

Strategies to Improve Students' Speaking Skills in English Class

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Abstract- The ability to communicate in English, especially speaking skills, has become a very important need in the current era of globalization. English is no longer only a means of communication, but also as a bridge to achieve international opportunities, both in education, career and social. In addition, through the main discussion conducted in this study aims to be able to identify and analyze effective strategies in improving the speaking skills of students in English classes. In addition, this study also has another goal, namely to be able to explore the factors that support and hinder the implementation of these strategies in the school environment. And in addition, the Research Method section used in this study is to use a quantitative and qualitative approach (mixed methods) in order to identify problems in depth while measuring the results of strategy implementation. So based on this, this study shows several important findings that can be concluded, including the first conclusion, namely the success of speaking learning is highly dependent on a combination of interactive teaching methods that are relevant to students' needs. Strategies such as role-play, group discussions, and presentations are effective in creating an active and supportive learning environment. This activity not only helps students hone their speaking skills, but also builds their confidence in using English orally, then the second conclusion is that the active involvement of teachers in designing interesting and contextual learning materials has a significant influence on student motivation. Teachers who are able to present a fun and communicative learning atmosphere will encourage students to participate more in speaking activities. In addition, providing constructive feedback from teachers can increase students' awareness of their mistakes and improve their speaking skills gradually and for the last conclusion, namely, through the use of technology such as language learning applications, interactive videos, and online discussion platforms have also proven to be useful in supporting speaking learning. This technology provides additional access for students to practice outside the classroom, allowing them to improve pronunciation, grammar, and intonation through speaking simulations with native speakers or automated devices.

Keywords: English Class Learning Strategy, Speaking Learning Technique, Improving English Speaking Skills.

1. INTRODUCTION

The ability to communicate in English, especially speaking skills, has become a very important need in the current era of globalization. English is no longer just a means of communication, but also a bridge to achieve international opportunities, both in education, career and social. In the context of learning English in Indonesia, one of the biggest challenges faced by students is the lack of confidence in being able to speak English. Although students have studied English since elementary school, many of them still find it difficult to apply these speaking skills. This is caused by various factors, including ineffective learning methods, an unsupportive environment and minimal speaking practice in everyday life. In addition, English learning in class often focuses on mastering grammar and reading skills, while the speaking aspect does not receive adequate attention. As a result, students tend to only be able to understand English passively, without being able to use it actively in oral communication. This phenomenon not only hinders the development of students' speaking skills, but also limits their ability to compete in a global world that places great emphasis on oral communication skills. Therefore, an effective learning strategy is needed to improve students' speaking skills in English classes [1].

In addition, there is also one main problem in learning speaking for students, namely the fear or anxiety felt by students when speaking. Many students are still worried about making mistakes, both in pronunciation and sentence structure, which can then affect their self-confidence. In addition, the lack of support from the learning environment is also a problem in itself. In many cases, the non-interactive classroom atmosphere and monotonous learning methods make students lose their motivation to practice speaking. In addition, there is also another problem, namely the lack of exposure to English outside the classroom. Most students only use English during class hours, so

the opportunity to hone their speaking skills is very limited. This factor is exacerbated by the lack of student access to supporting resources such as English-language digital media, language communities or opportunities to interact with native English speakers [2].

In addition, one of the main factors that influences students' low speaking ability is the lack of opportunities to practice speaking in a supportive environment. In many schools, English teaching methods still tend to focus on grammar and reading skills, so that speaking skills receive less attention. In fact, speaking skills not only require an understanding of grammar, but also self-confidence, good pronunciation, and the ability to interact directly with the other person. This situation is exacerbated by the lack of access to interactive learning media and the lack of programs specifically designed to train students' speaking skills continuously. In addition, the traditional approach to teaching English also often does not actively involve students in the learning process. Methods such as one-way lectures (lecture-based) make students passive and only receive information without being given space to participate actively. This causes a lack of motivation for students to practice speaking and develop their abilities. In fact, the process of learning a language requires active involvement from students, either through group discussions, presentations or role-plays that are relevant to real-life situations [3].

Cultural factors also affect students' speaking ability. This is because many students still feel embarrassed or afraid of making mistakes when speaking English. In Indonesian culture, there is a tendency to avoid mistakes that can cause embarrassment in front of classmates. This attitude hinders students from trying to speak, so they lose the opportunity to learn from these mistakes. Therefore, it is important to be able to create a supportive learning environment, where students feel comfortable trying to speak without fear of being judged. Limited facilities in some schools are also a challenge in improving students' speaking skills. Not all schools have access to supporting technology, such as computers, the internet or interactive learning applications that can help students practice speaking. In addition, the limited number of English teachers compared to the number of students makes learning less effective, especially in providing special attention to students who need more help in developing their speaking skills. [4].

To overcome these challenges, effective and innovative strategies are needed in English learning, especially to improve students' speaking skills. This strategy must involve various approaches, such as the use of technology, activity-based teaching methods and the implementation of supporting programs that focus on speaking skills. One approach that can be applied is project-based learning, where students will be given the task of making presentations, interviews or debates in English. Through this approach, it not only improves students' speaking skills, but also trains them to think critically, work in teams and face real situations. In addition, the use of technology in English learning has been proven effective in improving students' speaking skills. Applications such as Duolingo, HelloTalk and YouTube provide a platform where students can practice speaking independently and interact with native English speakers. Through this technology, students can also learn at their own pace and access learning materials that suit their needs. By utilizing technology, teachers can create a more interesting and interactive learning experience for students [5].

The importance of parental and community involvement in supporting English language learning cannot be ignored. Parents can help by creating a supportive learning environment at home, such as encouraging children to watch films or read books in English. Meanwhile, the community can contribute by organizing programs such as English clubs, where students can practice speaking with their friends in a relaxed and fun atmosphere. In addition, in the context of educational policy, government support is needed to improve the quality of English language learning in schools. Through this policy, it can be in the form of training for teachers to be able to develop more innovative teaching methods, providing supporting facilities such as English laboratories and developing a curriculum that emphasizes speaking skills. With adequate support, schools can implement programs specifically designed to improve students' speaking skills [6].

Through previous research conducted by Jeperson Hutahaeon, with the title of the previous research, namely "Development of Local Wisdom-Based English Learning Modules for MTsN 1 Sanana Students". Where the study aims to integrate local wisdom in the English learning process to improve students' understanding of the material and build a sense of love for regional culture. In addition, this study uses the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. Where the initial stage of this study

began by analyzing the needs of students and teachers through interviews and observations. The results of the analysis showed that students had difficulty understanding the material due to the lack of relevance between the material taught and the conditions in their daily lives. Therefore, the learning materials developed include materials such as folklore, traditional songs and local proverbs that are relevant to local culture. The resulting module will then be tested on grade VII students at a junior high school in South Sulawesi. The results of the evaluation showed that students were more enthusiastic about learning English because the material used was more contextual and interesting. In addition, there was a significant increase in students' understanding of vocabulary and grammar. Through this study, it was also concluded that local wisdom-based learning media can be an innovative alternative to improve the quality of English learning. This study is a very important reference in the development of similar modules, especially for secondary education levels with a strong cultural background [7].

Based on the explanation above, this study aims to identify and analyze effective strategies in improving students' speaking skills in English classes. In addition, this study also has another objective, namely to explore the factors that support and inhibit the implementation of these strategies in the school environment. Thus, it is hoped that the results of this study can provide a real contribution to the development of English teaching methods that are more effective and relevant to the needs of students in the current era of globalization. In addition, based on the explanation above, it can be seen that English learning, especially in improving speaking skills, requires a strategic approach that involves various parties and utilizes technology and innovative teaching methods. This effort is not only aimed at improving students' ability to speak English, but also to prepare them to face global challenges in the future [6].

2. METHODS

In the research method section in this study, it is designed to be able to develop effective strategies in improving the speaking skills of students in English classes. Through this study, a quantitative and qualitative approach (mixed methods) will be used in order to identify problems in depth while measuring the results of strategy implementation. In addition, the stages of implementing this study include, among others, the problem identification stage, the strategy planning stage, the strategy implementation stage, the data collection stage, and the analysis and reflection stages. [12]. The stages that will be implemented in this study, here is the explanation :

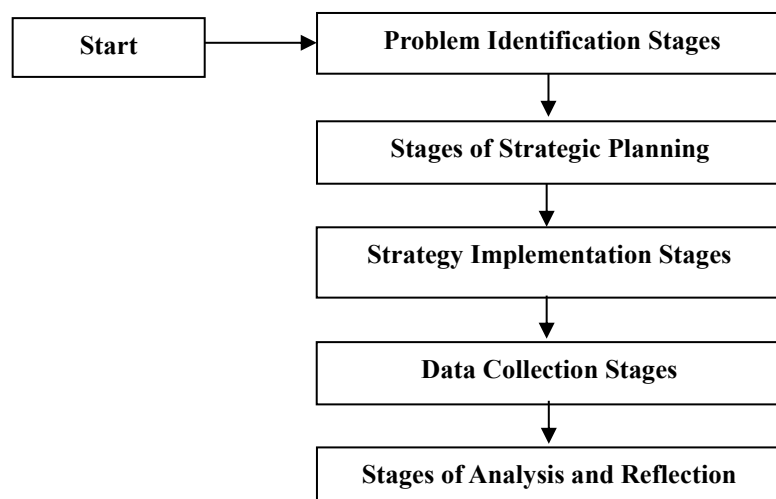


Figure 1. Research Framework Image

2.1 Problem Identification Stages

The initial stage in this research is to identify the problems that students are facing in their English speaking skills. This process is carried out through initial observations in class, discussions with English teachers, and analysis of previous learning outcomes. Problem identification aims to understand the main obstacles, such as low self-confidence, limited vocabulary, or lack of student motivation in using English orally. The information obtained at this stage becomes the basis for designing appropriate learning strategies [12].

2.2 Stages of Strategic Planning

Based on the results of the problem identification, the next stage is to design a learning strategy that is specifically designed to improve students' speaking skills. This strategy includes the use of methods such as role-play to practice speaking skills in real contexts, group discussions to increase active participation, and technology integration, such as language learning applications. At this stage, researchers also prepare systematic lesson plans, select relevant teaching materials, and determine appropriate learning media [13].

2.3 Strategy Implementation Stages

The designed strategy is then implemented in the classroom through an action cycle. The implementation process is carried out by the teacher by actively involving students. Activities carried out include conversation simulations, oral presentations, and thematic discussions that prioritize speaking practice. Each learning session is supervised by the researcher to ensure that the strategy is implemented according to plan. The main objective of this stage is to provide students with direct experience in using English actively [12].

2.4 Data Collection Stages

Data were collected during the implementation of the strategy using various techniques, namely observation, interviews, oral tests, and documentation. Observations were conducted to record student involvement in speaking activities, while interviews were used to explore student and teacher perceptions of the strategy's effectiveness. Oral tests aimed to measure the improvement of students' speaking skills before and after the implementation of the strategy. Documentation, such as videos or photos, was used as supporting evidence in the data analysis process [13].

2.5 Stages of Analysis and Reflection

The analysis stage aims to evaluate the data that has been collected. Data will be processed qualitatively through steps such as data reduction, data presentation, and drawing conclusions. The results of the analysis are used to reflect on the success and shortcomings of the strategies implemented. If obstacles or suboptimal results are found, reflection is used to design improvements and start a new cycle. This process aims to ensure continuous improvement in students' speaking skills [11].

3. RESULTS

In this section, the results of the research related to the implementation of strategies to improve students' speaking skills in English classes will be presented in detail. Data that has been collected through observation, questionnaires, speaking tests and in-depth interviews will be analyzed to answer research questions and measure the effectiveness of the strategies implemented. Through the discussion section, it is done by linking research findings with relevant theories and previous study results, in order to provide comprehensive insight. In addition, this analysis section not only aims to assess the extent to which learning objectives are achieved, but also to explore factors that influence success or obstacles in implementing the strategy. Thus, this section is the core of the research, providing an overview of the impact of the designed strategy on improving students' speaking skills in the context of English learning [14]. And here is a detailed description and explanation through the table below :

Table 1. Concept Table of Strategies to Improve Students' Speaking Skills in English Class

Aspect	Strategies Used	Objective	Success Indicators
Learning Environment	Creating a classroom atmosphere that supports active communication.	Help students feel comfortable speaking.	Students are more active in participating in discussions and exercises.
	Provide positive and constructive feedback.	Increase student self-confidence.	Students are less afraid of making mistakes.
Learning methods	Using the Communicative Language Teaching (CLT) method.	Improve the use of English in real contexts.	Students are able to use phrases or sentences in conversation.
	Conduct role-play activities, discussions, and presentations.	Develop contextual speaking skills.	Improving students' speaking skills in various situations.
Learning Technology	Using digital-based language learning applications.	Provides interactive exercises independently.	Increasing the frequency of students' speaking practice outside the classroom.
	Using interactive videos or conversation simulations.	Provides exposure to examples of English conversations.	Students are more familiar with intonation and language structure.
Speaking Practice	Form small discussion groups to talk regularly.	Enhance student collaboration and speaking practice.	Improving speaking skills through group work.
	Hold interactive question and answer sessions in class.	Train students' spontaneity in speaking.	Students are more fluent in responding to questions in English.
Evaluation and Reflection	Provide oral evaluation after each speaking activity.	Identify areas for improvement.	Improvement of students' speaking quality over time.
	Involve students in the self-assessment process.	Increase students' awareness of their abilities.	Students are better able to recognize their strengths and weaknesses.

Sumber : [14]

Through the table above, it will explain various strategic approaches to improve students' speaking skills. Each aspect plays a very important role in supporting the results of implementing this strategy, here are some aspects such as the learning environment, learning methods, technology, speaking practice, and evaluation have their respective roles in creating a comprehensive learning experience. Through this strategy, it can be adjusted to the needs of students and class conditions, so that English learning becomes more effective [15].

3.1 Results Obtained From Strategies to Improve Students' Speaking Skills in English Class

This section will present the main findings of the research that has been conducted regarding Strategies to Improve Students' Speaking Skills in English Classes [15]. And the following is a more detailed explanation of the results found in this research:

1. Improving Students' Speaking Skills

The results of the study showed a significant increase in students' speaking ability after the strategy was implemented. Based on the tests conducted, indicators such as fluency, accuracy, intonation, and vocabulary usage increased. Students showed better ability in conveying ideas in a structured manner and were brave enough to speak in front of the class, both in group discussions and individual presentations.

2. Effectiveness of CLT (Communicative Language Teaching) Strategy

The Communicative Language Teaching (CLT) method has been proven effective in creating a learning atmosphere that encourages active communication in the classroom. Role-play-based activities and simulations of real situations make students directly involved in the use of English. This approach helps students understand the context of language use in everyday life, so they can apply it more naturally. Student participation in these activities increased, indicating that this strategy is relevant for speaking learning.

3. The Role of Technology in Speaking Learning

The integration of technology in speaking learning has a significant positive impact. The use of language learning applications and video platforms allows students to practice speaking skills creatively. Projects such as creating English vlogs not only practice speaking skills but also encourage students to think critically and be confident in conveying messages. Technology also gives students the flexibility to practice outside of class, extending their learning time.

4. Student Motivation and Self-Confidence

Students' motivation in learning English increased after the strategy was implemented. Based on the questionnaire data, students felt more motivated because of the interesting and relevant learning approach. In addition, students' self-confidence also increased, especially in public speaking. A collaborative learning environment, where students support each other, helps reduce their fear and anxiety in speaking.

5. Supporting Factors for Strategy Success

The success of this strategy is supported by several factors, including the role of teachers who provide constructive feedback. Teachers not only guide students but also provide additional motivation. An approach tailored to students' needs makes learning more effective and relevant. In addition, a variety of learning materials, such as videos, audio, and interactive texts, help maintain students' interest throughout the learning process.

6. Obstacles and Barriers in Implementation

Although this strategy provides many benefits, there are some obstacles that need to be considered. Some students still experience anxiety when speaking in public, even though they have been given guidance. In addition, limited technological facilities in some classes are a challenge in implementing technology-based learning. The different levels of English ability among students also require a more intensive individual approach.

7. Comparison with Previous Research

The results of this study are in line with previous studies that show the effectiveness of the CLT method in improving students' speaking skills. However, this study provides added value with the integration of technology and project-based activities, which have not been widely explored in other studies. This approach shows more innovative and adaptive results to modern learning needs.

8. Research Implications

This study provides an important contribution in developing relevant learning models to improve students' speaking skills. The strategies implemented can be a practical guide for English teachers in various institutions. In addition, the results of this study open up opportunities for further exploration of the combination of CLT methods and technology in language learning, especially in the context of 21st century learning which is increasingly digital-based.

4. CONCLUSION

In conclusion, improving speaking skills requires collaboration between teachers, students, and the learning environment. A comprehensive, student-centered, and engaging approach can not only improve students' technical skills in English but also build their confidence to use the language in real-life contexts. These strategies serve as a valuable guide for other educational institutions aiming to enhance their English programs.

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