevent students from participating actively in classroom interaction. These conditions make speaking one of the most challenging language skills for EFL learners to master.

The same phenomenon was found among the eleventh-grade students of MA Ash-Shalihin. Based on preliminary observations and interviews, students tended to be passive during speaking activities and lacked confidence in expressing their ideas in English. Classroom activities were still largely focused on lectures, note-taking, and written assignments, while communicative activities such as discussion, role-playing, and oral presentations were rarely implemented. Consequently, students had minimal exposure to spoken English practice, which negatively affected their speaking performance. This condition shows a gap between the students' need for communicative competence and the teaching methods commonly applied in the classroom. Therefore, a more interactive and student-centered learning strategy is needed to create a supportive environment in which students can actively practice speaking and develop confidence in using English.

One of the strategies considered effective in improving students' speaking skills is the use of interactive strategies. Interactive strategies emphasize active participation, collaboration, and communication among students during the learning process. According to Vygotsky's sociocultural theory, learning occurs effectively through social interaction and collaboration. Through interaction, students are encouraged to construct knowledge actively while receiving guidance and support from teachers and peers. Interactive strategies involve various communicative activities such as role-playing, group discussion, debate, simulations, problem-

based learning, and project-based learning, all of which provide students with opportunities to use English in meaningful contexts. These strategies not only improve speaking fluency and vocabulary mastery but also increase students' confidence, motivation, and engagement in classroom learning.

Several previous studies have demonstrated the effectiveness of interactive learning in improving speaking skills. Fahmi et al. (2021) found that Problem-Based Learning significantly improved students' speaking ability and confidence. Similarly, Jaya et al. (2025) reported that Project-Based Learning positively influenced students' fluency and participation in speaking activities. Other studies also revealed that interactive activities such as role-playing and group discussion could increase students' motivation, communicative competence, and classroom participation. Although these studies proved the effectiveness of interactive methods, most of them focused only on specific techniques or activities.

The novelty of this study lies in the implementation of interactive strategies through systematic stages proposed by Saputra (2017) and Dhobith et al. (2024), namely strategy planning, stimulus giving, facilitation of interaction, scaffolding and support, and reflection and feedback. Unlike previous studies that focused on single teaching methods, this study applied a structured interactive learning process to improve students' speaking skills more comprehensively. In addition, this research examined students' perceptions toward the use of interactive strategies to provide deeper insights into students' learning experiences during the implementation process.

Based on the explanation above, this study aimed to investigate whether the use of interactive strategies significantly affected students' speaking skills and to identify students' perceptions toward the implementation of interactive strategies in English learning at MA Ash-Shalihin. The findings of this study are expected to contribute theoretically to the development of communicative language teaching and practically to provide English teachers with alternative strategies for creating a more active, engaging, and communicative classroom atmosphere.

2) METHODS

This study employed a quantitative approach using a Pre-Experimental Research Design with the One Group Pre-Post Test Design. The study was conducted at MA Ash-Shalihin to investigate the effect of interactive strategies on students' speaking skills. In this design, one group of students was given a pre-test before the treatment and a post-test after the treatment to determine the improvement in their speaking ability. The population of this study consisted of 17

eleventh-grade students of MA Ash-Shalihin. Since the number of students was limited, the researcher used total sampling technique in which all students in the class were selected as the sample of the study. Therefore, the sample consisted of 17 students from class XI.

Three instruments were used to collect the data, namely speaking tests (pre-test and post-test) and a questionnaire. The speaking tests were administered to measure students' speaking skills before and after the implementation of interactive strategies. The assessment focused on several aspects of speaking, including pronunciation, fluency, vocabulary, grammar, and comprehension. Meanwhile, the questionnaire was distributed after the post-test to identify students' perceptions toward the implementation of interactive strategies in English learning.

The pre-test was conducted individually before the treatment. In this test, students were asked to answer several oral questions related to personal topics, such as self-introduction, hobbies, and daily activities. Each student was given approximately three minutes to respond to the questions. All responses were recorded using an audio recording device to ensure accurate assessment. After the pre-test, the treatment was conducted through four meetings using interactive strategies. The implementation followed five stages proposed by Saputra (2017) and Dhobith et al. (2024), namely strategy planning, stimulus giving, facilitation of interaction, scaffolding and support, and reflection and feedback. During the treatment, students participated in various interactive activities such as group discussions, role-playing, collaborative tasks, and drama performances based on fairy tale materials. The teacher acted as a facilitator who guided students during the learning process and provided feedback when necessary. Following the treatment, the post-test was administered individually using procedures similar to those used in the pre-test. Students answered oral questions related to the fairy tale material that had been discussed during the treatment sessions. The purpose of the post-test was to determine the improvement in students' speaking skills after the implementation of interactive strategies.

In addition, a questionnaire consisting of 15 statements using a Likert scale was distributed to the students after the post-test. The questionnaire aimed to collect data regarding students' motivation, feelings, responses, and attitudes toward the use of interactive strategies in speaking learning. The quantitative data obtained from the pre-test and post-test were analyzed by comparing the mean scores of students' speaking performance before and after the treatment. Meanwhile, the questionnaire data were analyzed descriptively to identify students' perceptions toward the implementation of interactive strategies in the classroom.

3) RESULTS

This section presents the findings of the study based on the data obtained from the pre-test, post-test, and questionnaire administered to the eleventh-grade students of MA Ash-Shalihin. The findings focus on the improvement of students' speaking skills after the implementation of interactive strategies and students' perceptions toward the use of interactive strategies in English learning. The data were analyzed quantitatively through speaking test scores and descriptively through questionnaire responses.

The Effect of Using Interactive Strategies in Teaching Speaking Skills

The results of this study were obtained from the pre-test and post-test conducted on 17 eleventh-grade students of MA Ash-Shalihin to measure the improvement of students' speaking skills after the implementation of interactive strategies. The assessment focused on pronunciation, grammar, vocabulary, fluency, and comprehension. The comparison of students' scores and classifications before and after the treatment is presented in Table 1.

Table 1. Comparison of Pre-Test and Post-Test Results

Classification	Score Range	Pre-Test Frequency	Pre-Test Percentage	Post-Test Frequency	Post-Test Percentage
Excellent	80-100	0	0%	13	76.5%
Good	65-79	0	0%	4	23.5%
Fairly	50-65	1	5.9%	0	0%
Poor	0-49	16	94.1%	0	0%
Total		17	100%	17	100%

Table 1. presents the classification of students' speaking scores before and after the implementation of interactive strategies. The pre-test results showed that students' speaking ability was still low before the treatment was conducted. Most students were categorized into the poor classification, indicating that they still experienced difficulties in pronunciation, vocabulary mastery, grammar, fluency, and comprehension during speaking activities. Specifically, 16 students (94.1%) were classified as poor, while only 1 student (5.9%) reached the fairly category. No students achieved the good or excellent classifications in the pre-test.

After the implementation of interactive strategies through four treatment meetings, the post-test results showed a considerable improvement in students' speaking skills. A total of 13 students (76.5%) achieved the excellent classification, while 4 students (23.5%) were categorized as good. No students remained in the poor or fairly classifications after the treatment. These findings indicate that the use of interactive strategies contributed positively to the improvement of students' speaking performance.

Table 2. Descriptive Statistics of Students' Pre-Test and Post-Test

Test	Lowest Score	Highest Score	Mean Score
Pre-Test	20	56	34.59%
Post-Test	76	96	84.70%

Table 2. presents the descriptive statistics of students' speaking scores in the pre-test and post-test. The data showed that the lowest score in the pre-test was 20, while the highest score was 56, with a mean score of 34.59. These results indicated that students' initial speaking ability was still relatively low before the implementation of interactive strategies.

After the treatment, the students' speaking scores improved significantly. In the post-test, the lowest score increased to 76 and the highest score reached 96, while the mean score increased substantially to 84.70. The increase in the mean score demonstrated that students achieved better speaking performance after participating in interactive learning activities.

The improvement was reflected in several aspects of speaking, including pronunciation, grammar, vocabulary mastery, fluency, and comprehension. During the treatment sessions, students actively participated in group discussions, role-playing, presentations, and drama performances, which provided them with more opportunities to practice speaking English in meaningful and communicative situations. As a result, students became more confident and fluent in expressing their ideas orally.

Students' Perceptions of The Application of Interactive Strategies in Speaking Learning

The questionnaire results showed that students responded positively to the implementation of interactive strategies in speaking learning. Most students agreed that interactive activities increased their confidence, motivation, speaking fluency, and participation during the learning

process. Students also felt more comfortable expressing opinions and practicing English with their classmates.

Table 3. Comparison of Pre-Test and Post-Test Results

Aspects	Main Findings
Feelings and Motivation	94.1% of students felt more confident speaking English, while 82.4% stated that speaking activities were enjoyable.
Responses to Interactive Strategies	88.4% of students agreed that interactive strategies improved their speaking fluency, and 100% stated that the strategies made them more courageous to express opinions.
Effect on Speaking Ability	94.5% of students reported improvement in speaking fluency, vocabulary mastery, and natural communication during interactive activities.
Attitudes Toward English Learning	88.5% of students became more interested in learning English, and 94.5% wanted interactive strategies to be used again in future learning activities.

Based on Table 3, the questionnaire results showed that students gave positive responses toward the implementation of interactive strategies in speaking learning. In the aspect of feelings and motivation, most students reported that interactive activities increased their confidence and made the learning process more enjoyable. A total of 94.1% of students stated that they felt more confident speaking English after participating in interactive learning activities, while 82.4% agreed that the speaking activities conducted during the treatment were enjoyable and engaging.

In terms of students' responses toward interactive strategies, the findings indicated that the majority of students believed that interactive learning activities helped improve their speaking fluency and participation. About 88.4% of students agreed that interactive strategies supported them in speaking more fluently, while all students (100%) stated that the activities encouraged them to become more courageous in expressing their opinions during classroom interaction. In addition, most students reported that they practiced speaking English more frequently with their classmates through collaborative activities such as group discussions and role-playing.

Regarding the effect of interactive strategies on speaking ability, most students agreed that the activities helped them improve vocabulary mastery, fluency, and natural communication. Approximately 94.5% of students reported that interactive learning activities helped them speak more naturally and confidently in English. The students also stated that interactive activities

supported them in responding to questions and expressing ideas more easily during speaking practice.

Furthermore, the findings showed positive attitudes toward English learning after the implementation of interactive strategies. Around 88.5% of students stated that interactive learning made them more interested in learning English, while 94.5% expressed their willingness for teachers to continue using interactive strategies in future learning activities. Overall, the questionnaire findings indicated that interactive strategies positively influenced students' motivation, confidence, participation, and speaking performance during the teaching and learning process.

4) **DISCUSSION**

The findings of this study clearly show that the application of interactive strategies has a significant influence on improving the speaking skills of grade XI MA Ash-Shalihin students. Comparison of pre-test and post-test scores showed consistent improvements in almost all components of the assessment, including fluency, pronunciation, grammar, vocabulary, and comprehensibility. These results were also reinforced by the student perception questionnaire, which described increased motivation, confidence, and positive attitudes towards English learning after the treatment was given.

The Effect of Using Interactive Strategies in Teaching Speaking Skills

The findings of this study showed that the implementation of interactive strategies significantly improved the speaking skills of grade XI students at MA Ash-Shalihin. The improvement could be seen from the comparison between the pre-test and post-test results. Before the treatment, most students were classified in the poor category with a mean score of 34.59, indicating that students still experienced difficulties in pronunciation, grammar, vocabulary mastery, fluency, and comprehension. However, after the implementation of interactive strategies through four meetings, the students' mean score increased significantly to 84.70, and most students achieved good and excellent classifications in the post-test. These findings indicate that interactive strategies effectively improved students' speaking performance.

The improvement occurred because interactive strategies provided students with more opportunities to participate actively in communicative learning activities. Through the five stages of interactive strategies – strategy planning, stimulus giving, facilitation of interaction, scaffolding

and support, and reflection and feedback – students were encouraged to communicate, collaborate, and express their ideas actively during group discussions, role-playing, and drama performances. These activities created a meaningful and interactive learning environment that supported students' speaking development.

The findings support the theory proposed by Harmer (2007), who states that speaking skills develop effectively when students are involved in meaningful communication and communicative tasks. The results are also consistent with the social constructivism theory proposed by Vygotsky (1978), which emphasizes the importance of social interaction and collaboration in the learning process. During the treatment, students learned collaboratively with their peers and received guidance from the teacher through scaffolding and feedback, which helped them improve their fluency and confidence in speaking English.

In addition, the findings support the Interaction Hypothesis proposed by Long (1983), which explains that language acquisition develops more effectively through meaningful interaction. Interactive activities such as discussions and role-playing encouraged students to communicate actively and practice English naturally. The findings are also in line with the Output Hypothesis proposed by Swain (1995), which states that language production helps learners improve their communicative competence through continuous speaking practice.

The findings of this study are also supported by previous research. Aida et al. (2023) found that interactive learning strategies created collaborative learning environments that improved students' participation and confidence. Similarly, Fahmi et al. (2021) reported that communicative learning activities positively affected students' speaking ability and classroom interaction. Therefore, the findings of this study confirm that interactive strategies are effective in improving students' speaking skills in EFL classrooms.

Students' Perceptions of The Application of Interactive Strategies in Speaking Learning

The questionnaire results showed that students responded positively toward the implementation of interactive strategies in speaking learning. Most students stated that interactive learning activities increased their confidence, motivation, participation, and willingness to speak English. Students also reported that the classroom atmosphere became more enjoyable, communicative, and less stressful during the learning process.

The findings revealed that students felt more confident speaking English after participating in interactive learning activities. Most students agreed that group discussions, role-playing, and

collaborative speaking tasks helped them become more courageous in expressing opinions and communicating with classmates. In addition, students reported that interactive strategies helped them improve speaking fluency, vocabulary mastery, and natural communication because they practiced speaking English more frequently during classroom activities.

These findings support Harmer's theory that a supportive and communicative classroom environment helps students reduce anxiety and build confidence in speaking English. Through scaffolding and feedback, students felt safer to participate actively without fear of making mistakes. The results also support Vygotsky's theory that interaction and collaboration play important roles in students' language development.

Furthermore, the findings are consistent with previous studies conducted by Intang et al. (2023), which found that social interaction activities improved students' pronunciation and vocabulary mastery. The study also aligns with Aida et al. (2023), who reported that interactive strategies increased students' motivation and active participation in English learning.

Overall, the findings indicate that interactive strategies positively influenced not only students' speaking performance but also their affective aspects, including confidence, motivation, participation, and attitudes toward English learning. However, this study had several limitations. The study involved only one class consisting of 17 students and used a pre-experimental design without a control group. In addition, the treatment was conducted in only four meetings. Therefore, future researchers are recommended to conduct studies with larger samples, longer treatment periods, and experimental designs involving control groups to obtain more comprehensive findings regarding the effectiveness of interactive strategies in speaking learning.

5) CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of interactive strategies has a significant influence on the improvement of students' speaking skills. This is proven through a comparison of the average score of the pre-test and post-test, where the average pre-test score of 34.59 increased drastically to 84.70 in the post-test. The results of the statistical test also showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, which means that learning with interactive strategies had a significant effect on students' speaking skills. Thus, the application of interactive strategies has proven to be effective

in providing meaningful learning experiences and encouraging students to express ideas orally more fluently and confidently.

Judging from the students' perception, the results of the questionnaire analysis showed that students responded positively to the application of interactive strategies in speaking learning. Students show increased confidence, motivation, and comfort in speaking, as well as a more positive attitude towards learning English. They assessed that interactive strategies make the learning process more interesting, fun, and communicative because it provides more opportunities to interact and communicate directly using English. Overall, these findings show that interactive strategies not only improve students' speaking skills academically, but also have a positive impact on the affective aspects of students, so they can be stated as an effective and fun learning approach in improving speaking skills at the vocational high school level.

REFERENCES

- Absoriah, N. U., Ngatman, & Susiani, T. S. (2023). Peningkatan Keterampilan Berbicara Bahasa Inggris Materi Daily Activities Melalui Media Flashcard Pada Siswa Kelas IVA SD N 1 Kebumen Tahun Ajaran 2022/2023. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 11(2), 552–559.
- Aida, D. N., Adytas, M. T., & Witaningsih. (2023). Pendekatan Interaktif Guna Meningkatkan Speaking Skill Dalam Pembelajaran Bahasa Inggris. *Seminar Nasional Pengenalan Laporan Persekolahan UAD*, 846–851.
- Aisy, G. R., Imani, A., Kurniawati, N., Sulaeman, D., & Rohaedi, T. (2025). Interactive Teaching Strategies for Online English Speaking Classes: Engaging Primary Students. *JELITA: Journal of English Language Teaching and Literature*, 6(1), 193–203.
- Anggraini, R. T., Fitriani, Y., Pratiwi, H., Afifah, M., Amalina, & Ridzuan, H. (2025). Analisis Kesulitan Keterampilan Berbicara Bahasa Indonesia Siswa Kelas VIII dan Upaya Peningkatan Melalui Metode Show and Tell. *PEMBAHSI: Jurnal Pembelajaran Bahasa Indonesia*, 15(2), 274–288.
- Astati, E. (2024). Meningkatkan Keterampilan Speaking Siswa Melalui Teknik Permainan Terka Gambar Berkelompok pada Siswa Kelas IX SMP Baiturrosyid Boarding School Padang. *STRATEGY: Jurnal Inovasi Strategi Dan Model Pembelajaran*, 4(3), 73–84.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Addison Wesley Longman.
- Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment, Principles and Classroom Practice* (Third). Pearson Education.
- Chomsky, N. (2006). *Language and Mind* (Third). Cambridge University Press.
- Crawford, V. P. (2006). *Theory and Experiment in The Analysis of Strategic Interaction*. Cambridge University Press.

- Daflizar, Sulistiyo, U., & Kamil, D. (2022). Language Learning Strategies and Learner Autonomy: The Case of Indonesian Tertiary EFL Students. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 257–281.
- Dewi, N., Franscy, & Subadar. (2024). Improving Student's Speaking Skills Through Role Play Method at SMK Alam Karya Bekasi. *Jurnal Pendidikan Tambusai*, 8(3), 41404–41416.
- Dhobith, A., Ratnasari, D., & Latipah, E. (2024). Penerapan Strategi Pembelajaran Langsung Interaktif dalam Pengajaran Materi Berbentuk Konsep pada Mata Pelajaran Pendidikan Agama Islam. *Nusantara: Jurnal Pendidikan Indonesia*, 4(1), 145–164.
- Eriyanti, R. W. (2017). Pengembangan Bahan Ajar Keterampilan Berbicara Interaktif Bagi Mahasiswa. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 3(1), 98–106.
- Fahmi, R., Muslem, A., & Usman, B. (2021). The Use of Problem Based Learning to Improve Students' Speaking Ability. *EEJ: English Education Journal*, 12(2), 260–282.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications* (Tenth). Pearson Education.
- Goh, C. C. M. (1996). Learner Strategies in Language Learning. *REACT: Review of Educational Research and Advances for Classroom Teachers*, 2, 1–4.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.
- Hawkes, R. (2012). *Learning to Talk and Talking to Learn: How Spontaneous Teacher-Learner Interaction in The Secondary Foreign Languages Classroom Provides Greater Opportunities for L2 Learning*. University of Cambridge.
- Intang, A., Latief, H., & Rum, E. P. (2023). Improving Students' Speaking Skills Through Social Interaction in The Classroom. *Journal of Language Testing and Assessment*, 3(1), 1–10.
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025). Project-Based Learning Sebagai Strategi Inovatif Untuk Meningkatkan Kemampuan Berbicara dan Kepercayaan Diri Mahasiswa. *PEMBAHSI: Jurnal Pembelajaran Bahasa Indonesia*, 15(1), 96–106.
- Jayanti, R., Khanif, M., Wardani, D. K., Kholis, M. N., & Mayangsari, S. D. (2023). Efektifitas Implementasi Strategi Bermain Peran pada Materi Cerita Pendek sebagai Peningkatan Keterampilan Berbicara di SMAS Karya. *Jurnal Penalaran Dan Riset*, 1(1), 738–746.
- Kasmawati, Rifai, M. H., Djollong, A. F., Nurmina, Isnaniah, Wahab, A. S. L., Rachmijati, C., Kurniawan, A., Purnawati, Novita, L., Inayah, R., Marhento, G., Hudiah, A., Rizqiya, R. S., Widodo, S., Farida, I., Mutiara, Sudarto, Wahab, A. Y. L., ... Sundari, F. S. (2022). *Strategi Pembelajaran Kreatif, Inovatif, dan Motivatif* (M. M. Swara, J. Nur, S. F. Meilana, Y. H. Hamid, S. Utami, & F. A. Pratama (eds.); 1st ed.). Penerbit Yayasan Wiyata Bestari Samasta.
- Kurniawan, A. B. (2023). Non-EFL Students' Spontaneous Technique to Reduce Anxiety in ELT Speaking Practice Class. *Journal of English Teaching Adi Buana*, 8(1), 29–41.
- Mahendra, Y., Ermiana, I., & Jaelani, A. K. (2023). Pengaruh Model Pembelajaran Problem Based Learning Terhadap Keterampilan Berbicara Peserta Didik Gugus II Brang Rea Tahun

- Pelajaran 2022/2023. *Journal of Classroom Action Research*, 5(4), 297–304.
- Muti'ah, M., Kasiyun, S., Ghufon, H. S., & Marianti, P. (2022). Upaya Meningkatkan Keterampilan Berbicara dengan Metode Bermain Peran Pada Pembelajaran Bahasa Indonesia di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5289–5298.
- Nirma, Sujariati, & Ariana. (2024). Focus Group Discussion As Communicative Activity in Enchancing Student' Speaking Skill at SMAN 5 Barru. *English Language Teaching Methodology*, 4(3), 335–345.
- Octaberlina, L. R., & Anggarini, I. F. (2024). Fostering Speaking Skills and EFL Student's Achievements: Teacher's Voices. *Academic Journal of English Language and Education*, 8(1), 13–32.
- Panggabean, S., Widyastuti, A., Damayanti, W. K., Nurtanto, M., Subakti, H., Kholifah, N., Chamidah, D., Sianipar, L. K., Ardiana, D. P. Y., Purba, F. J., & Cecep, H. (2021). *Konsep dan Strategi Pembelajaran* (R. Watrianthos & J. Simarmata (eds.); 1st ed.). Yayasan Kita Menulis.
- Rahmah, H., & Ruwaida, H. (2019). Peningkatan Kreativitas dan Kemampuan Berbicara Pada Anak Sekolah Dasar dengan Metode Story Telling di Kecamatan Lampihong. *Tarbawi*, 8(2), 1–19.
- Rukminingsih, Adnan, G., & Latief, M. A. (2020). *Metode Penelitian Pendidikan: Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas* (E. Munastiwi & H. Ardi (eds.); 1st ed.). Erhaka Utama.
- Sabilla, A. N., & Kaniadewi, N. (2025). Investigating English-Speaking Problems of Senior High School Students in Indonesia. *SALEE: Study of Applied Linguistics and English Education*, 6(1), 88–107.
- Santoso, I. B., & Prasetyo, S. (2024). Improving Students' Cinfidence in Speaking Skills Using Scripted Role Play at Yogyakarta Tourism Academy. *ADJES: Ahmad Dahlan Journal of English Studies*, 11(1), 13–26.
- Saputra, D. S. (2017). Interactive Learning Dalam Pembelajaran Speaking di Kelas V Sekolah Dasar. *Jurnal Cakrawala Pendas*, 3(1), 64–75.
- Septiani, S., Reza, R., Akil, H., & Aziz, A. (2025). Jenis-Jenis Skala dan Teknik Skoring dalam Penilaian Psikomotorik pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 3(4), 21–36.
- Setyawan, I. D. A., Devriany, A., Huda, N., Rahmadiliyani, N., Patriyani, R. E. H., & Sulustyowati, E. C. (2021). *Buku Ajar Statistika* (M. Seto (ed.); 1st ed.). Penerbit Adab.
- Setyonegoro, A. (2013). Hakikat, Alasan, dan Tujuan Berbicara (Dasar Pembangun Kemampuan Berbicara Mahasiswa). *Pena*, 3(1), 67–80.
- Shofi, A. T. (2020). Employing Multimedia-Based Learning to Improve English Speaking Skills. *ELTICS : Journal of English Language Teaching and English Linguistics*, 5(1), 1–9.
- Siregar, N. A., Harahap, N. R., & Harahap, H. S. (2023). Hubungan Antara Pretest dan Postest

- dengan Hasil Belajar Siswa Kelas VII B di MTS Alwashliyah Pantai Cermin. *Edunomika*, 7(1), 1–13.
- Spratt, M., Pulverness, A., & Williams, M. (2011). *The TKT (Teaching Knowledge Test) course: Modules 1, 2 and 3* (Second). Cambridge University Press.
- Sugiharti, R. E., Cipta, H., Anisa, R. N., & Hidayanti, N. F. (2023). Upaya Meningkatkan Keterampilan Berbicara Siswa Sekolah Dasar Menggunakan Metode Pembelajaran Story Telling di Kota Bekasi. *Jurnal Gentala Pendidikan Dasar*, 8(1), 64–76.
- Sumargo, B., Siregar, D., Hakim, L. El, Hilmianto, R., & Umbara, D. (2024). Pelatihan Penyusunan Instrumen Kuesioner Untuk Mengukur Variabel Abstrak pada Guru SMA/SMK di Kabupaten Sukabumi, Jawa Barat. *Prosiding Seminar Nasional Pengabdian Kepada Masyarakat*, 139–149.
- Suriansyah, A., Aslamiah, Sulaiman, & Noorhafizah. (2014). *Strategi Pembelajaran* (1st ed.). PT RajaGrafindo Persada.
- Uesaka, Y., Suzuki, M., & Ichikawa, S. (2022). Analyzing Students' Learning Strategies Using Item Response Theory: Toward Assessment and Instruction for Self-Regulated Learning. *Frontiers in Education*, 7, 1–16.
- Wulandari, N. A., Amalia, S., & Ramadhani, M. I. (2022). Investigating Speaking Difficulties of Senior High School Students: Linguistics and Psychological Problems. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 6(1), 151–166.
- Yuswatiningasih, E., & Hariyono. (2025). *Buku Ajar Metode Penelitian Untuk Mahasiswa* (H. Ayu (ed.); 1st ed.). Penerbit Samudra Biru (Anggota IKAPI).