

The Teachers' Strategies in Teaching Speaking at SMK Muhammadiyah Prambanan

Bunga Satya Hardika¹, Bambang Widi Pratolo²

Master of English Language Education Ahmad Dahlan University, Indonesia

¹ bungasatya33@gmail.com, ² bambang.pratolo@pbi.uad.ac.id

Abstract

Teaching speaking skills is a significant challenge for teachers, especially in a vocational school environment. This study aims to identify the strategies used by teachers in teaching speaking at SMK Muhammadiyah Prambanan. The subjects of this study were three English teachers and 35 eleventh grade students from the Broadcasting class in the 2023/2024 academic year. Using descriptive qualitative method, this study collected data through interviews and classroom observations. The results showed that teachers used a variety of strategies, including storytelling, class discussions, and the use of social media, which effectively improved students' motivation, active participation, and speaking skills. Storytelling engages students emotionally, helping them build vocabulary and public speaking confidence. Class discussions encourage active participation, improving students' communication and critical thinking skills. Meanwhile, social media allows students to practice English in real-life contexts, making learning more interactive and fun. These strategies are proven to not only improve students' speaking ability, but also foster their personal and social development. This comprehensive approach aligns with the demands of the vocational curriculum, preparing students with the essential communication skills needed for professional and social growth.

Keywords: Strategies; Speaking; Teaching

INTRODUCTION

Teachers provide information to students through the action of teaching. At all educational levels, teaching encompasses all procedures and endeavours intended to transfer information, abilities, and comprehension (Manurung, 2018). It is also a procedure that aids in a student's knowledge development. Therefore, formal teacher-student interaction occurs frequently during the teaching and learning process. In order to accomplish a specific goal, a teacher must balance the use of tactics with the needs of their students. diverse teaching styles imply diverse approaches to supporting students' learning, according to Zulfian et al. (2018). This demonstrates how important strategy is in the field of teaching and learning. Pollard (2017) stated that mastering speaking is one of the most challenging skills for pupils to acquire. When one takes into account all that goes into speaking—ideas, what to say, language, proper usage of syntax and vocabulary, pronunciation, listening to the other person, and responding to them—this is hardly unexpected. This indicates that one of the useful abilities that students should have in order to interact with people is speaking. According to Brown (cited on Marleni, 2019), speaking is an interactive process of meaning construction that entails information production, reception, and processing. In this study, "speaking" refers to students' ability to communicate when studying English as a second language. Teachers must also look at the circumstances, elements, and factors that support good speech, one of which is the process strategy, also known as the teaching strategy.

The teaching strategies are defined as a “specific actions, behaviors, steps, or techniques – seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning” (Scardella & Oxford, as cited in Rohemah et al., 2022). As a result, one may say that teachers' treatment of pupils during the teaching and learning process constitutes their teaching tactics. These tactics concentrate on speaking ability. The word "strategy" derives from the ancient word "strategic," which denotes an action or series of procedures used as a military tactic against an adversary (Oxford, 2003). In order to achieve the lesson objectives, teachers' techniques are crucial. This study aims to identify the strategies used by SMK Muhammadiyah Prambanan teachers in their instruction. Vocational High School (SMK) students should have good English skills in order to support their skills so they are more ready to work and compete. In addition, English also functions as the language of instruction for various knowledge, especially in the field of Computer Science and Technology. Speaking instruction is given top priority in many language programs. Teachers need to be aware of the objectives for teaching speaking throughout instruction. The goal of speaking for vocational high school students is to enable them to build communicative competence in both oral and written forms, as per the Vocational High School Curriculum Content Standard (Falah et al., 2023). Teaching speaking is not easy to be done by the teacher (Marleni, 2019). Based on the researcher sharing experience in the observation of internship program, the teacher told that there were some challenges regarding to teach speaking. The challenges encountered by teachers is time constraint. Teachers are unable to explore and teach comprehensively in ninety minutes. Another challenge faced by teachers is managing classroom in the teaching and learning process. The teachers they found teaching speaking is a challenge, especially the teachers who do not have many experiences in teaching speaking. Based on researcher and the other teachers when teaching English in internship program, they used several strategies to promote students' ability in teaching speaking skill. Teachers chose the appropriate strategies based on the age and students ability. Every teacher use different strategies in teaching speaking. However, they still found that teaching speaking is very challenging especially to ask students to speak up. Students did not seem enthusiastic because they remained silent when the teachers requested them to practice speaking. They also seemed to underestimate the teachers. It causes the students not respect teachers as their teacher. Whatever the teachers ask, the students do not want to do their instruction.

A strategy is an approach to teaching an objective. A strategy is an activity that both the teacher and the student should do in order for a learning activity to be successful and efficient in the teaching and learning process. Naturally, the method must be developed by the teacher and then used by the students in their learning activities. A teaching strategy, according to E. Stones and S. Morris (cited on Mulyanti, 2021), is a lesson plan that includes structure, a list of methods that will be utilized to implement the strategy, and predicted learner behavior in terms of instructional goals. The process of imparting knowledge on a subject so that pupils might learn it is called teaching. The goal of the teaching-learning process is to impart knowledge to pupils and enable them to comprehend it. In order to accomplish the goal of instruction, the instructor plays a crucial role in facilitating students' comprehension of the material. In addition, the teacher's role is crucial to ensuring that the learning process proceeds smoothly.

Besides, Wiguna and Tristaningrat (2022) uttered that the Merdeka Curriculum emphasizes essential materials, character development, and competence in students' interests and talents. This substantial implication encourages the acceleration of innovative learning patterns in the teaching and learning process. Ferdaus and Novita (2023) said that the aims of the Merdeka Curriculum actualize the concept of innovative and creative critical thinking, followed by the ability to collaborate and communicate. Furthermore, because education is linked to social aspects, Indarta et al. (2022) asserted that the Merdeka Curriculum is relevant to the demands of 21st -century skills needs and society, in which students are expected to quickly adapt to a

dynamically changing world. Therefore, considering the changes in the 21st century, learning must build knowledge high order 4C skills (creativity, critical thinking, communication, and collaboration), character, and life time learning habits, and prepare students for multiple careers (Calacar, 2020). Moreover, the Organization of Economic Cooperation and Development (OECD) (2020) has set a learning framework for 2030. It must be considered for students' well-being in terms of broadening skills. They include cognitive and meta-cognitive (creative and critical thinking, learning to learn, self-regulation), social and emotional (empathy, self-efficacy, and teamwork), and practical and physical skills (optimizing new information and communication technology devices).

Through his speech on February 12th, 2022, Nadiem Anwar Makarim, as Mendikbudristek, said that the Merdeka Curriculum is much more concise, simpler, and more flexible, with a principle to bring a new paradigm concept of “freedom” for both teachers and students. Consequently, the freedom of learning needs to bring about independence, flexibility, and improvisation in teaching and learning (Abidin & Iskandar, 2022). Students must feel that learning is fun and meaningful and, in the end, makes them feel free to learn continuously. The freedom in the Merdeka Curriculum, defined by Indarta et al. (2022), is the ability to think freely. Sari and Zainil (2020) added that freedom of thought could have long-lasting benefits. To realize their well-being and freedom, for instance, it must provide pressure-free learning so that students are influenced to acquire knowledge and optimize their experience in the learning process (Lutfi 2021). The Merdeka curriculum will likely become student-centered learning as the focus shifts to students and their needs. This learning technique makes students active participants, while teachers are facilitators, guides, and controllers; they are not the sole sources (Rahmat & Akbar, 2019). The teachers teach English in the classroom hold important role to help students become successful in understand English subject. It is very used for English learners to perform self-study. Furthermore, they choose a learning strategy that ease and comfort them in learning process. Some expert has proposed the definition of speaking. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is also the action of conveying information or expressing one's feelings in speech. According to Sari and Zainil, (2020), speaking refers to the gap between linguistic expertise and teaching methodology. Speaking is an instrument that the researcher usually uses in daily life in order to inform or give ideas to other people. An idea means that all the things that the researcher needs to talk or share to other by saying and using formal or informal language. There will be a conversation when someone speaks with others. Brown (2001) asserts that the ability to speak a language entails the capacity to converse quite successfully. It is clear from the definition above that speaking is a tool that students typically employ. According to Mulyanti, (2021) a teaching strategy is an instructional approach, method, or schedule of activities or interactions in the classroom designed to achieve particular learning objectives. Accordingly, an instructional technique, method, or schedule of classroom activities or interactions meant to achieve particular teaching/learning objectives is referred to as a teaching strategy (Rahmat & Akbar, 2019). Teachers frequently use tactics that assume pupils will improve their speaking abilities on their own. Despite the fact that primary school is when pupils begin learning the language, many still struggle with fluency. Speaking serves two objectives, such as transactional and interpersonal, according to Brown (2004). Interpersonal language is used to preserve social ties, whereas transactional language is used to convey precise information. Brown (2004) identified five fundamental categories of speech. Imitative comes first. The ability to merely mimic a word, phrase, or even a sentence is what this kind of speaking performance consists of. Intensive comes in second. This second kind of speaking is commonly used in assessment situations where the speaker is expected to provide brief oral language segments that show proficiency in a specific range of grammatical, phrase, lexical, or phonological relationships like intonation, stress, and rhythm. The third strategy is responsive,

which involves test comprehension and interaction. Interactivity comes in fourth. What separates interactive speaking from responsive speaking is the duration and intricacy of the engagement, which might involve several participants and/or exchanges. Extensive comes in fifth. Speeches, oral presentations, and storytelling are examples of extensive oral production activities when listeners have very little or no opportunity to present orally. The researcher draws the conclusion that in order for students to master speaking, they must be aware of the many types of speaking in order to talk in an appropriate manner. For their pupils with varying levels of language competency, teachers need to create lesson plans that are acceptable for them. Additionally, each pupil must to possess a learning style that works well in the appropriate setting. Some students are able to pick up the information fast and retain it by using different techniques to different subjects. Some pupils in the classroom, however, find it challenging to digest fresh information that could pique their attention. Speaking is a productive talent that can be directly examined objectively, according to Brown (2004). The validity and reliability of an oral production exam are essentially compromised by the precision and efficacy of a test taker's listening abilities, which naturally colors such observations. When speaking, people typically employ less useful specialized language and don't communicate in whole sentences.

Furthermore Brown (2004) states that there square measure some basic kinds of speaking as within the following:

- Imitative: It is an ability that follows or does something similar. It is called parrot back (imitates) a word or phrase or possibly a sentence. In the teachinglearning process teacher usually lead a phrase and says "Repeat after me" then says what the teacher says.
- Intensive: the assembly of force or effort of oral language or designed to demonstrate the grammatical, phrasal, lexical, or phonologic relationships. it's concerned heaps of effort on work.
- Responsive: it is an interaction involving the comprehension of a short conversation like small talk, greetings, and simple comments. It is a kind of short reply to someone asking a question or replies to a comment, giving instructions and directions that sufficient and meaningful.
- Interactive: The distinction between responsive and interactive speaking is within the length and quality of the interaction, which typically includes multiple exchanges and/or multiple participants. Interaction can take the two styles of transactional language, which has the aim of exchanging specific information, or social exchanges that have the aim of maintaining a social relationship.
- Extensive (monologue): It is an extensive oral production task that embraces speeches, oral representations, and storytelling, throughout that the chance for oral interaction from listeners is either extremely restricted (perhaps to nonverbal responses) or dominated out along.

According to Chamot, (2004) says the students understand of the task's requirement is also related to effective learning strategies whether they can match a strategy with task. They need to learn how to use strategies that they find effective for the kinds of tasks they need to accomplish in teaching speaking. There are some useful strategies that are used by teachers in order to make their students speak more and feel more confident. In Educational, the teaching strategies are defined as a "specific actions, behaviors, steps, or techniques – seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning" (Scardella & Oxford, 1992, as cited in Oxford, 2013). According to Brown (2000), strategies are specific methods of approaching a problem or task, modes operation for achieving a particular end planned designs for controlling and manipulating certain information. Meanwhile, in learning process, a teacher is someone who has many ideas and experiences, they teach in the class and give any information for students. According to Banks (1991), teaching strategies are as ways of presenting instructional materials or conducting instructional activities.

The researcher can conclude that teaching techniques are activities that have a significant impact on helping students enhance their speaking abilities based on the explanation provided above. In the classroom, a wide range of speaking teaching techniques are applied in a variety

of situations. Drilling, creative projects, role-playing, and cooperative exercises are some of the teaching tactics for speaking. Cooperation can facilitate linguistic item negotiation, claim Newton and Nation (2009). Role plays, according to Harmer (as stated in (Ferdaus & Novita, 2023), are exercises in which students are asked to act out different social roles and scenarios. Solcova (quoted in Anjaniputra, 2013) claims that students enhance their fluency most effectively when given creative projects that reflect real-life tasks and require them to focus entirely on generating something rather than the language itself. Drilling, according to Thornbury (as stated in Anjaniputra, 2013), is a technique for enhancing pronunciation that involves mimicking and repeating words, phrases, and even entire sentences. Drilling, in accordance with Thornbury (2005), helps students establish articulatory control over language, transfer new information from working memory to long term memory, and focus words, phrases, or utterances in their minds. The taxonomy of (Oxford, 1990) divides language learning strategies into six categories: affective, social, metacognitive, cognitive, memory, and compensating strategies. There are five substrategies in this strategy: deductive reasoning, expression analysis, comparison analysis, translation, and transference. Two of these are used by the informant. By organising the information to manage their learning through note-taking, summarising, and highlighting, this method aids students in understanding the learning output more fully and helps them get ready to use language in speaking and writing. The informant employs two out of the three substrategies. strategies for compensation, Language learners who employ compensation mechanisms are able to use the new language for production or understanding in spite of knowledge gaps. It aids students in compensating for their ignorance (Oxford, 1990). Among these are Making Informed Guesses and Getting Past Speaking and Writing Barriers. Overcoming Speaking and Writing Limitations: This technique focuses on improving speaking abilities, although some of the techniques can also be applied to writing (Oxford, 1990). The eight substrategies that make up this technique are: changing the mother tongue; asking for assistance through gestures or mime; avoiding communication entirely or in part; choosing the topic; modifying or approximating the message; coining words; and employing a circumlocution or synonym. Three of the tactics are employed by the informants (Tangelangi et al., 2021).

According to Harmer (2007), there are some roles of teachers that are necessary to be considered. Teachers should be a controller. Transmission of knowledge from the teacher to the pupils can inspire if the teacher has knowledge. Teachers should be an organizer. Organizing pupils to do various activities, such as give information, how to do the activity, putting in pairs or groups, close things when time stops. It is important to get full advantage of an activity especially getting pupils involved and ready, getting language right and presenting instructions in a logical order. For example, get a pupil go forward to demonstrate the activity with you and tell them how much time they have got and exactly when they should start. Teachers should be an assessor. What pupils expect from their lecturers is indication of whether or not they are getting their English right. As well as receiving feedback, correction and grading pupils in various ways. Pupils should know what teachers are looking for and what success looks like so they can measure themselves (Ferdaus & Novita, 2023).

According to Syafi'i (2007), relevant research is required to observe some previous researches had been conducted by other researchers in which they are relevant to our research itself. Below are some research conducted by some researchers that relevant to this research: First, a study was carried out by Widyaningsih and Robiasih (2018) case study-style descriptive qualitative research is being conducted. Shaun Killian's theory on speaking instruction tactics was applied during the transcription, identification, description, and analysis of the data. Due to the tactics' adequate execution, they might encourage students to participate more actively in the teaching and learning process. Second, a research was carried out by Fanshuri (2019). Based on the study's findings regarding the methods teachers use to teach speaking, the researcher discovered

that Mts Annur Tangkit teachers most frequently employ record and transcripts, dialogue, discussion, in-class conversation, and casual chat. Because the method is simple to implement and is based on a handbook, the teacher employs it. Third, Handayani (2019) carried out a study on "English Teachers' Strategy in Teaching Speaking," which included a variety of activities aimed at improving speaking abilities. The researcher discovered that English teachers employ a variety of techniques to enhance their students' performance. Teachers utilise role play, drilling, outdoor activities, and direct method to help students develop their speaking ability, as this is the primary objective of studying English. The most recent study was conducted by Sapna Mulyanti, Nadrun, and Waris (2021). Role play is the most popular approach among teachers, as it involves a large number of students who actively participate in the learning process.

The Merdeka curriculum, which provides schools more latitude to choose teaching strategies, resources, and evaluation techniques that best fit their unique local context, is the curriculum utilised in this school. The Merdeka Curriculum can give teachers the freedom to create more varied teaching methods that meet the demands of their students and the local environment when it comes to teaching English speaking (Mulyanti, 2021). Teachers can create more engaging and pertinent English speaking classes for their students by using the flexibility offered by Merdeka Curriculum. Incorporating local content, culture, and situations into speaking courses can facilitate students' comprehension and application of English in real-world contexts. Furthermore, Merdeka Curriculum promotes the utilisation of more interactive and team-based teaching strategies, such project-based learning, group debates, or role-playing. By giving them additional chances to practise speaking actively, this can boost pupils' English speaking abilities. As a result, the researcher plans to carry out a study named "The Teachers' Strategies in Teaching Speaking at SMK Muhammadiyah Prambanan."

The researcher has identified the following problems based on the background of the aforementioned issue and the phenomena surrounding the challenges faced by the students. Students often struggle with speaking because they lack confidence, find it difficult to speak English because it is not their first language, and lack motivation to improve, particularly in speaking English. The researcher must thus restrict and concentrate the Strategies in Teaching Speaking to the tenth-grade students of SMK Muhammadiyah Prambanan in light of the problem's identification. The researcher formulates the research topic, "What Are the Strategies of Teacher in Teaching Speaking at SMK Muhammadiyah Prambanan?" based on the limitations of the aforementioned concerns.

METHOD

This research uses qualitative research methods, by which the researcher intends to discover and understand a phenomenon (Arbain, 2017). The qualitative method is a method with a research process based on perceptions of a phenomenon with a data approach that produces descriptive analysis in the form of verbal sentences from the research object (Sahir, 2021). Qualitative method that is used by the researchers is descriptive qualitative research. Moleong (2010) defines descriptive qualitative research as a study that aims to comprehensively comprehend several aspects of a research subject, such as behavior, perception, motivation, and action. The research findings are then presented through written descriptions in the form of words and sentences. By using descriptive qualitative research, it was easy to present the results of the research. This research involved three English teachers of SMK Muhammadiyah Prambanan and 35 students of XI Broadcasting Class of SMK Muhammadiyah Prambanan in the 2023/2024 academic year. This research was conducted by analyzing speaking teaching strategies through interviews with three teachers and observation for XI Broad Casting Class. An interview is a systematic exchange of information between researchers and a participant when they participate in a concentrated conversation centered upon topics relevant to a research

study. Typically, these inquiries seek input from participants regarding their thoughts, opinions, perspectives, or detailed accounts of specific experiences (DeMarrais, K., and Lapan, S. D., 2003, cited on Haris Budiman, 2017). The researchers focused the research on teaching speaking at SMK Muhammadiyah Prambanan, which allowed an in-depth analysis of the strategies used. This section presents the data analysis procedures performed in collecting data to answer the research questions. Processing the findings from interview transcripts and observation is part of the data analysis technique. The interactive analysis model proposed by Miles, Huberman, & Saldaña (2014) was used to analyze the data. There are three different types of this model including; data reduction, data presentation, conclusion drawing/verification, and data collection from the interactive cycle process.

RESULTS AND DISCUSSION

Results

Based on the results of the following research, the data obtained to answer the research question about what strategies are used by lecturers in teaching speaking at SMK Muhammadiyah Prambanan are as follows.

1. Story Telling

Choosing the storytelling method in teaching speaking to vocational students has many significant advantages. Firstly, storytelling captures students' attention and engages them emotionally, thus increasing their motivation to listen and actively participate. In addition, through storytelling, students can learn various aspects of speaking such as intonation, facial expressions, and gestures that make communication more effective. This activity also encourages the use of diverse vocabulary and complex sentence structures, helping to improve their overall language skills.

“...Storytelling also stimulates students' creativity by encouraging them to develop their own stories, giving room for their imaginations to flourish. The activity often involves discussion and collaboration with classmates, which helps develop social skills and the ability to work in teams. In addition, engaging stories are memorable, helping students remember the subject matter and concepts taught easier...”

Speaking in front of the class through storytelling can also help students overcome shyness and boost their confidence, with regular practice making them more comfortable with public speaking. In addition, through stories, students can learn about different cultures, values and perspectives, making learning more contextualised and meaningful. With all these advantages, storytelling is an effective method for teaching speaking to vocational students, not only developing their speaking skills but also assisting in their wider personal and social development.

2. Class Discussion

Choosing the discussion method in teaching speaking skills to vocational students has many significant advantages. Firstly, it encourages students' active participation, which is crucial in improving their speaking skills. Students not only listen, but also engage directly in the conversation, developing effective communication skills including the ability to listen, respond, and express ideas clearly. Discussions also help overcome public speaking anxiety by providing a more comfortable environment to speak in front of a small group before moving on to a larger group.

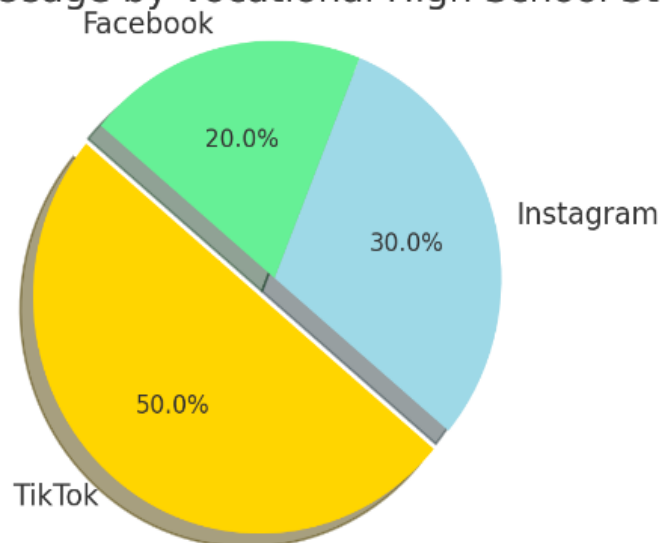
“...discussion enhances students' understanding of the subject matter through dynamic and interactive interactions, and develops critical thinking by involving the analysis and evaluation of ideas. This method also encourages collaboration and teamwork, helping students learn to work together, respect the opinions of others, and contribute to achieving a common goal. In discussions, students often relate the subject matter to personal experiences or real situations, so they understand the relevance and practical application of what they are learning.”

Lastly, discussion allows for more natural and spontaneous use of language compared to formal teaching, helping students develop speaking skills that are more relevant and applicable in everyday life. Thus, the discussion method not only improves the English language skills of vocational students, but also prepares them with essential skills for success in the world of work and social life.

3. Utilisation of social media

Teaching speaking to vocational students by utilising social media can be done with several effective and engaging strategies. Firstly, teachers can form discussion groups on popular platforms such as WhatsApp, Telegram, or Facebook. Here's the diagram showing the usage of social media by vocational high school students, with TikTok being the most used, followed by Instagram and Facebook:

Social Media Usage by Vocational High School Students



The diagram illustrates the usage of social media among vocational high school students, highlighting a clear preference for TikTok, which is used by 50% of the students. Instagram follows as the second most popular platform, with 30% of the students using it. Facebook, while still in use, is the least favoured among the three, with 20% of the students engaging with it. This distribution reflects the current trends in social media preferences among younger demographics, with TikTok's engaging video content and dynamic features attracting the majority, while Instagram continues to maintain a strong presence through its photo-sharing and story features. Facebook's lower usage suggests a shift away from traditional social media platforms among this age group.

In these groups, students can practice speaking in English by discussing interesting topics relevant to their lives. Every week, the teacher can give a speaking challenge, where students have to record themselves speaking on various topics, such as introducing themselves, recounting experiences, or discussing current issues. The uploaded video or audio can then be discussed and given feedback by the teacher and classmates.

“...Video platforms such as YouTube, Instagram or TikTok can also be utilised to improve students' speaking skills. Teachers can ask students to create video content in English, such as vlogs, tutorials, or short stories. This content is uploaded to the platform of the student's choice and shared in the class group for feedback. In addition, online debates can be held through live features on Instagram or Facebook. Students are divided into groups and given a debate topic that suits their interests, so they can practice presenting their arguments clearly and convincingly.”

Students can also be encouraged to create podcasts in English. These podcasts can be interviews, panel discussions or monologues on topics they are passionate about. Podcast episodes are shared in class groups or on public podcast platforms, so students can listen to each other and give feedback. Teachers can also utilise unique hashtags on social media such as Twitter or Instagram, which makes it easier to monitor student work. Each week, students are assigned to write or record something in English using the hashtag.

“...Collaboration with students from other schools or countries can also be done through video calls, so they can practice speaking in English while learning about different cultures. Storytelling and drama can also be implemented using the story feature on Instagram or Facebook, where students create serialised stories or sketches in English that are uploaded daily. Teachers can ask students to write and talk about reviews of books, films or TV shows in English and post them on social media for constructive comments from friends.”

Gaming apps or features on social media such as Kahoot! or Quizizz can also be used to create interactive quizzes in English. In all of these activities, it is important for the teacher to provide constructive and constructive feedback, as well as set clear rules on the use of English and communication etiquette on social media. With this dynamic and fun approach, the process of learning speaking becomes more relevant to students' daily lives, while effectively improving their speaking skills.

Discussion

The integration of various teaching strategies in improving speaking skills at SMK Muhammadiyah Prambanan highlights the dynamic nature of educational methodologies tailored to vocational students. The use of storytelling, class discussions, and social media platforms presents a multifaceted approach that aligns with expert opinions on language acquisition and pedagogical effectiveness. Experts emphasize the value of storytelling in language education for its ability to capture students' attention and engage them emotionally. This method not only enhances motivation but also aids in the development of essential speaking skills, including intonation, facial expressions, and gestures. According to Harmer (2007), storytelling provides a context that makes language learning more meaningful and memorable. The findings from the research align with this perspective, demonstrating that storytelling helps students overcome shyness and boost their confidence in public speaking. Additionally, it promotes creativity and collaboration, as students develop and share their stories, thus fostering both personal and social growth. Class discussions are another effective

strategy that encourages active participation and improves communication skills. The research indicates that discussions help students engage more deeply with the subject matter, develop critical thinking skills, and learn to articulate their ideas clearly. This method is supported by Vygotsky's (1978) (cited on Falah et al., 2023) social development theory, which posits that social interaction is fundamental to cognitive development. Through discussions, students learn to listen, respond, and respect different viewpoints, which are crucial skills both in academic settings and in the workplace. The interactive nature of discussions makes language use more spontaneous and relevant, preparing students for real-life communication scenarios.

The utilization of social media as a teaching tool offers a contemporary approach to language learning that resonates with vocational students' everyday experiences. Social media platforms like WhatsApp, Instagram, and YouTube provide diverse opportunities for practicing speaking skills in engaging and interactive ways. The research findings show that students benefit from creating and sharing content, participating in online debates, and receiving feedback from peers and teachers. This aligns with the views of educational technologists like Richardson (2010) (cited on Nurdyansyah, 2017), who advocate for the integration of digital tools in education to enhance learning outcomes. The interactive and collaborative nature of social media fosters a sense of community and makes language learning more relevant and enjoyable for students. The combination of storytelling, class discussions, and social media in teaching speaking skills to vocational students at SMK Muhammadiyah Prambanan reflects a comprehensive and effective approach. These strategies not only improve language proficiency but also contribute to students' overall personal and social development. By engaging students in meaningful and interactive activities, teachers can create a dynamic learning environment that prepares students for successful communication in both their professional and personal lives.

CONCLUSION

At SMK Muhammadiyah Prambanan, teachers teach speaking using three different approaches: narrative, conversation, and social media utilisation. Three primary complimentary strategies are used in speaking training at SMK Muhammadiyah Prambanan: social media utilisation, storytelling, and conversation. Each of these tactics contributes in a unique but significant way to the improvement of students English speaking abilities. First, storytelling is used as a method to improve students' narrative and linguistic skills. In a storytelling session, students are asked to prepare and deliver a short story, be it based on personal experience, folklore, or a fictional tale. This process involves the use of richer vocabulary and more complex sentence structures, all of which contribute to improved language skills. In addition, storytelling also encourages students to think creatively in designing and delivering their stories. Through presenting stories in front of their peers, students also practice overcoming nervousness and increase their confidence in public speaking. Second, discussion is used to develop students' critical thinking skills and communication skills. Teachers select relevant and interesting topics to discuss, then divide students into small groups to discuss specific sub-topics. In these groups, students learn to express their opinions clearly and listen to the views of others. Throughout the group discussion, a question-and-answer period is held in front of the class after the discussion's findings are presented. Through this process, students not only become more proficient speakers but also learn how to work together with their peers—a valuable talent in both the social and professional spheres. Third, Social media use in the classroom gives students access to a more contemporary and relevant learning environment. Instructors set up class groups on social media sites like Facebook, Instagram, and WhatsApp, where students can post audio recordings, vlogs, and presentation videos that they have created for their speaking assignments. Social media gives students access to a more casual and cost-free communication medium, which

lowers speech barriers. Students can also provide feedback to one another through messages or comments, which promotes more communication and teamwork. Social media allows students to practise speaking in a setting that they are comfortable and supportive of, which further engages and contextualises learning. Overall, the combination of these three strategies created a comprehensive and dynamic approach to teaching speaking at SMK Muhammadiyah Prambanan. Storytelling aids in the development of narrative skills and confidence, discussion hones critical thinking and cooperation skills, while the utilization of social media makes learning more relevant and interactive. Therefore, these techniques are fairly effective in helping students to speak more fluently and confidently in English in a variety of settings, including social, professional, and academic ones.

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