

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, research objectives, assumptions of the research, significance of the research, definition of key terms, and scope of the research.

A. Background of the Study

The ability to speak in English has become one of the essential skills that students worldwide must have, especially in the context of English as a foreign language (EFL) education. Mastery of speaking skills not only improves communication between individuals but also plays an important role in opening up opportunities for students in an increasingly connected global world. As a much-needed skill, speaking enables individuals to interact more effectively in social, professional and academic situations (Wijayanto, 2024).

English language teaching in EFL classrooms often focuses on reading, writing, and listening skills, while speaking skills are often neglected (Kulsum et al., 2025). However, experts agree that speaking ability is a key indicator of language proficiency, including conveying opinions, ideas, and information clearly and effectively. Therefore, improving students' speaking ability should be a priority in English language learning, utilizing various strategies to enhance their mastery (Andi et al., 2025).

Speaking proficiency is an essential component of language learning that allows individuals to express their ideas and communicate effectively. This ability is crucial for personal and academic success and professional opportunities in the globalized world. As the demand for English proficiency increases, it becomes even more imperative for EFL students to develop speaking skills that can be used in real-world situations. In many educational settings, however, speaking skills receive less emphasis than other language skills such as reading and writing, which often leads to the underdevelopment of these critical abilities. Understanding how

to address these challenges in EFL classrooms is essential for improving students' communicative competence.

Despite its importance, teaching speaking skills in EFL contexts faces many challenges. One of the main challenges is students' low motivation to speak in English, as they feel a lack of confidence or fear of making mistakes. In addition, limited time and opportunities to speak in class are obstacles that teachers often face. In many EFL classrooms, learning is still dominated by grammar-based instruction and reading exercises, while speaking interactions often do not receive enough attention (Aulia et al., 2024).

Despite the recognized importance of speaking, many EFL classrooms still focus primarily on grammar and reading comprehension, which results in limited opportunities for students to practice speaking. According to recent studies, many students in non-English-speaking countries tend to be reluctant to engage in speaking activities due to the fear of making mistakes, especially in public or classroom settings. This reluctance is often fueled by societal attitudes prioritizing accuracy over fluency, creating a high-stakes environment where students are discouraged from speaking in English. Teachers, therefore, face the challenge of not only providing more speaking opportunities but also fostering a safe, supportive classroom environment where students can practice without the fear of failure or judgment.

Although the importance of speaking skills is widely acknowledged, many EFL classrooms still rely heavily on grammar-based instruction and reading comprehension. This results in fewer chances for students to practice speaking meaningfully. Teachers must therefore take an active role in designing speaking-focused lessons that provide students with a supportive environment in which they can express themselves. A balanced instructional approach that combines communicative strategies and student-centred activities is needed to ensure students have ample opportunities to practice speaking both individually and in groups.

Despite being acknowledged that the importance of this speaking skill development still requires an effective and relevant approach. Therefore, teachers play a very important role in designing effective strategies to improve students'

speaking skills in the classroom. Teachers' perspectives on the strategies used in teaching speaking will provide valuable insights into what has worked and what needs to be improved (Waliyudin & Annisah, 2024).

Teachers are key factors in the successful teaching of speaking skills. A number of studies have shown that the teacher's approach to teaching speaking greatly influences the level of success students have in achieving speaking proficiency in English. Teachers who understand students' characteristics and the challenges they face can design strategies that better suit their needs (Rafidah & Purnomo, 2025).

Experienced teachers usually combine various techniques to develop students' speaking skills. Task-based learning, group interaction, and conversation simulations allow students to practice speaking in a more natural and realistic context. Other strategies, such as project-based learning, discussion, and presentation techniques, are also often used to improve students' speaking skills (Monib, 2025).

On the other hand, teachers also face considerable challenges, especially in EFL contexts in non-English-speaking countries. Many teachers feel limited in terms of resources and support to develop students' speaking skills effectively (Hasan et al., 2022). Therefore, understanding teachers' perspectives on the strategies they use is crucial to understanding the factors that influence the success of teaching speaking in EFL classrooms.

Various strategies have been proposed to address the challenges of teaching speaking skills in EFL classrooms. One often applied strategy is the communicative approach, which emphasizes student interaction in the target language. Through this approach, teachers provide opportunities for students to interact actively, using English in more realistic contexts (Alfarisy, 2021). One example of this strategy is role-play, where students are given specific roles to speak and interact according to the relevant context.

In addition to communicative strategies such as task-based learning and role-play, teachers also adopt various classroom-based techniques that support speaking practice, including group discussions, peer feedback, and interactive presentations. These approaches aim to create meaningful speaking opportunities that are relevant

to students' real-life experiences. While this research primarily focuses on classroom strategies, it is worth noting that in some contexts, supplementary tools such as language learning applications have also been found helpful in extending speaking practice beyond class time (Al-Hassaani et al., 2021). However, their implementation often depends on access and contextual factors that may not be equally available in all educational settings, particularly in rural schools.

However, the development of speaking skills often faces various challenges from both students and teachers. Therefore, it is important to understand teachers' perspectives when designing and implementing effective speaking teaching strategies. This research provided deeper insights into how teachers overcome these challenges and choose appropriate strategies to improve students' speaking skills in EFL classrooms.

To address the abovementioned challenges, this research aims to understand better how English teachers perceive and implement their strategies to develop students' speaking proficiency in EFL classrooms. The significance of this research lies in the fact that, while speaking is considered the most active and practical skill in language use, it still tends to be overshadowed by reading and writing in many EFL educational settings (Kulsum et al., 2025). Therefore, this research responds to the growing need to refocus on productive skills, especially speaking, by exploring teachers' practices and perspectives in the field.

This research was conducted at MA Atthahiriyah Madurejo Sambung Makmur, a senior high school in Banjar, South Kalimantan. The selection of this school was not random; instead, it was based on purposive considerations. First, the school employs English teachers with more than ten years of teaching experience, which aligns with the need for participants who are deeply familiar with the pedagogical and practical challenges of teaching speaking in EFL classrooms.

Focusing on a rural Islamic senior high school, this research also aims to contribute to the relatively underexplored area of EFL teaching in non-urban contexts. Most prior research has been conducted in urban or high-performing schools where students may have more exposure to English through media, extracurricular activities, or private courses. This has left a gap in understanding

how English is taught and learned in more marginalized or resource-limited contexts (Hasan et al., 2022). Moreover, the intersection between rural context and religious education, such as in Islamic schools (MA), provides a unique lens to understand how contextual factors influence the implementation of speaking strategies.

In addition, this research brings a fresh perspective by combining different strategy categories, task-based learning, group interaction, and communicative techniques such as role-plays and discussions within the same research framework. While previous studies have often examined these strategies separately, this research offers a more integrated understanding of how teachers mix and match these techniques to maximize learning outcomes. For example, (Wulansari & Uyun, 2023) highlight the success of project-based and communicative tasks in developing both language proficiency and student confidence, which becomes especially relevant in schools where learners have limited speaking opportunities.

This research also emphasizes the importance of teacher agency in navigating challenges. Teachers are not just implementers of the curriculum but active decision-makers who constantly adjust their methods based on student responses and classroom dynamics. As noted by Monib (2025), a speaking strategy's effectiveness is determined not only by the method itself but by how it is delivered, adapted, and evaluated by the teacher. This study aligns with this view by portraying how teacher judgment and flexibility are vital in achieving speaking outcomes.

On a personal note, the researcher chose this topic out of a strong interest in classroom-level pedagogical practices. Having observed and participated in English learning environments, the researcher realizes that teachers often hold the key to making learning engaging and effective. This research thus stems from both academic interest and practical motivation to uncover what makes speaking instruction succeed in real EFL classrooms.

This research explores teachers' perspectives on their strategies to develop students' speaking skills in EFL classrooms. By understanding teachers' views, this research provided valuable contributions to enrich teaching methods and offer practical recommendations for improving speaking instruction in EFL classrooms.

B. Research Questions

1. What strategies do EFL teachers consider effective for improving students' English-speaking skills in the classroom?
2. What challenges do EFL teachers encounter when implementing strategies to enhance students' English-speaking skills, and how do they address them?

C. Research Objectives

1. To find EFL teachers' strategies to enhance students' English-speaking proficiency in the classroom.
2. To find out the challenges EFL teachers face when implementing these strategies and how they address them.

D. Assumptions of the Research

1. EFL teachers use various strategies to enhance their students' English-speaking skills, and these strategies are influenced by their experience and the resources available in the classroom.
2. Teachers encounter challenges such as student reluctance, limited classroom time, and a lack of engagement, which hinder the effective implementation of speaking strategies.
3. Teachers who can effectively address these challenges contribute to improved English speaking skills among students.

E. Significance of the Research

This research contributes significantly to various parties teaching English as a Foreign Language (EFL).

This research is expected to improve students' speaking skills by providing insights into more effective teaching strategies. With the right strategies, students be more engaged and motivated in learning and gain a more relevant learning experience that supports the development of their speaking skills.

The results of this research offer teachers an understanding of teaching strategies that have been proven effective in improving students' speaking skills. In

addition, this research helps teachers identify and overcome common challenges, such as student anxiety or limited practice time, to design more optimal lessons.

For other researchers, this research enriches the literature on teaching speaking skills in EFL classrooms, provides a basis for further research, and offers new insights that can be used to develop better teaching approaches in the future.

F. Definition of Key Terms

1. **EFL (English as a Foreign Language):** Refers to the teaching and learning English in a non-English speaking country.
2. **English Speaking Proficiency:** The ability to communicate effectively in spoken English, including fluency, pronunciation, grammar, and vocabulary.
3. **Teaching Strategies:** Methods or approaches that teachers use to facilitate learning. In the context of this study, teaching strategies refer to those specifically aimed at improving speaking skills in the EFL classroom.
4. **Challenges in EFL Teaching:** Any difficulties or barriers faced by teachers in the process of teaching English, specifically speaking skills, which could be related to classroom environment, student attitudes, or resources available.

G. Scope of the Research

Based on the previous explanation, the scope of this research is focused on the following aspects:

1. **Subject:** The focus is on the perspectives of EFL (English as a Foreign Language) teachers regarding the strategies they employ to enhance students' English speaking proficiency.
2. **Object:** The research examines specific strategies that teachers use, such as task-based learning, group interaction, and communicative activities, to improve speaking skills among EFL students.
3. **Aim:** The research aims to explore and identify the effective strategies used by teachers in EFL classrooms and the challenges they face in implementing

these strategies. The goal is to provide insights into how teachers can improve speaking proficiency in English.

This research is limited to the context of EFL classrooms at MA Atthahiriyah Madurejo, Sambung Makmur, Banjar, South Kalimantan. The research focuses on the perspectives of two experienced teachers. By selecting two teachers, it is expected to obtain a variety of views on the strategies used to improve English speaking skills in EFL classes. The differences in teaching styles, approaches, and strategies used by each teacher can provide richer and deeper insights, so that the research results become more comprehensive. In addition, the use of two teachers can also enrich the data collected, reducing the potential for bias that might occur if only one teacher was interviewed.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions based on the findings and discussion outlined in the previous chapters. The purpose of this chapter is to summarize the research results regarding the strategies used by teachers to improve students' speaking skills in the EFL classroom, as well as the challenges they face in implementing these strategies. Additionally, this chapter will provide several suggestions that are expected to serve as guidance for further development in teaching speaking skills in EFL classrooms.

A. Conclusion

This research explored the perspectives of English as a Foreign Language (EFL) teachers on strategies for enhancing speaking proficiency in their classrooms. The findings provide valuable insights into the teaching methods used to develop speaking skills and the challenges teachers face in implementing these strategies. Based on the interviews and classroom observations with two experienced teachers from MA Atthahiriyah Madurejo Sambung Makmur, the study identified several effective strategies that teachers employed to improve their students' speaking skills and various challenges they encountered. Based on the findings, several conclusions can be drawn:

1. Effective Strategies for Enhancing Speaking Skills:

Task-based learning (TBL), role-play, and project-based learning (PBL) are the most frequently employed strategies in the classroom. These methods encourage students to engage in real-life speaking tasks such as debates, presentations, and group discussions. These strategies provide students with authentic speaking practice, helping them improve their fluency and confidence.

2. Challenges Faced by Teachers:

Despite the effectiveness of these strategies, teachers face significant challenges in implementing them. Common obstacles include student

anxiety, limited classroom time, and a lack of resources. To overcome these challenges, teachers create a supportive classroom environment, use positive reinforcement, and integrate speaking activities into other lessons to ensure ample speaking practice despite time constraints.

3. Role of the Teacher:

The teacher plays a critical role in fostering a positive and supportive environment for speaking practice. Teachers who adapt their strategies to meet classroom challenges and support students' confidence in speaking help students feel more comfortable engaging in conversations. This is essential for overcoming psychological barriers such as fear of making mistakes.

B. Suggestion

Based on this research's findings and conclusions, several recommendations are offered for EFL teachers, students, and future researchers.

1. EFL Teachers:

- **Create a Supportive Classroom Environment:** Teachers should foster an atmosphere where students feel comfortable making mistakes. This can be achieved by emphasising that errors and valuable learning opportunities are a natural part of the learning process. A supportive and nonjudgmental environment can help reduce student anxiety, which is a significant barrier to speaking in English.
- **Incorporate Speaking Activities into All Lessons:** To maximise speaking practice, teachers should integrate speaking tasks into various aspects of the lesson, even in activities focused on reading, writing, or grammar. This approach will ensure that students have continuous opportunities to practice speaking throughout the lesson, without feeling overwhelmed by the need to dedicate separate time exclusively for speaking.
- **Use Technology to Enhance Speaking Practice:** Teachers can leverage technology to provide additional speaking opportunities

outside the classroom. Tools such as language learning apps and online speaking platforms can supplement in-class instruction by allowing students to practice speaking independently and at their own pace and receive immediate feedback. Incorporating these tools into lesson plans can help address the challenge of limited class time.

- **Incorporate Interactive Strategies:** Teachers should continue using interactive strategies such as role-play, discussions, and group work. These activities create a dynamic classroom environment where students can engage in real-life conversations and gain confidence in speaking. Role-play, in particular, is an effective method to encourage authentic language use in low-stress situations, which can significantly enhance fluency and confidence.

2. EFL Students:

- **Engage in Speaking Activities Actively:** Students should actively participate in speaking activities and view mistakes as a natural part of the learning process. Students can gradually improve their fluency and reduce anxiety by embracing speaking opportunities and focusing on communication rather than perfection.
- **Use Technology for Independent Practice:** Students can use available technology to practice speaking independently outside the classroom. Apps and online platforms can provide students instant feedback and allow them to practice speaking without needing a classroom environment. Regular practice outside the classroom is essential for developing speaking proficiency.
- **Take Initiative and Collaborate with Peers:** Students should take initiative in seeking out speaking opportunities, whether through group discussions, peer interactions, or project-based activities. Collaborative learning with peers provides a supportive environment for practising speaking, helping students improve their fluency and confidence.

3. Future Research:

- **Examine the Role of Technology in EFL Speaking Instruction:** Future research could explore how technology can enhance speaking skills in EFL classrooms. Studies could focus on how specific language learning apps and online platforms support students' speaking development and how teachers can integrate these tools effectively into their teaching practices.
- **Investigate the Impact of Cultural Factors on Speaking Proficiency:** Another area for future research could explore how cultural factors influence the development of speaking proficiency in EFL classrooms. Research could examine whether students from different cultural backgrounds face unique challenges when learning to speak English and how teachers can address these challenges in their teaching.
- **Longitudinal Studies on Speaking Skills Development:** Longitudinal research could track students' speaking proficiency over time and assess how different teaching strategies influence long-term speaking development. Such studies could also provide valuable insights into the effectiveness of various strategies in different educational contexts, particularly in resource-limited settings.

REFERENCES

- Alfarisy, F. (2021). Kebijakan Pembelajaran Bahasa Inggris di Indonesia dalam Perspektif Pembentukan Warga Dunia dengan Kompetensi Antarbudaya. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 303–313. <https://doi.org/10.29303/jipp.v6i3.207>
- Ali, A. (2021). PERAN GURU DALAM PENGELOLAAN KELAS. *Jurnal Eksperimental*, 10 (2).
- Andi, H. J., Tamam, B., Rouf, A., & Hanna, I. D. (2025). PENINGKATAN MINAT KEMAMPUAN SPEAKING SKILL PADA SISWA TINGKAT ATAS MELALUI PROGRAM ENGLISH CLUB. *Jurnal Multidisiplin Ilmu Akademik*, 2(1), 629–634. <https://doi.org/10.61722/jmia.v2i1.3861>
- Arifuddin, A. N., Razak, A., Murdiana, S., & Korespondensi, P. (2024). Efektivitas Modul Speaking Affective Filter Untuk Menurunkan Kecemasan Pada Murid Usia 9-12 Tahun Di. *Journal Ilmiah Rinjani (JIR) Media Informasi Ilmiah Universitas Gunung Rinjani*, 12(2).
- Aulia, L. A., Saputra, E. R., & Merliana, A. (2024). HAMBATAN DAN STRATEGI DALAM PENGUASAAN KETERAMPILAN BERBICARA BAHASA INGGRIS DI SEKOLAH DASAR ISLAM TERPADU. *Pendas :JurnalIlmiahPendidikanDasar*, 09(03).
- Brown, H. D., & Lee, H. (2025). *Principles of language learning and teaching: A course in second language acquisition*.
- Connelly, F. M., & Clandinin, D. J. (2000). Narrative understandings of teacher knowledge. *Journal of Curriculum and Supervision*, 15, 315–331.
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. *SAGE Publications, Inc*. <https://lccn.loc.gov/2017044644>

- Denzin, N. K. (2009). The elephant in the living room: Or extending the conversation about the politics of evidence. *Qualitative Research*, 9(2), 139–160. <https://doi.org/10.1177/1468794108098034>
- Djamdjuri, D. S., Furqan, M., & Soedarman, A. A. F. (2024). *LEARNING ENGLISH THROUGH SOCIAL MEDIA*. 6.
- Dorgham, R. (2024). Implementation of the Sociolinguistic Competence Strategies in Teaching and Learning English as a Foreign Language. *Journal of Language Teaching and Research*, 15(4), 1189–1199. <https://doi.org/10.17507/jltr.1504.16>
- Ellis, R. (2017). *Task-based language teaching*. In *The Routledge handbook of instructed second language acquisition*. Routledge.
- Harmer, J. (2007). *The practice of English language teaching* (Fourth). Pearson Education Ltd.
- Hasan, N., Pandey, M. K., Ansari, S. N., & Purohit, V. R. (2022). An Analysis of English Communication Skills. *World Journal of English Language*, 12(3), 194. <https://doi.org/10.5430/wjel.v12n3p194>
- Hedge, T. (2001). *Teaching and learning in the language classroom* (Vol. 106). Oxford university press.
- Hotmaria, H. (2021). Upaya Meningkatkan Keterampilan Berbicara Bahasa Inggris pada Materi Pengandaian Diikuti Perintah/Saran Menggunakan Strategi Pembelajaran Three Step Interview. *Journal of Education Action Research*, 5(1). <https://doi.org/10.23887/jear.v5i1.31558>
- Koran, S. (2015). The Role of Teachers in Developing Learners' Speaking Skill. *International Visible Conference on Educational Studies and Applied Linguistics*.
- Kulsum, E. M., Jamjami, A. Y., Uyun, A. S., & Sri Widianingsih, A. W. (2025). A Study on the difficulties in English Speaking for EFL Students. *Journal on Education*, 7(2), 10648–10659. <https://doi.org/10.31004/joe.v7i2.8109>
- Maaly, Y. (2021). A Photo for Change: A Mixed Methods Study of Using Photovoice Pedagogy to Foster Transformative Learning Among College

- Students. *Doctor of Philosophy Dissertation, University of Northern Colorado*.
- Mahboob Ahmed Al-Hassaani, A., & Fadhl Mahmood Qaid, A. (2021). Challenges and Strategies in Teaching Speaking Skills to the Yemeni EFL Learners at Aden University: A Case Study. *Arab World English Journal*, 12(1), 498–514. <https://doi.org/10.24093/awej/vol12no1.32>
- Maranatha. (2023). Examining University Students' Perceptions on the Implementation of Board Game in an English Speaking Class. *Jambura Journal of English Teaching and Literature*, 4(1), 21–33.
- Memon, M. A., Thurasamy, R., Ting, H., & Cheah, J.-H. (2024). PURPOSIVE SAMPLING: A REVIEW AND GUIDELINES FOR QUANTITATIVE RESEARCH. *Journal of Applied Structural Equation Modeling*, 9(1), 1–23. [https://doi.org/10.47263/JASEM.9\(1\)01](https://doi.org/10.47263/JASEM.9(1)01)
- Monib, W. K. (2025). Determinant Factors Influencing English Speaking Skill among Undergraduates: Challenges and Remedial Strategies. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 10(1). <https://doi.org/DOI: 10.35974/acuity.v10i1.3351>
- Nunan, D. (2022). *The changing landscape of English language teaching and learning. In Handbook of practical second language teaching and learning*. Routledge.
- Nurhadi, K., Istiqomah, L., & Gunawan, F. (2022). *Adopting Photovoice to Explore EFL Student Teachers Online Thesis Examination Experiences: Lessons Learned from Indonesia*. 46(3).
- Pareallo, P. D., Hayati, S., & Gismin, S. S. (2024). Hubungan Self Regulated Learning dengan Resiliensi Akademik pada Mahasiswa Akhir yang Sedang Mengerjakan Skripsi di Kota Makassar. *Jurnal Psikologi Karakter*, 4(2), 382–386. <https://doi.org/DOI: 10.56326/jpk.v4i2.3685>
- Pramudyo, G. N. (2017). *Etika Ilmiah dan Penelitian*. <https://www.ganipramudyo.web.id/2017/05/etika-ilmiah-dan-penelitian>
- Purgason, L. L., Johnson, G., Vallecillo, O., Covington, C., Parker, R. H., & Airhart-Larraga, S. (2024). English as a Second Language Teachers' Perspectives

- on Interprofessional Collaboration with School Counselors: Supporting Emergent Bilingual Students. *Journal of Educational and Psychological Consultation*, 34(2), 168–197. <https://doi.org/10.1080/10474412.2023.2240304>
- Putra, I. B. Y. B. S. (2021). Teacher Challenges and Solutions in Teaching EFL Students. *The Art of Teaching English as a Foreign Language*, 2(2), 98–102. <https://doi.org/10.36663/tatefl.v2i2.109>
- Rafidah, F. N., & Purnomo, A. (2025). Teacher's Understanding of Student Characteristics and its Implementation in Social Sciences Learning at Junior High School 12 Semarang. *International Journal of Research and Review*, 12(1), 516–525. <https://doi.org/10.52403/ijrr.20250161>
- Rajendran, M., Subramanian, J., Ramesh, S., Lamessa, O., Prakash, A., & P., R. (2024). Investigation into the Source of Students' English Speaking Difficulties. *World Journal of English Language*, 14(3), 453. <https://doi.org/10.5430/wjel.v14n3p453>
- Ratnasari, A. G. (2020). EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department. *Journal of Foreign Language Teaching and Learning*, 5(1). <https://doi.org/10.18196/ftl.5145>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
- Sugiharto, M., Huda, Z. N., Istamala, A. A., & Mashunah, H. (2025). CURRENT TRENDS IN EFL SPEAKING INSTRUCTION: THE STATE-OF-THE-ART REVIEW. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 7(1).
- Sugiyono. (2011a). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. Alfabeta.
- Sugiyono. (2011b). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Syifa, S. N., Az-Zahra, A. M., & Rachman, I. F. (2024). Analisis Infrastruktur Teknologi, Pelatihan Pengajar dan Tantangan dalam Implementasi Model Pembelajaran Literasi Digital untuk Mendukung SDGs 2030. *Jurnal Sadewa : Publikasi Ilmu Pendidikan, pembelajaran dan Ilmu Sosial*, 2(2), 212–224. <https://doi.org/10.61132/sadewa.v2i2.817>

- Ur, P. (1996). *A course in language teaching* (Vol. 1). Cambridge university press.
- Waliyudin, W., & Annisah, A. (2024). Strategi Efektif untuk Meningkatkan Pembelajaran Bahasa Inggris Bagi Mahasiswa. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 4(3), 1304–1312. <https://doi.org/10.53299/jppi.v4i3.737>
- Waluyo, B., Zahabi, A., & Panmei, B. (2025). Examining the Correlates and Components of English Test Anxiety in EFL Students: A Quantitative Study. *MEXTESOL Journal*, 49(1), 1–16. <https://doi.org/10.61871/mj.v49n1-2>
- Wijayanto, A. (2024). *OPTIMALISASI PEMBELAJARAN BAHASA INGGRIS MENYAMBUT INDONESIA EMAS 2045*. Zenodo. <https://doi.org/10.5281/ZENODO.13853751>
- Williams, R. T. (2022). RESEARCH METHODS IN EDUCATION: A BOOK REVIEW. *European Journal of Education Studies*, 9(11). <https://doi.org/10.46827/ejes.v9i11.4582>
- Willis, J. (2021). *A framework for task-based learning*. Intrinsic Book Ltd.
- Wulansari, D. I., & Uyun, A. S. (2023). Strategi Pembelajaran Keterampilan Speaking. *Jurnal Dimamu*, 2(2), 144–150. <https://doi.org/10.32627/dimamu.v2i2.733>
- Yusuf, Q. (2016). CHALLENGES IN TEACHING SPEAKING TO EFL LEARNERS. *English Education International Conference (EEIC) in Conjunction with the 2nd Reciprocal Graduate Research Symposium (RGRS) of the Consortium of Asia-Pacific Education Universities (CAPEU) between Sultan Idris Education University and Syiah Kuala University*.