

TEACHING STRATEGIES AND THEIR IMPACT ON EFL LEARNERS' SPEAKING SKILLS: A CASE STUDY IN AN INDONESIAN ISLAMIC SCHOOL

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Abstract

EFL learners make efforts to learn speaking skills in order to communicate in the global world. Through speaking, they are able to express their feelings and thoughts, and it helps them build connections in society. However, there are always some challenges faced by ELF learners in learning speaking, so that teachers play critical functions as they are most commonly used as prompters as well as feedback providers to motivate them to speak. The purposes of this study were to analyze the teacher's strategies in teaching speaking to 29 students at SDIT Darul Qur'an Mulia, as well as to recognize the impacts of the strategies implemented. The writers applied qualitative research, and the case study was chosen as the design of study. To collect data, the writers conducted classroom observations to find out the teaching speaking strategies used in classroom teaching. Then, the writers conducted interview to discover the strategies' impacts on students speaking skills by delivering questions to the teacher. As a result, there were seven types of strategies implemented to teach speaking, namely live listening, writing task, task repetition, drilling, dialogue, discussion, and conversation strategies. Further, based on the interview results, students showed positive responses to the implemented speaking strategies. Moreover, the impacts of the teacher's speaking strategies discovered include encouraging students to think positively, get more involved in learning, improve their speaking skills, and enjoy the learning process more. Therefore, the results suggest that incorporating interactive and student-centered approaches should be considered in teacher training and curriculum development to enhance students' speaking skills.

Keywords: *EFL Learners, Impact, Speaking, Teaching Strategies*

1. INTRODUCTION

Attaining the English learning objectives has always been a grand task for both educators and learners since it presents myriad challenges. In most of Indonesian schools, English has been included in education system not only as a foreign language, but also a second language as it is essential to learn in order to compete and interact with other

people in the world society. Listening, reading, writing, and speaking are the four English basic skills that must be mastered by learners. Speaking is considered as one of the most formidable yet captivating skills to learn, especially for EFL learners since it provides opportunities for students to directly communicate in English. It is a technique for people to communicate

with one another, convey information and to express thoughts verbally (Leong & Ahmadi, 2017). Fluent speaker is valued as speaking in understandable way which preserves communication and keep listeners hooked (Hughes, 2002). However, in order to obtain the expected outcomes, teaching strategies in speaking plays a significant role.

Teaching speaking is a high priority in many language programs, and teaching strategies are certainly a factor impacting teaching outcomes. Perfect teaching strategies, especially speaking skills, are needed since Indonesia students, as EFL students face some obstacles in learning English as a second language (Heriansyah, 2012; Clarita & Hidayat, 2020). EFL learners have trouble communicating in English because they lack vocabulary and self-confidence and are sometimes terrified of making mistakes (Wulandari, et al 2021). They also feel embarrassed of the attention by other students (Leong & Ahmadi, 2017). In addition, there are some other potential problems such as lack of motivation, nervousness, frequent confusion about improving their English skills, and hesitation to begin a discussion or express themselves in speaking English. Other learners also face these challenges; including the fifth grade students of SDIT Darul Qur'an Mulia. However, the strategies applied in teaching speaking are expected to minimize these problems and can be used as a tool to improve the students' speaking skills.

Briefly, taking into account the following explanation, this study is aimed to explore the various strategies employed by teachers to enhance speaking skills among young learners at SDIT Darul Qur'an Mulia as well as to discover the impacts of the strategies implemented. This study highlights how specific strategies can foster better

communication skills in young learners, preparing them for future academic and social interactions, and boost young learners' confidence in using a new language. This study can provide insights into how teachers can create a supportive environment that encourages risk-taking and active participation during the learning activity. Moreover, this study presents the impacts of using each strategy used which can be valued as a way to find out the appropriate strategies for teaching speaking which later can obtain the best results. For the further researchers, they are able to conduct the study with the depth analysis and more participants.

By improving speaking skills at a young age, the study can contribute to long-term educational success, as strong oral communication abilities are linked to better performance in various academic areas. This study is also supposed to present some contributions to societies, especially elementary teachers to discover some attractive and effective strategies to apply in their speaking class to improve their students' speaking skills as well as seeking for the solutions toward the problems in teaching speaking for elementary levels.

Finally, the study aims to provide recommendations for improving speaking instruction for fifth-grade students. These recommendations will be designed to enhance the overall effectiveness of the speaking curriculum at SDIT Darul Qur'an Mulia and contribute to improved student outcomes.

2. LITERATURE REVIEW

Nowadays, teaching speaking is seen as one of the most crucial parts in learning a foreign language. According to Alinda (2019), technique in teaching speaking depends on the students' needs

and attractiveness. It implies that all students should be able to understand themselves to the best of their abilities. Sarode (2018) stated that teaching strategies refer to methods used to help students learn the contents of the lesson and can achieve the learning objectives. It can be stated that the strategy chosen by a teacher must be capable of assisting students in achieving their goal of being able to speak while learning. According to Richards (2008) and Harmer (2007), some strategies that can be used to help students speak are live listening, recordings and transcripts, writing tasks, task repetitions, storytelling, noticing gap activities, drilling and chants, dialogues, presentation and talks, discussion and debates, conversation and chat, outside class speaking, drama and many more. Suphan & Phusawisot (2020) added that effective speaking instruction should focus on the functional uses of spoken language. However, the effective teaching speaking strategies used have positive impacts for students and can assist them improve their speaking skills as well as achieving the learning objectives.

Teaching speaking has always been an interesting topic to discuss in terms of language acquisition. Many previous researchers obtained different results on the strategies used by the teachers in teaching speaking. The first related study was conducted by Anjaniputra (2013). He found that cooperative activities, role-play, creative tasks, and drilling were used in teaching speaking to students at secondary level in Sumedang. In addition, another study was conducted by Pratama and Awaliyah (2015) found that the strategies applied in elementary schools in Purwakarta are role play, watching videos, jazz chant, digital storytelling, games, and repetition. Similarly, Hakim

(2017) discovered role play and storytelling implemented in teaching speaking on introverted students in Madrasah Aliyah (MA) JA-Alhaq Bengkulu. Based on the results of the previous studies above, it can be stated that there are many kinds of strategies which can be applied in teaching speaking for different level and different character students in Indonesia, and role play is seen as the most popular and effective learning method chosen since role play is a type of game in which purposes, rules, and educational content are contained (Kusumawati, 2017). Besides, storytelling strategy is also commonly applied in teaching speaking as it can help in the teaching of foreign languages (Zaro and Salaberri, 1995). It is proven that storytelling has been shown to help students feel more interested and surer of themselves when speaking English (Sharma, 2018; Tifani et.al, 2020). However, those strategies applied are hoped to improve the students' speaking skills as well as improving their learning motivation and confidence in learning speaking English that will help teachers achieve the learning objectives.

Moreover, in terms of impacts, there are some different responses stated by the students toward the strategies used in teaching speaking. The studies conducted by Anjaniputra (2013) and Octavia et, al (2023) obtained that interactive strategies used helps students participate in learning to speak English. In line with that, Sari and Zainil (2020) discovered that the impacts of attractive speaking strategies used by the teacher are making students more active in learning, creating learners' to be more positive thinking and increasing the learner's motivation. Further, Mahmud and Ulya (2023) in their study also did a study by

implementing direct method as the strategy chosen in teaching speaking, and they did pre and post-test. The results show that students' scores before and after the treatments are improved. Therefore, it can be stated that some teaching strategies can be used as potential techniques to facilitate and improve students' speaking skills.

However, in this study the writers focus on the teaching speaking strategies applied by the teacher of elementary level students in SDIT Darul Qur'an Mulia using teaching strategies explained by Richards (2008) and Harmer (2007) and also discover the impacts of each strategy implemented in the speaking class.

3. RESEARCH METHOD

A qualitative approach was used to conduct the study. The writers used field research or observation techniques as the writers visited the SDIT Darul Qur'an Mulia to collect data. The writers adopted the definition of qualitative research according to Shank (2002), which describes it as a form of systematic empirical inquiry into meaning. This means that the study was well-planned, orderly, and general according to the rules agreed upon by members of the qualitative research community. Moreover, case study was chosen as the design of study as it is one of the commonly used types in the field of qualitative methodology. Sturman (1997, p. 61) stated that "a case study is a general term for the exploration of an individual, group or phenomenon". A case study offers an in-depth exploration from multiple perspectives of a particular program or system in real life (Simons, 2009). This method is particularly useful for understanding how and why certain processes occur, and for capturing the uniqueness of a specific context.

The writers selected one class of SDIT Darul Qur'an Mulia, to be observed. There were 29 students in class 5, containing 14 males and 15 females; and they were served as the sample of this study. The instruments employed to find out the teacher's strategies in teaching speaking are based on observation and interviews. The writers observed and interviewed the English teacher by delivering 5 questions regarding the strategies used in teaching speaking and the impacts of the strategies.

4. RESULT AND DISCUSSION

4.1 The Strategies in Teaching Speaking

Specific strategies for teaching speaking in class are required since they are one of the factors to determine the effectiveness of the teaching process. Teachers' strategies should be engaging and capable of capturing students' attention. The writers found 7 strategies in the study: live listening, writing task, task repetition, drilling, dialogue, discussion, and conversation.

The first teaching strategy applied to teach speaking in the fifth graders of SDIT Darul Qur'an Mulia was the live listening. This strategy entailed listening to a speaker and then repeated what was said, and involved the teacher speaking directly to the students, who listened attentively in real-time. The live listening began with the preparation in which teacher selected a topic or lesson to be delivered through spoken communication, which could range from a story to a lecture or a discussion. The materials used were taken from the book entitled "Joyful English" for primary grade V. This step ensured that the content was structured and clear, setting the stage for effective listening. The teacher also considered using visual aids or gestures to support the spoken

message, ensuring students could follow along and engaged with the material. Once the lesson began, the teacher spoke directly to the students, carefully choosing language that was appropriate for their level of understanding. After the teacher had delivered the content, students were often asked to respond, either by answering questions or discussing what they had heard. Finally, the teacher provided feedback, corrected any misunderstandings and offered guidance to improve both listening and speaking skills. Listening and speaking were closely connected, and by practicing live listening, students were better able to understand the teacher and responded effectively in conversations.

The second strategy was writing tasks. Writing is the ability to express thoughts and concepts in written form. During the lesson, teacher gave a lot of topics to learn, for example the simple past tense. The teacher showed and read a conversation from the book about past activities, then asked the students to repeat the spoken sentences. After that, the students were given a task to make a conversation asking and interviewing their friend's past activities. After that, once the writing task was complete, students shifted to speaking by using the written material as a reference. They were asked to read their writing out loud, summarize their work, and present it to the class. This allowed them to practice speaking clearly and confidently, using the vocabulary and sentence structures they had written down. Lastly the teacher gave them feedback on both the writing and the speaking aspects of the task, corrected them, and made sure that they got clear understanding about the topic discussed. Therefore, it can be claimed that writing and speaking are closely related as both are processes of conveying a message.

The next teaching strategy used was task repetition. This task repetition began with the teacher introducing the speaking task to the students, explaining what they needed to do, like be a role-play, a dialogue, and a presentation. As an example, there was one day of treatments when the teacher provided some pictures showing 4 different places with different weather. Then, the teacher asked them to make a paragraph about the pictures chosen and asked them to write descriptions of the weather, the possible clothes to wear and the potential activities people could do in that weather. After that, the teacher asked the students to show their first performance in front of the class, then after the first performance the teacher gave feedback and made revision. Next, the students did the second performance with the corrected manuscript and pronunciation. Finally, the teacher delivered the feedback and evaluation. Through repeated practice, students were less likely to forget what they had learned in previous lessons.

Drilling was the fourth strategy used to teach speaking at school. It involved the activity of imitating and repeating words, phrases, or even entire dialogues. For example, after students listen to a dialogue, the teacher asks them to repeat the specific phrases or sentences. There was a day when the teacher requested the students to open a certain page in the book and read the entire paragraph about "Season". The teacher made sure to model correct pronunciation, intonation, and rhythm of the target language item. The teacher spoke slowly and clearly, ensuring that students could hear the exact sounds and structure. This gave students a clear example to imitate. The teacher's model served as the correct version of the language they would be practicing. After that, the teacher asked the entire

class to repeat the target language item aloud, together or chorally. The teacher even repeated some phrases a few times and asked students to join in. After choral repetition, the teacher requested individual students to repeat the target language item one by one. As a result, this strategy significantly improved students' pronunciation and language structures.

Additionally, another strategy used was dialogue. According to Brown (2001), a dialogue is a structured, scripted, or semi-scripted interaction between two or more participants. Dialogues are often planned, with specific roles or parts for each speaker. Before conducting the strategy, the teacher introduced the topic or context of the dialogue to set the context and prepare students for the kind of vocabulary and language structures needed for the dialogue. After that, the teacher demonstrated the dialogue by performing it with a student and reading it aloud. The teacher emphasized correct pronunciation, intonation, and the natural flow of conversation to make a perfect example. Then, the teacher divided the students into pairs to practice the dialogue and requested them to come forward and perform the dialogue in front of the class. While students were practicing, the teachers were circulating around the room, listening to their dialogues, and offering support as needed. The teacher provided feedback on pronunciation, sentence structure, and fluency. At the end, the teacher led a class discussion to reflect and evaluate the students' performances. Therefore, it can be claimed that this strategy involved students engaging in structured conversations to practice language in a realistic and interactive context.

Furthermore, another strategy used was discussion. It is a talk or interaction

between two or more people or groups regarding a certain topic or issue. To implement this discussion strategy, after introducing it to topic, the teacher did a brainstorming activity to check what the students already knew about the topic and also to prompt them with questions to generate ideas. For example, when the topic was about "Season", the teacher asked the students about what they know about autumn, and the students gave their best responses by answering it actively. After that, the teacher demanded them to discuss with their groups about their favorite seasons and write down every single piece of information they would like to share. During the discussion, the teacher monitored them by circulating the class and made sure the students stayed engaged and solved their challenges.

Finally, conversation was the very last strategy applied by the teacher in teaching speaking. It is the strategy of two or more people's interactive sharing of ideas, observations, views, or feelings. According to Thornbury & Slade (2006) a conversation is more spontaneous, open-ended, and interactive. It is typically unscripted, allowing speakers to express their ideas freely and engage in a two-way exchange of information. Every student interacted and communicated with others talking about the topic given automatically and unscripted. In addition, the students engaged in a back-and-forth exchange, with responses based on what the other students said. Therefore, the language in conversation was more flexible and varied. Students used natural, everyday language and must be ready to adjust their speech based on the direction of the conversation.

4.2 The Impacts of Teaching Speaking Strategies

Each strategy used by the teacher has some impacts on English achievement. The impacts of speaking strategies were obtained from the results of an interview between the writers and an English teacher. The questions given by the author were about impact of each strategy used by the teacher.

Using live listening in speaking class for the students had the impact of raising students' knowledge of how to speak quickly by following words and phrases based on direct listening and giving students a chance to participate heavily in class conversation with the teacher and other students. This strategy helped students understand every word and sentence they hear. The live listening method proved to be a valuable tool in developing listening to comprehension and speaking. Students were exposed to unscripted, natural speech, often with varied accents, pacing, and real-life interruptions. This aligns with Field (2008), who argued that exposure to authentic input through live or semi-live listening improves learners' ability to process spoken language in real time. Retno and Trisno (2023) in their research uncovered that there was a significant difference in listening and speaking scores between students who were taught with Active Viewing Techniques and those who were not. Additionally, the teacher explained, "After I started using live listening activities, I noticed my students were more motivated to speak up. They began to mimic the expressions they heard" (Teacher A, 2025).

Another strategy used in the speaking class was writing tasks. This strategy helped students become more fluent in speaking English. Through writing, students can express

themselves more clearly, think more logically, and organize their ideas better during conversations. It also improved their communication and overall learning skills. Writing tasks can increase students' speaking competence by helping them correct sentence structure and avoid unclear messages. This supports Ellis's (2003) view that written output enhances metacognitive awareness and allows for more thoughtful language use. Students who engaged in writing tasks reported higher levels of preparedness and reduced hesitation during oral performance. The teacher added, "I noticed that when students write before speaking, their ideas are much more organized. They speak with more structure and clear" (Teacher A, 2025).

The next strategy task repetition. Students using this strategy could better recall the information and talk fluently during the assignment. Task repetition affects speaking skill and improves the learners' accuracy and fluency (Bozorgian, 2017). Nation and Newton (2009) emphasized that repeating tasks gives learners opportunities to refine their language use and shift focus from content to performance. The impacts of this strategy were improving speaking skills of students, enhanced confidence and reduced anxiety since it promotes the development of skills, confidence, engagement, and metacognitive awareness towards students. The teacher claimed, "When students repeat speaking tasks, their fluency improves significantly. They become more confident each time they do it" (Teacher A, 2025).

Moreover, the next strategy used was drilling, this strategy helped students become used to quickly pronouncing vocabulary and phrases according to their grammar. This strategy improved students' confidence

while assisting students in memorizing and paying attention to proper pronunciation. Drilling helped students improve pronunciation, rhythm, and sentence structure through controlled practice. The teacher stated “Drilling helps students remember sentence patterns and pronunciation. They start speaking more smoothly” (Teacher A, 2025). This is supported by Brown (2001), who emphasized that mechanical drills are beneficial for building foundational accuracy and automaticity. Further, Pratiwi, et al (2021) uncovered that the use of drilling techniques can help overcome students' pronunciation problems and can also improve students' pronunciation for the better.

The next teaching strategy applied was dialogue. This strategy helped students to be more courageous to interact with each other, and this strategy made students more active, creative and confident to speak. The teacher exposed, “Using dialogues helped my students become more comfortable with real-life conversations. They started using more natural expressions” (Teacher A, 2025). Additionally, Huriyah et al (2020) in their study found that students' vocabulary mastery is improved by doing peer dialogue in the classroom. Richards (2008) argues that dialogue-based activities develop communicative competence by simulating real-world contexts, such as making requests or giving opinions. The impact of dialogue as a teaching strategy significantly improved students' speaking skills, increases their confidence, fosters critical thinking, improves listening skills, and creates a collaborative learning environment.

Furthermore, discussion method made the class speak effectively, helped increase student desire, and motivated

students to engage in spontaneous speaking in class; by discussing, they could exchange ideas, give opinions, and understand topics in a focused manner. It significantly enhanced speaking fluency, increases engagement and motivation, developed critical thinking skills, fostered collaborative learning, and reduced speaking anxiety among students. The teacher claimed, “Using discussion activities encouraged my students to speak more freely. They became more confident expressing their own opinions” (Teacher A, 2025). As Harmer (2007) notes, classroom discussions encourage learners to think deeply, express themselves, and respond to others, thus enhancing both fluency and communicative competence. Students' enthusiasm and positive responses to relevant and relatable discussion topics significantly contributed to the learning process (Mansyur et al, 2024).

Finally, the last method was Conversation. The impact of the conversation strategy was almost the same as the dialogue strategy. Both helped students to engage by actively speaking in class. By getting students involved or contributing to speaking classes, students felt comfortable engaging because they had been able to grow their courage and confidence about speaking. The teacher said, “When I use conversation-based activities, students become more relaxed” (Teacher A, 2025). Meiratnasari et al (2024) in her study discovered that short daily conversations encouraged the student's interest in leaning speaking. This strategy helps students eliminate their fear of speaking and motivates them to talk to each other according to the vocabulary they have learned and mastered.

5. CONCLUSION

Speaking is an important skill for students to build their confidence in both formal and informal situations. Thoughts about the students' difficulties also arise during speaking activities in class. To keep students interested in the learning process, the teacher should choose strategies that match students' needs. Based on the analysis, the writers obtain the results that there were seven strategies used in teaching speaking at SDIT Darul Qur'an Mulia, namely live listening, writing tasks, task repetition, drilling, dialogues, discussion, and conversation. As shown by the interview results, the students respond positively to the strategies. The fifth-grader students of SDIT Darul Qur'an Mulia are more focused and interested in engaging with the classroom activities. Furthermore, the students improve their speaking skills in terms of pronunciation, accuracy, fluency, vocabulary, and confidence after engaging in classroom speaking activities using the teacher's seven-strategies.

However, this study is limited in scope due to the small sample size, which may not represent the broader population of English language learners. As a result, the findings cannot be generalized beyond the specific context in which the study was conducted. Therefore, the writers would like to offer several suggestions based on the conclusion drawn above. For teachers who wish to use similar methods, it is important to select strategies that are appropriate for their students when teaching speaking. For future researchers who are encouraged to explore how speaking strategies are applied and adapted across different educational levels, and also it is recommended that future studies employ a mixed-methods approach by

combining quantitative data with qualitative insight.

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