

Strategic Management Approaches for Enhancing English-Speaking Proficiency in Language Education

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Abstrak

This study explores effective strategies for teaching English speaking skills and the factors that influence implementing these strategies. The study discussed the strategies used in speaking learning, why they are chosen, and their implications for students speaking success. The strategies referred to in this study encompass methods, resources, and media used in achieving success in learning to speak English. The research method employed is qualitative with a case study approach. The study was conducted in March 2023 at some schools and English courses, with ten teachers serving as informants. Data collection was carried out through indirect interviews via WhatsApp and GoogleForm. The main findings show that role-play and chain drill methods are the most frequently applied strategies and are considered effective in improving students speaking skills. The main factors that influence the use of these strategies include students interest and the relevance of the material. The implications of this study highlight the importance of selecting strategies that are appropriate to students characteristics and learning contexts, and this study shows the need to adapt teaching methods based on the availability of resources and environmental support. The results of this study provide insights for educators to design and implement more effective speaking learning strategies and encourage further discussion on innovation in English language learning.

Keywords: *English-Speaking Learning; Method; Strategic Management*

Abstract

Penelitian ini bertujuan untuk mengeksplorasi strategi yang efektif dalam mengajarkan keterampilan berbicara bahasa Inggris. Strategi yang dimaksud dalam penelitian ini memuat metode, sarana, serta media yang digunakan dalam keberhasilan belajar speaking english. Metode yang digunakan adalah kualitatif dengan pendekatan studi kasus. Penelitian dilakukan pada bulan Maret 2023 di beberapa sekolah dan lembaga kursus bahasa Inggris dengan informan sepuluh orang guru. Pengambilan data dilakukan dengan wawancara secara tidak langsung melalui Whatsapp dan Google Form. Hasil dari penelitian menunjukkan bahwa metode roll play dan chain drill merupakan strategi yang paling sering diterapkan dan dianggap efektif dalam meningkatkan keterampilan berbicara siswa. Faktor utama yang memengaruhi penggunaan strategi ini meliputi minat siswa dan relevansi materi. Implikasi dari penelitian ini menyoroti pentingnya memilih strategi yang sesuai dengan karakteristik siswa dan konteks pembelajaran, dan penelitian ini menunjukkan perlunya mengadaptasi metode pengajaran berdasarkan ketersediaan sumber daya dan dukungan lingkungan. Hasil penelitian ini memberikan wawasan bagi para pendidik untuk merancang dan menerapkan strategi pembelajaran speaking yang lebih efektif dan mendorong diskusi lebih lanjut tentang inovasi dalam pembelajaran B. Inggris.

Kata Kunci: *Belajar; Manajemen Strategi; Metode: Speaking*

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INTRODUCTION

Developing English speaking skills has become a major focus in language education around the world, especially in countries with non-native English speakers such as Indonesia. Based on the EF 2023 English Language Proficiency Index, Indonesia is ranked 79th out of 113 countries with a score of 469, which shows that the level of English language proficiency is still low (Widhoroso, 2023). The results of a survey conducted in several junior high schools in Indonesia, the level of English-speaking proficiency of students is still relatively low. Most students have difficulty speaking English due to a lack of vocabulary and proper pronunciation. In addition, lack of confidence and minimal opportunities to practice speaking English are also major inhibiting factors. The survey showed that only about 30% of students feel confident enough to speak English in public (Ahmad, 2023; Khotimah, 2020).

Speaking can be challenging if we don't know how to start and find the right expressions for specific situations (Wacana & Lantu, 2020). This means that speaking should be accompanied by expressions, where someone wants to say something so that what is said can be understood by others. However, many students still struggle with learning to speak due to their limited English vocabulary and their lack of practice in communicating using a foreign language. Although English language curricula increasingly emphasize communicative competence, many students still face difficulties in achieving functional speaking proficiency. The existing literature suggests several contributing factors, including limited vocabulary, lack of exposure to authentic language use, and psychological barriers such as fear of making mistakes, anxiety, and lack of self-confidence. (Souisa, 2020).

Although various studies have explored strategies to improve speaking skills, there is still a gap in understanding the most effective strategic management approaches that teachers and educational institutions can implement to address these challenges. Furthermore, the existing literature often lacks a comprehensive analysis of how strategies can be adapted to different educational contexts to maximize their impact on students speaking skills.

Recent studies have highlighted a variety of strategies that can be effective in developing English speaking skills, such as interactive and collaborative language learning methods (Rahayu, 2022), as well as metacognitive strategies that encourage students to self-assess and plan their learning (Kusumaningsih et al., 2020). However, these studies often focus on strategies from the learner's perspective, with little attention to the role of strategic management at the institutional or classroom level. Furthermore, some studies have discussed individual strategies such as listening to English songs, watching English films, and practicing with peers (Rahmadeni et al., 2013). Some of these studies do not explore how these strategies can be integrated and managed effectively by educators to create a cohesive learning environment.

This study aims to fill this gap by providing a comprehensive analysis of strategic management approaches to improving English-speaking proficiency in language education. It will explore the specific strategies used, the rationale behind their implementation, and their implications for students success in speaking English. In doing so, it is hoped that this study will provide valuable insights for educators and policymakers, both locally and globally, and contribute to the broader discourse on effective language teaching practices.

METHODS

The research method used is qualitative with a case study approach. The selection of this method is based on the purpose of the study to deeply understand the strategic management approach in improving English speaking skills in the context of language education. The qualitative method was chosen because the problems raised require in-depth exploration and a rich understanding of complex phenomena (Sugiyono, 2016). Through this approach, researchers can explore in detail how English-speaking learning strategy management is implemented and what factors support the

successful implementation of the strategy. The case study approach allows researchers to obtain a comprehensive picture of real practices that occur in the field and understand the specific context of various educational institutions that are the subjects of the study.

The informants in this study are ten English teachers from four different educational institutions. Sampling was done using nonprobability sampling, specifically the purposive sampling technique. The informants were selected because English teachers are individuals who are knowledgeable, experienced, and understand the management of successful strategies for learning English speaking. The inclusion of informants from different educational institutions aims to determine which methods are more commonly used by teachers in schools as successful strategies for learning English speaking. The research was conducted in March 2023 at some school and English courses.

Data collection was carried out through interviews and documentation. The interviews were conducted indirectly, using Google Forms and WhatsApp. The interviews consisted of three main questions regarding the strategies used in learning English speaking, why those strategies were chosen, and the implications or impacts of applying those strategies. Additional questions were included to gather supplementary data on the methods, tools, and media used to maximize the process of learning English speaking. Secondary data was obtained from journal articles and books that the researcher collected as supporting primary data. Data analysis involved data reduction, data display, and conclusion. The analysis process begins with data reduction, which is filtering, simplifying, and organizing data obtained from interviews. Relevant data is identified and sorted through a coding process, where themes, categories, and patterns that emerge in the data are systematically identified. In this coding stage, researchers group similar information, simplify the interpretation process, and reduce data to a more concise and meaningful form. Furthermore, the reduced data is presented in the form of tables and narratives to facilitate understanding and identification of relationships between predetermined categories. This data presentation helps in seeing the overall picture and finding certain patterns or tendencies that are relevant to the research question. The final stage is drawing conclusions, where researchers interpret data based on findings that have been compiled and verified to ensure their validity. Conclusions are drawn by evaluating and comparing findings against the theoretical framework used so that they can provide in-depth and comprehensive answers to research questions.

FINDINGS AND DISCUSSION

The collected data from the interviews are categorized into three main categories: (1) Strategies used for successful learning of speaking, (2) Factors influencing the use of successful strategies for learning to speak, (3) Implications of using successful strategies for learning to speak.

Findings

Here are the interview results with the teachers:

Table 1. Interview 1: Successful Strategies for Learning English Speaking

Aspect	Statement	Code
Strategies used for successful learning of speaking.	Teacher 1: Uses <i>role-play</i> and discussion methods, with media such as videos, tapes, and smart boards.	Roleplay
	Teacher 2: Uses <i>repeating</i> and <i>role-play</i> strategies with the <i>Scientific learning</i> method, using <i>textbooks</i> and YouTube as media.	Repeating dan role-play
	Teacher 3: Uses the <i>Question and Answer</i> strategy, focusing on students intonation and pronunciation, with media including mobile phones and laptops.	Question and answer

Teacher 4: Uses the strategy of learning with movies (<i>using movies</i>), the <i>drilling conversation</i> method, with media such as movies, pictures, and short stories.	By using movies Drilling conversation
Teacher 5: Uses the <i>role-play</i> technique and the <i>cooperative learning</i> method, with media such as the internet, YouTube app, projectors, laptops, and speakers.	Roleplay Cooperative learning
Teacher 6: Uses the strategy of listening to music and imitating pronunciation (<i>listening to music</i>), with the <i>interactive conversation</i> method, using speakers and mobile phones.	Listening to music, Interactive conversation
Teacher 7: Uses the <i>chain drill</i> strategy with the <i>audio-lingual method</i> , using laptops and projectors.	Chain drill Audio lingual method
Teacher 8: Uses <i>role-play</i> and <i>drill</i> strategies with the <i>zigzag method</i> , with media such as pictures or videos.	Role-play and drill Zigsaw method
Teacher 9: Uses <i>role-play</i> and <i>storytelling</i> strategies, with the <i>repeat after me</i> method and vocabulary search (Google Translate/dictionary), using video, audio, and pictures.	Role-play, Storytelling, Repeat after me
Teacher 10: Uses <i>role-play</i> and <i>storytelling</i> strategies with the <i>speaking drill</i> method, using reading materials and conversation materials.	Role-play, Storytelling, Speaking drill

Table 2. Interview 2: Factors for Using Successful Speaking Learning Strategies

Aspect	Statement
Factors for Using Successful Speaking Learning Strategies	Teacher 1: <i>Role-play</i> is chosen because it is more engaging and increases student motivation.
	Teacher 2: <i>Role-play</i> and <i>repeating</i> are used to help students who are new to English understand vocabulary easily.
	Teacher 3: <i>Question and answer</i> is used to easily measure students abilities.
	Teacher 4: <i>Movies</i> help students learn many new vocabularies.
	Teacher 5: <i>Role-play</i> and <i>cooperative learning</i> create a fun learning environment.
	Teacher 6: <i>Listening to music</i> and <i>interactive conversation</i> are used as practical applications of language in daily activities.
	Teacher 7: <i>Chain drill</i> and the <i>audio-lingual method</i> help students understand expressions.
	Teacher 8: <i>Role-play</i> and the <i>zigzag method</i> are important for improving communication skills.
	Teacher 9: <i>Role-play</i> and <i>storytelling</i> are used to make students feel comfortable, enjoy learning, and achieve learning targets.
	Teacher 10: <i>Role-play</i> , <i>storytelling</i> , and <i>speaking drills</i> are chosen to foster teamwork among students.

Table 3. Interview 3: Implications of Using Successful Speaking Learning Strategies

Aspect	Statement
Implications of Using Successful Speaking Learning Strategies	Teacher 1: Increased student enthusiasm for learning.
	Teacher 2: Enhances vocabulary mastery and pronunciation.
	Teacher 3: Easily measures students abilities.
	Teacher 4: Encourages students to learn English and easily memorize new vocabulary.
	Teacher 5: Increases student motivation in speaking English.

Teacher 6: Boosts confidence and improves pronunciation frequency.

Teacher 7: Increases student engagement and comprehension in lessons.

Teacher 8: Enhances speaking skills.

Teacher 9: Makes students enjoy the learning process and gradually improves their speaking abilities.

Teacher 10: Encourages students to work collaboratively with their partners.

Discussion

Strategies Used for Successful Speaking Learning

The learning strategies used in teaching English speaking skills have an important role in forming an effective and enjoyable learning experience for students. Based on the data presented in Table 1, the strategy management adopted by teachers involves several main stages, namely planning, implementation, and evaluation. Strategy management in learning includes a detailed planning process, adaptive implementation, and ongoing evaluation (Ridho, 2022). Planning is the initial stage in a learning strategy that aims to prepare a systematic and directed teaching and learning process. Teachers make various preparations that include preparing a Learning Implementation Plan (RPP) that is adjusted to the teaching material, preparing relevant learning materials, and ensuring the availability of supporting facilities and infrastructure. In the context of speaking learning, teachers also pay attention to students physical and mental readiness, which is considered an important factor in determining the success of learning. This is consistent with the theory of holistic approach-based learning which emphasizes the importance of comprehensive and directed preparation to ensure an effective learning process (Hamzah et al., 2023). In learning speaking skills, the readiness of materials, facilities, and students mental conditions are important components that should not be ignored (Harianto, 2020). For example, preparing a RPP that is relevant to the needs and ability levels of students helps focus learning on specific goals, so that learning outcomes can be more optimal. In this case, it can be interpreted that good and mature planning is a strong foundation for the success of a speaking learning strategy.

In the implementation stage, teachers apply various effective learning methods and strategies to improve students speaking skills. Based on the data in Table 1, some strategies that are often used by teachers in the process of learning to speak include role-play, chain drill, question and answer, watching movies, storytelling, zigzag method, listening to music, cooperative learning, and interactive conversation. The role-play method is widely used because it is considered effective in creating an active and interactive learning experience. Through role-play, students are invited to play certain roles in realistic social situations, such as being a waiter, tourist, or other characters in everyday conversation. This method not only improves speaking skills but also helps students understand the broader context of language use. Based on research results, role-play can increase students courage to speak, strengthen communication skills, and encourage more meaningful learning through active participation (Firmansyah et al., 2021). This method also helps reduce psychological barriers that students may have towards using English orally.

In addition, the chain drill method is also often used because it gives students more opportunities to speak English through chain conversation exercises. In chain drill, students take turns asking and answering questions to each other, creating an ongoing conversation in the classroom (Rahmansyah et al., 2021). Based on research results, this method is very effective in helping students internalize language patterns and sentence structures, as well as increasing their confidence in speaking (Vidhiasi, 2022). By using chain drill, students can develop their speaking skills through structured repetition and direct interaction with peers.

In addition to role-play and chain drill, strategies such as question and answer, watching movies, the zigsaw method, listening to music, cooperative learning, interactive conversation, and storytelling also play an important role in teaching speaking skills. These strategies provide variation in learning and allow students to be actively involved in various activities designed to improve their speaking skills. For example, watching movies can help students understand language through visual context, while storytelling helps students develop narrative skills and creativity in using language. As research states, these methods can be used to achieve success in learning to speak because they can be adjusted to the conditions and needs of students (Aziz et al., 2021; Kiuk et al., 2021; Lutfiansyah, 2017; Nurhayati, 2009; Oktanisfia & Susilo, 2021; Sartipa, 2019; Ummah, 2016).

Evaluation is an important process used to measure the extent to which learning objectives have been achieved (Izza et al., 2020). Evaluation includes measurements and assessments carried out both during the learning process and after learning is completed (Hidayat & Asyafah, 2019). Based on data from Table 2, teachers often conduct direct evaluations when speaking learning takes place. This allows teachers to provide immediate feedback to students, correct errors, and adjust learning strategies if necessary. Continuous evaluation also allows teachers to monitor student progress and ensure that learning objectives are achieved effectively.

Factors for using successful speaking learning strategies

Strategies are planned methods or approaches used to achieve specific goals. In the context of learning, instructional strategies refer to planned methods or approaches used to achieve specific learning objectives. Appropriate instructional strategies foster students independence, creativity, and adaptability to various present and potential situations (Asrori, 2013). In choosing a learning strategy, teachers consider various factors that influence the effectiveness of the method used. These factors include student characteristics, classroom conditions, availability of facilities and infrastructure, and the learning objectives to be achieved.

The selection of strategies such as role-play and chain drill is based on the attractiveness of the method to students and its ability to create a fun and participatory learning environment. According to Table 2, the teacher chose role-play because this method is considered more interesting to students and can create a learning atmosphere that is not too burdensome. This method allows students to feel comfortable and enjoy themselves during learning, which ultimately increases their involvement and motivation to learn. In addition, role-play also helps students to better understand the social and cultural contexts behind the use of language, which are important aspects of language learning.

The selection of the chain drill method is based on its ability to provide students with more opportunities to practice speaking in English. This method allows students to participate more actively in lessons, involving them in conversations with peers, exchanging opinions, and practicing new language structures. In his research, Evan Afri stated that chain drill is very helpful in increasing student participation and facilitating more dynamic and interactive language learning (Evan Afri, 2020).

In addition, the choice of learning strategies is also influenced by the student's learning style. For example, students who are more visual may enjoy the method of watching movies, while students who are more auditory may find the method of listening to music more helpful. This shows that the selection of the right learning strategy must consider individual differences in student's learning styles to achieve optimal results.

Implications of using successful speaking learning strategies

The use of appropriate learning strategies has various significant implications for the development of student's abilities and skills. First, strategies such as role-play and chain drill directly contribute to improving students speaking skills. The use of role-play, for example, has been shown

to improve students speaking skills, making them more confident and comfortable in communicating in English. Research conducted by Purnawati et al. shows that role-play is effective in teaching English and encourages students to be more active in speaking in class (Purnawati et al., 2015).

Another implication is increasing students learning motivation. Fun and interactive strategies, such as interactive conversation and cooperative learning, can increase students intrinsic motivation to learn English. When students feel involved and motivated, they tend to be more persistent in facing learning challenges and are more committed to achieving their learning goals. This is in line with the theory of learning motivation which emphasizes the importance of a supportive and interactive learning environment to improve learning outcomes (Izzati Irawan et al., 2024; Khariani, 2024).

In addition, speaking learning strategies also have implications for the development of students learning skills. By using various learning methods, students are taught how to learn effectively and efficiently, which in turn helps them develop better learning skills. For example, cooperative learning methods teach students how to work in groups, while storytelling can improve their presentation and communication skills. This shows that the learning strategies used not only have an impact on language acquisition but also on the development of broader learning skills. Another implication is the improvement of students social skills. Interactive strategies such as role-play, interactive conversation, and cooperative learning enable students to learn to communicate well with others, work in teams, and solve problems collectively. These skills are essential in everyday life and in the workplace, where the ability to work together and communicate effectively is a highly valued skill. Thus, effective speaking learning strategies not only improve students language skills but also prepare them for success in various aspects of life.

Although the use of appropriate strategies can produce various benefits, there are some challenges that may be faced in their implementation. The first challenge is time constraints. English language learning often requires sufficient time to achieve the desired results, especially when involving methods that require long preparation and implementation such as role-play or watching movies. Teachers must be good at managing time so that all components of the strategy can be implemented well without sacrificing the quality of learning.

The second challenge is resource constraints. Not all schools have adequate facilities to support the implementation of various speaking learning strategies. For example, methods such as watching movies or listening to music require audio or visual devices that may not always be available in every school. This challenge requires teachers to be creative in utilizing existing resources and finding alternative ways to implement the planned strategies.

The third challenge is the variation in student abilities. Each student has different abilities and levels of understanding in learning English. Teachers need to consider this variation when planning learning strategies because not all methods will be effective for all students. Teachers must be able to adjust their approach and may need to use various learning strategies simultaneously to ensure that all students can learn effectively.

The fourth challenge is students psychological barriers, such as shyness or fear of making mistakes when speaking English. These barriers can reduce students participation in class and hinder their speaking skills development. Teachers need to create a supportive learning environment, where students feel safe to experiment and make mistakes without fear or punishment. The fifth challenge is the lack of support from parents or the environment outside the school. Support from parents is very important in the learning process, especially in learning a foreign language. When students do not get enough support from their parents or the environment outside the school, their motivation to learn English may decrease. Teachers need to communicate with parents and the community to build awareness about the importance of their support in the students learning process.

CONCLUSION AND SUGGESTION

Based on this in-depth analysis, it can be concluded that the success of English-speaking learning strategies is greatly influenced by careful planning, flexible and adaptive implementation, and continuous evaluation. Teachers need to consider various factors in selecting strategies, such as student characteristics, learning objectives, and available conditions and resources. Although there are some challenges in implementing this strategy, the use of varied methods and adaptation to learning conditions can improve student's speaking skills, learning motivation, social skills, and success in learning English. Furthermore, strategies that can be used in speaking learning include role-play, chain drill, storytelling, question and answer, watching films, audio-lingual method, zigsaw method, listening to music, cooperative learning, and interactive conversation.

For future research, it is recommended to use more varied methods such as a mixed-method approach to obtain more comprehensive data. In addition, research can focus on the development and evaluation of more innovative speaking learning strategies, including the use of digital technology and online platforms. Research should involve a more diverse group of students and consider the influence of external factors such as parental support and social environment. Longitudinal studies can be conducted to understand the long-term impact of the learning strategies implemented. Furthermore, it is important to explore the relationship between speaking learning strategies and student's social skill development. Research also needs to identify challenges in implementing learning strategies to design more effective interventions. Finally, collaboration between researchers and teachers is recommended to ensure the relevance of research results to real classroom conditions.

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