

A STUDY ON STRATEGIES USED IN DEVELOPING SPEAKING SKILLS

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ABSTRACT

The objective of this study is to examine and analyze articles concerning the strategies used in developing speaking skills published in between 2018 to 2023. This research employs library research methodology, which involves using library sources to gather and analyze data. The research results shows that the strategies used in developing speaking skills are Communication Strategies, Task-Based Approaches, Role-Play, and Technology-Enhanced Approaches and the most frequently used strategies are Role-Play, and Technology-Enhanced Approaches. To implement the two most frequent strategies used, educators need a careful planning and consideration. They should introduce concepts, select relevant content, and provide clear instructions. Technology can enhance authenticity and engagement in speaking activities by utilizing tools like YouTube, digital storytelling, or educational comics. In conclusion, this research provides valuable insights into the strategies employed to develop speaking skills.

Keywords: Strategies; Developing; Speaking Skills.

INTRODUCTION

Developing effective speaking skills is crucial in language learning as it enables individuals to communicate and express their thoughts and ideas proficiently. Proficiency in speaking facilitates meaningful conversations, social interactions, and success in academic and professional settings. However, language learners face challenges such as anxiety, limited vocabulary, grammatical errors, and a lack of confidence that hinder their speaking proficiency. To address these obstacles, the researchers have focused on identifying strategies to enhance speaking skills and help learners overcome these challenges. Mastery of speaking skills involves linguistic and non-linguistic elements, making it the most demanding skill in any language. Previous studies have highlighted the importance of effective strategies for improving speaking skills. The identified strategies include repetition exercises, oral drills, role-play activities, language exchange programs, task-based learning, and the use of digital tools and applications. While these strategies have shown promising results, their effectiveness across different learner populations, proficiency levels, and cultural contexts needs further investigation. This study aims to comprehensively examine the effectiveness of various strategies employed in developing speaking skills by analyzing and synthesizing existing literature. By exploring these strategies, we aim to provide valuable insights into tailoring speaking skill development strategies to learners' specific needs.

Developing speaking skills in language learning is a complex process that requires effective strategies to overcome challenges and make progress or achieve. This study aims to contribute and be beneficial to language learners who seek ways to develop their speaking skills by examining the effectiveness of various strategies employed in developing speaking skills. By reviewing existing literature and previous articles, we seek to provide evidence-based insights and recommendations for language learners, educators, and researchers to enhance speaking proficiency effectively. Based on the statement above, the researchers formulate two research questions as follows: “What are the most frequently strategies used in developing speaking skills and how are they being implemented?”

METHOD

In this research, the researchers applied a library research approach. Library research involves utilizing library sources and online databases to gather and analyze data. The researcher relied on various sources such as academic journals, books, and online databases to synthesize information and draw conclusions. The process of library research involves several key steps: defining the research topic, formulating a thesis or problem statement, developing an outline, devising a search strategy, evaluating sources for credibility and relevance, writing and revising the paper, and properly documenting sources. The data for this study was primarily collected through the examination of documents and academic journals. The data analysis technique employed was descriptive, focusing on interpreting and understanding the content through text analysis. Additionally, the researcher categorized the frequently used methods and strategies by analyzing previous skripsi and thesis works related to the research topic. By following these steps and

techniques, the researcher conducted a systematic and comprehensive analysis of relevant literature to inform the research objectives and contribute to the existing knowledge in the field.

FINDINGS AND DISCUSSION

Table 1- The most frequently strategies used in developing speaking skills and how are they being implemented.

Research Title	Year
Improving Students' Speaking Skills through Role-Play Technique in the 21st Century	2021
Use of Role-plays in Developing Speaking Skills of Undergraduate Students: An Experiment	2021
Language Learning Strategies Used by Form 4 ESL Learners to Develop Speaking Skills	2021
Effects of Using Interactive Tasks (Role-play) in Developing Speaking Skills among Preparatory School Students	2020
Educational Comics in Text-Based Learning to Develop Speaking Skills for Elementary School Students	2021
The Use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students	2021
The Impact of Using YouTube and Audio Tracks Imitation YATI on Improving Speaking Skills of EFL Learners	2019
The Use of Problem-Based Learning in Improving Students' Speaking Skill	2022
Developing Speaking Skills Through Task-Based Materials	2019
Communication Games: Their Contribution to Developing Speaking Skills	2021
Communication Strategies in Developing Speaking Skill Used by the Students of Islamic Guidance and Counseling Program of Ushuluddin and Dakwah Faculty at IAIN Surakarta	2018

By categorizing the studies into Communication Strategies, Task-Based Approaches, Role-Play, and Technology-Enhanced Approaches, as well as sorting them according to their publishing year from the oldest to the most recent, we can then analyze the diverse range of strategies employed and their contributions to enhancing speaking skill. This analysis enables researcher to identify the most commonly utilized strategies, as indicated in Table above.

1) Implementation of Role-play for Developing Speaking Skills

a. Improving Students' Speaking Skill through Role-Play Technique in the 21st Century: Implementing this strategy involves the following steps: a) Introduce the role-play technique to students, explaining its relevance and benefits in the context of the 21st century. b) Identify real-life scenarios that students are likely to encounter in the modern world and create role-play activities based on these scenarios. c) Provide clear instructions on the roles, objectives, and language usage expected during the role-play. d) Offer resources and materials such as props, visual aids, or multimedia tools to enhance the authenticity of the role-play scenarios. e) Encourage students to incorporate technology, such as video recordings or online platforms, to document and share their role-plays. f) Facilitate discussions after each role-play session, allowing students to reflect on their performance, exchange feedback, and suggest

improvements. g) Integrate assessment measures that evaluate both the linguistic and communicative aspects of students' speaking skills.

b. Use of Role-plays in Developing Speaking Skills of Undergraduate Students: An Experiment: Implementing Use of role-plays in Developing Speaking Skills of Undergraduate Students: An Experiment involves the following considerations: a) Assign specific roles to each student or pair of students participating in the role-play b) Create or select role-plays that reflect real-life situations and contexts. c) Provide constructive feedback to students after their role-play performances. d) Before and after the role-play, facilitate group discussions where students can share their thoughts, opinions, and experiences related to the scenario. e) Conduct role-plays in pairs, allowing students to interact closely with a partner. f) Allocate time for students to prepare for their role-plays. g) Incorporate real-life objects, props, or visual aids into the role-play to make it more engaging and authentic. h) Allocate sufficient time for the role-play activity, ensuring that all students have enough opportunity to participate and engage in meaningful conversations. i) Allocate sufficient time for the role-play activity, ensuring that all students have enough opportunity to participate and engage in meaningful conversations. j) Integrate technology tools, such as audio or video recordings, to enhance the role-play experience.

c. Language Learning Strategies Used by Form 4 ESL Learners to Develop Speaking Skills: To implement this strategy, educators can follow these steps: a) Conduct a needs analysis to understand the specific challenges and needs of Form 4 ESL learners regarding speaking skills. b) Introduce a range of language learning strategies relevant to speaking skills, such as role-play, pair work, debates, and presentations. c) Provide explicit instruction on each strategy, explaining its purpose, benefits, and effective implementation. d) Offer opportunities for guided practice, where students can engage in structured speaking activities using the identified strategies. e) Encourage students to reflect on their experiences and evaluate the effectiveness of the strategies they used. f) Foster a supportive and collaborative learning environment where students can share their strategies, challenges, and successes. g) Provide ongoing feedback and support to help students refine their strategies and overcome specific speaking skill difficulties.

d. Effects of Using Interactive Tasks (Role-play) in Developing Speaking Skills among Preparatory School Students: To implement this strategy, educators can follow these steps: a) Introduce the concept of role-play to students and explain its purpose in developing speaking skills. b) Select relevant and age-appropriate role-play scenarios that align with the curriculum and learning objectives. c) Provide clear instructions to students on the roles they will play, the scenario they will enact, and the language they should use. d) Facilitate the role-play by providing support and feedback as students engage in conversations and interactions. e) Encourage students to reflect on their performance and identify areas for improvement. f) Incorporate debriefing sessions where students can discuss their experiences, challenges, and successes in the role-play activity. g) Repeat role-play activities periodically to allow students to practice and reinforce their speaking skills.

2) Implementation of Technology-Enhanced Approaches for Developing Speaking Skills

a. Educational Comics in Text-Based Learning to Develop Speaking Skills for Elementary School Students: Implementing this technology-enhanced approach involves the following steps: a) Introduce educational comics as a text-based learning tool for developing speaking skills among elementary school students. b) Select age-appropriate and visually engaging educational comics that align with the curriculum and learning objectives. c) Provide explicit instructions on how to read and interpret the comics, emphasizing the importance of understanding the context, dialogue, and visual cues. d) Encourage students to practice reading the comics aloud, focusing on pronunciation, intonation, and expression. e) Design speaking activities where students engage in discussions, role-plays, or storytelling based on the content of the comics. f) Incorporate technology by utilizing digital platforms or apps that offer interactive features related to educational comics, such as audio recordings or vocabulary games. g) Offer opportunities for students to create their educational comics, integrating both written dialogue and speech bubbles to develop their speaking skills further.

b. The Use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students: Implementing this technology-enhanced approach involves the following steps: a) Familiarize Jordanian EFL university students with the concept of using YouTube as a tool for developing speaking skills. b) Identify relevant YouTube channels or videos that align with the student's linguistic needs, cultural background, and academic goals. c) Design interactive tasks that require students to watch specific YouTube videos and engage in discussions, debates, or presentations related to the content. d) Provide clear guidelines and expectations for students regarding their active participation, language usage, and critical analysis of the videos. e) Encourage students to create their own video responses or video presentations on the topics covered in the YouTube videos. f) Incorporate peer feedback sessions, where students can watch and provide constructive comments on each other's video responses. g) Evaluate students' speaking skills through assessments that measure their ability to communicate effectively, use appropriate language, and demonstrate critical thinking based on the YouTube content.

c. The Impact of Using YouTube and Audio Tracks Imitation (YATI) on Improving Speaking Skills of EFL Learners: To implement this technology-enhanced approach, educators can follow these steps: a) Introduce the concept of using YouTube and audio tracks imitation (YATI) as tools for improving speaking skills. b) Select relevant and high-quality YouTube videos that align with the learners' proficiency level and learning objectives. c) Create guided activities where students listen to audio tracks from the videos and imitate the pronunciation, intonation, and rhythm. d) Provide clear instructions on how to use YATI effectively, emphasizing the importance of attentive listening and accurate repetition. e) Encourage students to practice speaking using the target language structures and vocabulary from the videos. f) Incorporate opportunities for students to engage in conversational exercises or role-plays based on the

content of the YouTube videos. g) Offer feedback and corrective guidance to help students improve their speaking skills, focusing on pronunciation, fluency, and accuracy.

DISCUSSION

The research findings provide a comprehensive overview of the strategies used in developing speaking skills from 2018 to 2023. The included studies encompass a wide range of innovative approaches, such as authentic digital storytelling, communication games, task-based materials, role-play techniques, language learning strategies, and technology-enhanced methods. These strategies exemplify the evolving landscape of language instruction and highlight the ongoing efforts to create engaging and effective learning experiences for learners. A comparison of the strategies employed over the years, reveals that educators and researchers have explored diverse methodologies to address the complexity of developing speaking skills. The research findings demonstrate the progression and adaptation of instructional approaches in response to the changing needs and preferences of learners.

By analyzing the research studies, it becomes apparent that certain strategies have been frequently employed to develop speaking skills. The most frequently used strategies identified in the research include communication strategies, task-based approaches, role-play techniques, and technology-enhanced approaches. These strategies have been consistently implemented across multiple studies, indicating their popularity and effectiveness in enhancing learners' speaking proficiency. Communication games, task-based materials, and role-play techniques are recognized for their ability to create meaningful speaking opportunities and provide authentic language experiences. Technology-enhanced approaches, such as using YouTube, digital storytelling, and educational comics, have also gained prominence in recent years, leveraging digital tools and multimedia platforms to engage learners and promote speaking skill development. The effectiveness of these strategies is evident from the positive outcomes reported in the studies, suggesting their potential to facilitate language acquisition and improve oral proficiency.

Role-playing is a language learning strategy that involves learners adopting specific roles or characters in simulated situations to practice and develop their language skills. This research discussion explores the benefits of role-playing in language learning, drawing on relevant literature reviews and studies. Authentic and Interactive Communication: Role-playing provides learners with opportunities to engage in authentic and interactive communication. By assuming different roles and participating in simulated scenarios, learners can apply their language knowledge in meaningful contexts (Johnson & Johnson, 1998). This immersive experience enables learners to practice their language skills realistically and dynamically, enhancing their ability to communicate effectively in real-life situations.

Research has shown that role-playing can contribute significantly to language acquisition. Johnson and Johnson (1998) discuss the concept of cooperative learning, which includes role-playing, and highlight its positive impact on language acquisition. By actively engaging in role-playing

activities, learners have the opportunity to practice and reinforce their language skills, leading to improved proficiency.

Role-playing also plays a crucial role in developing socio-cultural competence and intercultural understanding. Aryadoust and Chua (2012) emphasize that role-playing in second-language teacher education positively affects pre-service teachers' language learning, teaching skills, and attitudes. Through role-playing, learners gain insights into different cultural perspectives, norms, and communication styles, fostering intercultural competence and promoting empathy towards diverse cultures.

Role-playing activities have been found to enhance motivation and stimulate language production, particularly among young learners. Eslami-Rasekh (2005) highlights the advantages of role-playing for children's language development, including increased motivation, creativity, and language production. The dynamic nature of role-playing encourages learners to actively participate, fostering a supportive and engaging learning environment.

Literature reviews provide practical suggestions and examples for incorporating role-playing activities in language instruction. Omaggio Hadley (2015) emphasizes the benefits of role-playing in promoting authentic communication, language practice, and cultural understanding, offering practical guidance for implementation. Eslami-Rasekh (2005) provides teachers with sample activities and tips for conducting role-playing sessions with young learners in ESL/EFL contexts.

The rapid advancement of technology has permeated education, where the teaching-learning process has become a primary focus. Traditional classrooms with face-to-face instruction and paper-and-pencil tests are being replaced by innovative, technology-enhanced classrooms equipped with tools such as smart boards and data projectors. This shift in educational technology has been necessitated by the widespread use of digital devices like smartphones, iPads, and the availability of educational resources on platforms like YouTube, supported by sophisticated information and communication technology (ICT) applications. Educators, curriculum designers, and experts in English as a Foreign Language (EFL) pedagogy recognize the urgent need for a parallel shift in teaching and testing strategies at all levels of education, particularly after the COVID-19 pandemic, which has accelerated the global transition to online learning (Almahasees et al., 2021; Haider and Al-Salman, 2020). These new realities have made educational technology a necessity, possibly accelerating the adoption of blended and fully online learning sooner than expected (Dhawan, 2020; Li and Lalani, 2020; Martin et al., 2020).

Based on the findings presented in Table 4.1, it is evident that Role-Play plays a significant role in the development of speaking skills. Role-play activities offer numerous benefits for language learning and speaking skill development, including:

- a. **Motivation and Engagement:** Role-play enhances student motivation, confidence, and engagement in language learning. It makes lessons more enjoyable and captivating, increasing students' interest in learning.

b. Speaking Skills and Fluency: Role-play activities effectively facilitate the acquisition of speaking skills, fluency, and communicative competence. Students have ample opportunities to practice using English in real-life scenarios.

c. Language Practice and Social Skills: Role-play promotes language practice and enhances social skills. Students develop a deeper understanding of real-world situations and improve their ability to communicate appropriately in various contexts.

d. Real-world Understanding: Scenario-based learning through role-play helps students develop a real-world understanding and gain a deeper knowledge of the language. They learn to apply their language skills in practical and meaningful ways.

e. Positive Social Habits and Behavior: Role-play cultivates positive social habits and teaches appropriate behavior in different situations. Students learn to interact, collaborate, and communicate effectively with others.

f. Fluency and Communicative Competence: Incorporating role-play plays in the classroom enhances students' fluency, confidence, and proficiency in English speaking. Interactive tasks like role-play activities have a significant positive effect on the development of students' fluency in speaking.

By incorporating role-play strategy into language learning curricula, educators can effectively harness the benefits that role-play activities offer in enhancing learners' speaking skills and overall language proficiency. Regardless of the publication year of the research articles utilizing role-play, the consistently positive results in developing speaking skills highlight its enduring effectiveness. The use of role-play activities in language learning provides a valuable platform for students to not only develop their speaking skills and fluency but also cultivate their communicative competence. Additionally, role-play activities foster motivation, engagement, and social interaction among learners. These findings have significant implications for language educators, emphasizing the importance of integrating role-play into instructional approaches to optimize language learning outcomes.

CONCLUSION

The findings of this research reveal a diverse range of strategies used to develop speaking skills from 2018 to 2023. These strategies can be categorized into Communication Strategies, Task-Based Approaches, Role-Play, and Technology-Enhanced Approaches. Among these categories, Role-Play and Technology-Enhanced Approaches emerged as the most frequently used strategies. Implementing these strategies requires careful planning and consideration. For role-play activities, educators should introduce the concept, select relevant scenarios, provide clear instructions, facilitate the role-play, encourage reflection, and incorporate debriefing sessions. Language learning strategies should be explicitly taught, offering a variety of options and creating opportunities for application in meaningful contexts. When implementing technology-enhanced approaches, educators should introduce the chosen tools or platforms, select relevant content, design interactive tasks, provide clear guidelines, encourage student participation, offer feedback, and evaluate

students' speaking skills based on content and critical thinking. Incorporating technology, such as YouTube, digital storytelling, or educational comics, can enhance the authenticity and engagement of speaking activities. In conclusion, this research provides valuable insights into the strategies used to develop speaking skills during the specified timeframe, offering practical guidance for educators seeking to enhance speaking proficiency.

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