CURRENT TRENDS IN EFL SPEAKING INSTRUCTION:
THE STATE-OF-THE-ART REVIEW

M. Sugiharto, Zuana Nurul Huda, Adinda Ayu Istamala, Hilyah Mashunah
sght1504@gmail.com
IAIN Kediri

ABSTRACT

This article reviews the current practices in teaching EFL speaking, highlighting recent developments and identifying future trends in the field. It discusses key challenges faced in EFL speaking instruction, effective teaching methods, and the role of digital media in enhancing speaking skills. The article also examines psychological factors such as anxiety, motivation, and gender differences, and how these impact students' speaking performance. Using the state-of-the-art method, the review synthesizes current research on pedagogical strategies like role-play, debates, and project-based learning, as well as the integration of platforms like TikTok and Flipgrid in language teaching. Based on this review, the article provides recommendations for EFL teachers and researchers, emphasizing the need for a supportive learning environment, the use of engaging materials, and the integration of technology to improve speaking proficiency among EFL learners.

Keywords: communicative competence, digital media, EFL speaking, speaking anxiety, student motivation, teaching methods

INTRODUCTION

As English becomes the 'lingua franca' for global communication, teaching speaking skills has gained significant importance in both ESL and EFL contexts. Many students learn English to improve their communication abilities, Recent studies underscore the shift in language education towards enhancing practical communication skills over linguistic accuracy. Andriani et al., (2024) demonstrated that using platforms like WhatsApp fosters collaboration, problem-solving, and improved communication abilities among students, emphasizing fluency and engagement over grammatical perfection. Similarly, Tran & Nguyen, (2024) found that integrating TED Talks into EFL classrooms significantly improves public speaking skills, aligning with the evolving emphasis on communicative competence. These findings reflect a broader movement away from traditional approaches that prioritize grammatical correctness through repetitive drills and constant error correction, which often hinder student expression.

Traditionally, the focus was on grammatical correctness, with lessons heavily emphasizing grammar rules, constant error correction often interrupting student speech, and controlled practice through repetitive drills (Setyowati, 2020). However, modern approaches prioritize meaning over form, aiming to enable students to express themselves and understand others in real-life scenarios. This involves creating opportunities for authentic communication through activities like discussions and role-plays, accepting errors as a natural part of learning, and encouraging risk-taking to build confidence(Moosa et al., 2025). This shift has impacted teaching practices by moving away from traditional grammar exercises towards communicative activities, transforming teacher roles into facilitators, and emphasizing learner autonomy. Consequently, this new focus has increased student motivation, improved fluency and confidence, and provided greater preparedness for real-world communication, making ESL/EFL speaking instruction more dynamic, engaging, and relevant in today's interconnected world.

This article reviews the teaching of EFL Speaking within the broader context of ESL/EFL language teaching aspects. It aims to deliver aspects affecting student's achievements to improve speaking proficiency in EFL learning. It also provides parts of areas in teaching EFL that are urged to be adjusted in the modern teaching EFL context. the following sections will discuss the competence needed in EFL learning.

METHODOLOGY

This article adopts a state-of-the-art review approach to analyse and synthesize the latest developments and trends in teaching EFL speaking. The review concentrates on three primary areas: teaching strategies, the use of digital media, and psychological factors that affect speaking performance. Studies published between 2014 and 2024 were sourced from reputable academic databases such as Google Scholar, ERIC, Scopus, and Sinta using targeted keywords like "EFL speaking," "communicative competence," "digital media in language teaching," and "speaking anxiety." Only studies that focused on EFL speaking instruction, proposed innovative teaching techniques, or explored psychological and technological challenges were included, while unrelated or non-empirical studies were excluded. The analysis organized findings into thematic categories, including methods like role-play, debates, task-based

learning, digital tools, and factors influencing learner motivation. This methodical approach provides a well-rounded understanding of the field and offers practical guidance for educators and researchers aiming to enhance EFL speaking instruction.

RESULT AND DISCUSSION

Developing Communicative Competence in EFL Speaking Instruction

In the field of English language teaching (ELT), communicative competencies stand as a crucial factor directing learners to not only master grammar or other features of linguistics, but Communicative competence should also emphasize the context of how to use language within different social circumstances effectively. Many students learn English to improve their communication abilities, Recent studies underscore the shift in language education towards enhancing practical communication skills over linguistic accuracy. Ying et al., (2021) demonstrated that using platforms like WhatsApp fosters collaboration, problem-solving, and improved communication abilities among students, emphasizing fluency and engagement over grammatical perfection. Similarly, Tran & Nguyen, (2024) found that integrating TED Talks into EFL classrooms significantly improves public speaking skills, aligning with the evolving emphasis on communicative competence. These findings reflect a broader movement away from traditional approaches that prioritize grammatical correctness through repetitive drills and constant error correction, which often hinder student expression.

Linguistic accuracy refers to using correct grammar, vocabulary, and pronunciation in speaking. Navidinia et al., (2019) found that learners who pay attention to language forms such as grammar rules improve their accuracy in speaking. Similarly, Jayanti et al., (2022) pointed out that learners who plan and monitor their speaking performance are more likely to improve their accuracy. Amoah & Yeboah, (2021) also highlighted common challenges, such as insufficient vocabulary and pronunciation difficulties, that often prevent learners from speaking accurately. In their study of Chinese EFL learners, they found that these areas are key to improving precision in speaking. It is also noted that regular practice and self-assessment help learners improve their grammar and pronunciation, leading to better accuracy over time (Amoah & Yeboah, 2021).

Sociolinguistic competence is about using language appropriately in different social contexts. (Andriani et al., 2024) showed that immersive environments like in Kampung Inggris, where learners practice real-life conversations, help them adapt their language use based on different situations. Emsaki & Simin (2017) found that learners sometimes struggle with understanding how to end conversations properly, highlighting the importance of sociolinguistic skills. Hayati, (2010) also emphasized that understanding the social and cultural aspects of language can help learners communicate more effectively in various contexts. Similarly, Saputra & Lumbanbatu, (2024) showed that practicing in real-life settings helps learners adjust their language based on social norms, improving their ability to communicate in different situations.

Overall, for learners to become confident speakers, they need to develop both linguistic accuracy and sociolinguistic competence together, while for the teachers, pedagogical features related to the context are needed to support learners. By focusing on using correct language rules and understanding how to use them in different situations, teachers can help students speak more effectively in a variety of real-world contexts. Furthermore, if teachers can adapt their methods to each material in the EFL classroom, it will make the learning process far more effective and meaningful.

Methods of EFL Speaking Instructions

Equipping students to express themselves confidently and interact meaningfully in English is essential to building communicative competence. Various methods, such as online speaking tasks, role-play activities, debates, project-based learning (PBL), task-based learning (TBL), and retelling exercises, support different conditions of the class. Each approach provides learners with dynamic opportunities to practice conversation skills, adapt to various contexts, and respond to diverse audiences. By focusing on these interactive and practical speaking methods, the teacher can foster a classroom environment that emphasizes not only language accuracy but also the social and functional aspects of communication, empowering students to become more fluent and understand the context.

Roleplay is widely regarded as an effective method in teaching speaking skills, particularly when paired with engaging teaching materials and supportive media. These elements encourage students to participate actively and build their motivation to engage

in speaking activities. This approach is especially impactful when students are assigned to present different scenarios, as it offers them an opportunity to practice communication skills in contexts that mimic real-life interactions (Samaranayake et al., 2024). Similarly, debate serves as another interactive and student-centered method. Beyond enhancing speaking skills, it fosters critical thinking, quick decision-making, and self-confidence. By creating a structured platform for arguments and rebuttals, debates train students to express their ideas more fluently while developing the ability to think critically and respond effectively in real-time (Saputra & Lumbanbatu, 2024)

Task-based learning (TBL) and project-based learning (PBL) have also gained recognition as impactful methods for improving speaking proficiency in EFL classrooms. TBL centers on completing meaningful, goal-oriented tasks that prioritize contextual language use. This approach has been shown to enhance fluency and accuracy by immersing students in authentic communicative experiences (Akalu, 2020). On the other hand, PBL integrates language learning with real-world problem-solving, promoting creativity, collaboration, and critical thinking. By engaging in projects, students dive deeper into topics and are encouraged to present their ideas, which helps them articulate thoughts clearly and confidently while fostering essential 21st-century skills (Haniah et al., 2021; Ummah, 2019).

Lastly, the retelling technique offers an accessible and effective way to improve speaking fluency. This method involves students recounting stories or narratives, which helps them internalize language structures and use them naturally. Retelling is particularly beneficial for learners with lower proficiency, as it supports vocabulary development, improves grammatical accuracy, and builds confidence in their speaking abilities over time (Rachmawaty & Hermagustiana, 2015)

Media Integration and Challenges in EFL Speaking Instruction
Media Supporting ELT Speaking

Apart from the effective methods, media also plays a crucial role in engaging students' enthusiasm for EFL learning. It was observed that the use of different types of media, such as TikTok, Flipgrid, English video clips, and short animated films, along with the inclusion of new arrivals in English cartoons, showed improvement toward developing an engaging learning environment where students can interact more

concisely. The relevance of media supporting ELT speaking in this regard is high, as media use not only helps students understand the language but also motivates them to practice with enjoyment. For example, students can use TikTok to express opinions or relate stories in a brief video format and then post them for others to view; they could also record their responses on Flipgrid, allowing collaborative interaction with other students. Using information and communication technology (ICT) for speaking practice seems natural for students, enabling them to participate confidently, exchange messages, or discuss topics online with their peers. This process, often unknowingly, significantly enhances their learning experience.

Based on Arief Pamuji, (2020) article 'The Anxiety of Speaking English Ability in ICT Usage as TEFL Media on Nursing Students of STIK Bina Husada Palembang', the use of information and communication technology (ICT) is discussed as a supporting medium for teaching English. Pamuji argued that the use of ICT, such as online meeting applications and digital platforms, can increase students' confidence in speaking English. This is because students can access various learning resources independently and communicate virtually without the pressure of speaking directly in class. The results show that the use of ICT can reduce students' anxiety levels in speaking English compared to face-to-face learning methods. However, Pamuji also noted that technical constraints, such as limited devices and internet access, are challenges in the application of ICT, indicating the need for better infrastructure support to optimize the application of digital media.

Literature on digital media in language learning continues to expand, with recent studies highlighting the potential of social media platforms to enhance student engagement and language proficiency. Research conducted by Titik Komariyah et al., (2022) reinforced this view by showing that the use of TikTok vlogs as an English learning medium was able to significantly improve young students' speaking skills. TikTok vlogs are considered effective due to their interactive features, such as music, subtitles, and animations, which attract students' interest and create a fun learning atmosphere. Nonetheless, the scope of this study was limited to primary school students, raising questions about its effectiveness for older age groups or in more formal educational contexts. Furthermore, TikTok, as a social media platform, poses potential distractions due to its diverse content, necessitating close supervision by teachers or

parents. This research underscores that while social media can be a valuable educational tool, structured learning strategies are essential to ensure that students remain focused on their educational goals, particularly in less controlled environments. (Ummah, 2019).

(Rosita & Halimi, 2023) highlighted the effectiveness of Flipgrid as a supportive media tool in ELT, particularly for enhancing speaking skills. Flipgrid enables teachers and learners to practice speaking independently and flexibly using computers or mobile devices, boosting confidence and motivation in areas like pronunciation, vocabulary, fluency, and grammar through video recordings that can be reviewed and corrected. Although technical constraints such as video size and network issues exist, most users found Flipgrid to be user-friendly and beneficial for independent, enjoyable speaking practice. Similarly, Rosmawar, (2018) emphasized the impact of visual learning media, such as English video clips, cartoon videos, and short animation movies, on improving speaking skills, particularly in paired activities. Their study showed significant progress in students' speaking abilities, as evidenced by pre-test and post-test results, with video clips effectively blending verbal and nonverbal elements like facial expressions and body language, enriching the learning process and aligning speaking practice with real-world contexts.

On the other hand, research by Siswandi & Rizaldi, (2021) used cartoon videos as a medium in teaching speaking and found different results. Although cartoon videos succeeded in attracting students' interest and creating a fun learning atmosphere, the test results showed that this media was less effective in providing significant improvement in speaking skills compared to the textbook-based method. Research by Yunita et al., (2023) focused more on the use of short animated films to improve listening skills, but the impact indirectly also supported students' speaking skills. The visualization of the animated films helped students become more familiar with pronunciation and vocabulary, which in turn could facilitate them to actively participate in speaking. Based on these two studies, visual media such as video clips, cartoons, and animations do have the potential to support the learning of speaking skills, offering engaging and creative ways to enhance students' speaking skills while fostering a more dynamic learning environment.

Challenges in EFL Speaking Instruction

Learning challenges in EFL Speaking Instruction refer to the difficulties and obstacles that English language learners encounter when acquiring and developing their speaking skills. These challenges can arise from various factors. The researcher found four categories of challenges. The first is Technological challenges. The shift to online language teaching has presented numerous technological challenges, particularly in the realm of speaking skills development. Issues such as inconsistent internet connectivity can disrupt real-time communication, hindering spontaneous interaction and fluency practice (Eshankulovna, 2021). Furthermore, the lack of physical presence can make it difficult for teachers to gauge student engagement and provide immediate feedback on pronunciation or grammatical errors. Technical difficulties with microphones, webcams, or software platforms can also create frustration and impede the flow of online lessons. Additionally, ensuring equitable access to technology and reliable internet for all students remains a significant hurdle, potentially exacerbating existing learning disparities (Shimray, 2023). It can be concluded that teaching language using modern communication tools are sometimes challenging. Inconsistent internet access, lack of face-to-face interaction hindering feedback and engagement assessment, technical difficulties with devices and software, and unequal access to technology among students all pose considerable obstacles to effective online language learning.

The second is Pedagogical challenges. An example of the challenge is Implementing Project-Based Learning In English-speaking instructions. Students grappled with diverse challenges in executing their speaking projects. These challenges included issues of self-confidence, pronunciation difficulties, time constraints, heavy workload, and performance anxiety. In conclusion, students encountered multifaceted challenges during the implementation of project-based learning in speaking classes, emphasizing the need for targeted interventions and support to enhance the effectiveness of this pedagogical approach (Rosita & Halimi, 2023). Language barriers can hinder students' ability to express themselves effectively, leading to frustration and decreased self-efficacy. Time constraints can be exacerbated by language difficulties, such as finding resources or communicating within groups. To address these challenges, language support mechanisms like workshops and peer mentoring are essential.

Additionally, diverse learning styles, cultural backgrounds, and individual strengths and weaknesses can impact group dynamics.

The third is language competence challenges. Speaking is a challenging skill for EFL students due to factors like lack of vocabulary mastery, nervousness, unsupportive environments, and limited grammar knowledge. However, students can employ strategies such as using translation tools, code-switching, visualizing the audience, building personal connections with the teacher, and self-encouragement to overcome these challenges. The study emphasizes that high grades do not always indicate proficiency and that individual factors like environment and background significantly influence language learning performance (Ratnasari, 2020)

Language difficulties are caused by some environmental challenges like the teaching strategies, curriculum, and environment. Environmental challenges in teaching English speaking encompass a range of factors that can hinder effective learning. Large class sizes can limit individual speaking time and teacher feedback, while a lack of authentic communicative opportunities outside the classroom can restrict practical application (Jayanti et al., 2022). Additionally, a classroom environment that lacks psychological safety, where students fear making mistakes or being judged, can inhibit participation and fluency development. Furthermore, external distractions such as noise or uncomfortable physical conditions can also negatively impact concentration and focus during speaking activities.

Psychological Factors Influencing EFL Speaking Performance

Aside from learning challenges in EFL speaking instruction, another challenge that may appear is psychological factors that affect the students. Performing speaking in front of others is such a difficult activity for some of the students. Some psychological challenges that will be shown here are students' speaking anxiety, students' motivation, and gender. All of those factors can affect the students' oral performance. In this situation, the teacher should be aware of these kinds of factors. By knowing these factors the teachers are expected to know the inhibiting factors and can solve them.

Anxiety is one of those factors that inhibit the students' speaking success, Anandari, (2015) showed that anxiety appeared in every English language learner. Not only for the learners, teachers also face anxiety in the teaching and learning process.

Yildiz, (2021) found Especially for non-English major teachers when they use English in teaching as a medium of instruction. This was due to their fear of making a mistake and the students did not understand about the materials, to be judged, shyness, and discomfort about their appearance. When the learners faced a speaking test, their anxiety levels were high because of that kind of situation (Fauzi & Asi, 2023). They are afraid to be laughed at when making mistakes. Similarly with Sugiyati & Indriani, (2021) also found that fear of negative evaluation (FNE) ranked in the highest level of the causes of anxiety, followed by the communication apprehension (CA), then test anxiety (TA), and lastly the component of comfort in speaking English (CNE). She expected there are effective strategies designed to help students face their anxiety and help the students to perform better. Feeling anxious can also affect the learning process (Agustin, 2019). Therefore, It is important to use captivating and encouraging teaching techniques to enhance student learning. Arief Pamuji, (2020) has a suggestion to reduce anxiety by using ICT in the learning process. It is found that the students' anxiety level was low and they were more confident with the online learning process. (Ummah, 2019) in her research also found that online speaking practice offers a range of activities and provides a relaxed setting for students to enhance their speaking skills. But, before that it is important to do activities that make students realize their lack in speaking performance. Self-reflection activities that will help the students to realize their strengths, weaknesses and help them to do problem solving in order to enhance their public speaking performance and increase their confidence (Anandari, 2015).

The next factor is students' motivation. In the speaking process, students need motivation as a driver of their activities. Motivation has two different types in language learning namely instrumental and integrative motivation. Instrumental motivation is the motivation that occurs when the students want to learn the language practically to get something concrete. Meanwhile, integrative motivation is based on their willingness to learn so they can integrate with the community that speaks the language. These two types of motivation in language learning are shown in the research, which investigates Chinese EFL learners' motivation towards speaking English (Amoah & Yeboah, 2021). It is shown that respondents are fairly motivated to speak English, that is either integrative or instrumentally though they are slightly more instrumentally motivated because of numerous reasons thus revealing Chinese EFL learners' inclination toward

instrumental motivation as much as integrative motivation. Instrumental motivation found that they shared that based on all the participant's perspectives, students had a strong desire to learn and improve their speaking ability to achieve a high level of competence and performance in speaking English (Limeranto & Bram, 2022). Motivation comes because speaking skills play a crucial role in supporting their future jobs and performance in the English Foreign Language classroom.

Another challenge that appears in psychological factors besides students anxiety and students' motivation is gender. Gender is often associated with differences in learning preferences, strategies used in the learning process, and even their anxiety levels. In Emsaki & Simin, (2017) research they compare conversation strategies used by graduate TEFL students and graduate native English speaking students. They found in comparison between male and female native English-speaking students, the results showed that female native English-speaking students used formulating summaries more than male native English-speaking students and next in comparison between male and female students the results revealed that female students tended to use terminal closing more than male students at the end of their conversations, while the most strategies used by male students was announcing closure. Totally according to the results, there was no significant difference between male and female students in using these strategies for terminating their conversation.

Although there are many similarities between men and women when it comes to learning, some research shows some interesting differences. Mistar Et al. Gender affects the overall use of learning strategies and further analyses of the difference in the use of each strategy category indicate significant differences in the use of cognitive interaction maintenance, self-evaluation, fluency-oriented, time-gaining, compensation, and interpersonal strategies (Mistar & Umamah, 2014). In this case, female learners are found to use these strategies more intensively. Besides strategies the anxiety levels also affect gender in language learning study, it was revealed that females are more likely to experience feelings of anxiety and worry, whereas males have greater self-control and the ability to disassociate themselves from unpleasant emotions (Fauzi & Asi, 2023).

To sum up, psychological challenges that are already shown above such as students' speaking anxiety, students' motivation, and gender have shown some insight into the effects of in the learning process. Considering this, teachers or lecturers of

English must provide effective ways of teaching to overcome those challenges or provide some learning support. Next discussion is learning support that will help the teacher or lecturer to teach speaking.

Comprehensive Learning Support for Enhancing Speaking Skills in ELT

In English Language Teaching (ELT), learning support is essential for maximizing student engagement and achievement. By integrating technology, teachers can create interactive and accessible learning experiences that cater to different learning styles. Additionally, fostering student motivation is crucial, as motivated learners are more likely to actively participate and persevere through challenges. The learning environment and group dynamics also play a significant role, as a supportive and collaborative setting can encourage students to practice language skills confidently. Finally, the development of effective materials, designed with the student's abilities and interests in mind, ensures that resources are relevant, engaging, and aligned with learning objectives. Together, these elements of learning support create a comprehensive framework that enhances both teaching and learning in ELT contexts.

Technology Integration in ELT Speaking Instruction

The integration of technology into English Language Teaching (ELT) has significantly transformed traditional approaches to teaching speaking skills. By utilizing digital platforms, multimedia resources, and mobile applications, teachers can create engaging and effective learning environments that address various challenges faced in conventional classrooms.

Digital platforms such as Zoom, Google Meet, and online learning systems are widely recognized for their role in reducing learner anxiety and fostering active participation. Online speaking activities provide a less intimidating environment, particularly for students who are shy or hesitant to speak in front of their peers. Research shows that these platforms encourage more interaction and reduce the fear of making mistakes, enabling learners to build confidence in their speaking abilities (Adhelia & Triastuti, 2023; Haniah et al., 2021; Ummah, 2019). Platforms like YouTube and TikTok also play a significant role in enhancing speaking skills. For

example, TikTok vlogs allow students to practice language creatively, which improves their fluency, pronunciation, and engagement (Titik Komariyah et al., 2022)

Multimedia tools, such as videos and podcasts, enhance the teaching and learning of speaking skills by providing visual and auditory stimuli. For instance, using cartoon videos as a medium in speaking classes has been shown to improve vocabulary retention, pronunciation, and storytelling abilities. This method makes the learning process enjoyable and encourages students to participate actively in speaking exercises (Siswandi & Rizaldi, 2021). Similarly, speech recognition technology offers real-time feedback, helping students refine their pronunciation and achieve greater accuracy (Eshankulovna, 2021).

Mobile-assisted language learning (MALL) has emerged as a valuable approach to enhancing speaking skills. Applications like Duolingo and Babbel provide interactive, personalized exercises that help learners practice pronunciation and conversational skills at their own pace. Studies reveal that mobile apps can foster learner autonomy and motivation, making them an effective tool for improving speaking proficiency (Eshankulovna, 2021; Sismiati & Latief, 2012). Additionally, the flexibility and accessibility of mobile apps ensure that students can practice speaking anytime and anywhere, further supporting their language acquisition process.

While technology integration in ELT offers numerous benefits, such as reduced anxiety, increased engagement, and enhanced learning opportunities, it is not without challenges. Limited access to digital tools and internet connectivity can hinder implementation, especially in under-resourced settings (Pamuji, 2020). Furthermore, teachers need training and support to effectively incorporate technology into their teaching practices to ensure optimal outcomes (Islam & Musdalifah, 2022).

In conclusion, integrating technology into ELT speaking instruction provides diverse opportunities to improve students' speaking skills. By leveraging digital platforms, multimedia tools, and mobile applications, educators can create a more interactive and supportive learning environment. However, addressing the challenges of accessibility and teacher preparedness is crucial for sustainable implementation.

The Role of Motivation in Enhancing English-Speaking Skills

Student motivation plays a pivotal role in the success of English-speaking learning. Intrinsic motivation, stemming from personal interest and enjoyment, can significantly enhance language acquisition. When students find genuine interest in English, they are more likely to actively engage in learning activities, seek out opportunities to practice, and persist in the face of challenges. Extrinsic motivation, derived from external rewards or pressures, can also influence learning, but its impact may be less enduring. Motivation plays a significant role in overcoming speaking challenges (Limeranto & Bram, 2022). The study suggests that increased practice and exposure to the language, along with cognitive strategies, can enhance speaking proficiency. Positive reinforcement, such as praise, recognition, or tangible rewards, can temporarily boost motivation, but it's crucial to cultivate intrinsic motivation for sustained language learning. A supportive learning environment, characterized by positive teacher-student relationships, can significantly impact student motivation. Teachers who create a welcoming and encouraging atmosphere can foster a sense of belonging and reduce anxiety, enabling students to feel more confident in their language abilities. Additionally, the use of authentic materials and real-world contexts can make language learning more engaging and relevant to students' lives. By incorporating real-life scenarios and cultural aspects, teachers can spark curiosity and stimulate intrinsic motivation. Ultimately, a combination of intrinsic and extrinsic factors contributes to student motivation. By understanding and addressing these factors, educators can create optimal learning conditions that inspire and empower students to achieve their English-speaking goals.

Material Development for Effective English-Speaking Instruction

The last thing about learning support is material development. The aspect that can support students in learning to speak is material development which includes creating materials and activities that can improve the ability to communicate effectively. The goal is to design more relevant, interesting, and practical materials for students to do in order to improve students' speaking skills. Wahyuningsih & Afandi, (2020) found problems with the speaking curriculum development at State Islamic Institute of Kudus. In their research they encountered problem by the students in the English language

education department in speaking English cover the lack of appropriate vocabulary, the lack of grammar mastery, the lack of correct pronunciation, the lack of input of English outside the class, the lack of confidence and the lack of English-speaking curriculum development. There have been some implications for developing an English-speaking curriculum. They recommend that English lecturers integrate technology in speaking class, use numerous creative strategies in teaching speaking, pursue the students to speak up during speaking class, create an English atmosphere like speaking community both inside and outside the class and redesign the English speaking curriculum by considering adequate contents of English material particularly in speaking curriculum. Sismiati & Latief, (2012) already conducted the process of development in nursing schools. His survey showed that the communicative skill in that nursing school is not well developed and the speaking instructional materials used in the classes need to be advanced. After that, he developed the handbook of nursing conversation by using Yalden's model. This model of communication gives strength to the materials, which allow students opportunities to practice actual English found in the real world of nursing settings and this kind of product is found acceptable for nursing students. The review of reports on the material development of EFL speaking as presented above shows that developing curriculum or material in speaking English proficiency must be the concern of researchers and educators.

The Role of Environmental Support in Developing EFL Speaking Skills

The aspect of environmental support in the development of English speaking skills has received particular attention, showing how the learning environment can influence EFL students' speaking engagement, confidence, and progress. Jayanti et al., (2022) highlighted the positive impact of speaking clubs, where students felt more confident and progressed in aspects such as pronunciation and vocabulary. They found that speaking activities in these clubs reinforced a sense of comfort and built a supportive community spirit, which ultimately increased students' active participation. Meanwhile, Surtees, (2016) believed that the students living abroad feel the immersion of language. Additionally, Pratiwi et al., (2020) highlighted that immersion program can effectively improve the confidence of the learners and also it can force the students to speak naturally. This highlights the importance of not only the presence of a language

environment but also how students utilize it to improve their speaking skills. Aslan & Şahin, (2020) focused their research on students' participation in oral communication classes at a university where English is the language of instruction. They identified inhibiting factors, such as speaking anxiety, fear of negative evaluation, and lack of speaking experience. These factors inhibit students' willingness to speak in a classroom setting, even with a communicative teaching approach. Therefore, Aslan and Şahin emphasized the importance of creating a classroom atmosphere that is not only supportive but also reduces social pressure, in order for students to feel comfortable to actively participate without fear of being judged.

Overall, the studies underline that successful learning of speaking in English as a foreign language is greatly influenced by supportive environmental factors. The ideal supportive environment includes sufficient exposure to the target language, a supportive atmosphere without pressure, and natural and contextualized interaction opportunities. This suggests that to maximize speaking learning outcomes, educators need to consider not only teaching methods but also social and psychological environmental factors that can influence students' readiness to participate in English conversation.

DISCUSSION

The teaching of English as a Foreign Language (EFL) speaking skills has evolved significantly, moving away from traditional grammar-focused instruction to a more communicative approach that emphasizes fluency, context, and real-world application. This shift is aligned with the increasing importance of communicative competence, which integrates not only linguistic accuracy but also sociolinguistic skills. The articles reviewed in this paper suggest that fostering both linguistic and sociolinguistic competence is essential for helping students develop into confident and capable speakers. However, the process is multifaceted and requires addressing several key challenges and considerations.

First, effective EFL speaking instruction should prioritize both accuracy and fluency. As noted by Navidinia et al., (2019) focusing on linguistic accuracy through consistent practice with grammar, vocabulary, and pronunciation is crucial. However, this focus should not overshadow the importance of fluency and communication in real-world scenarios. Approaches such as Task-Based Learning (TBL) and Project-Based

Learning (PBL) allow students to engage in meaningful, context-driven activities that develop both linguistic accuracy and fluency (Akalu, 2020; Haniah et al., 2021). By placing students in real-world contexts, they not only practice their speaking skills but also learn to navigate different social situations, a key aspect of sociolinguistic competence.

Another critical factor in the success of EFL speaking instruction is the use of innovative teaching methods and media. The integration of digital platforms and multimedia resources like TikTok, Flipgrid, and videos has proven effective in enhancing student engagement and fostering a more dynamic learning environment (Arief Pamuji, 2020). These tools allow students to practice speaking in a low-pressure, creative setting, which helps reduce anxiety and builds confidence. However, as highlighted in the discussion of technological challenges, issues such as internet connectivity, device limitations, and the potential distractions of social media must be addressed. Teachers need to ensure that these tools are used effectively and that students remain focused on the educational objectives.

Psychological factors also play a significant role in EFL speaking performance. As discussed in this article, speaking anxiety is a common barrier for many students, inhibiting their willingness to participate in speaking activities. Studies by (Anandari, 2015; Sugiyati & Indriani, 2021) emphasize the importance of addressing these anxieties, particularly in high-pressure situations such as speaking tests. Strategies such as incorporating self-reflection activities and using ICT to reduce anxiety levels have been suggested Yaniawati, P., Maat, S. M., Supianti, I. I., & Fisher, (2022) By creating a supportive, non-judgmental classroom environment, teachers can help students feel more comfortable and confident in expressing themselves.

Motivation is another critical psychological factor influencing student success in speaking tasks. As shown in the research by Amoah & Yeboah, (2021) and Limeranto & Bram, (2022)both intrinsic and extrinsic motivation are important. Intrinsic motivation, driven by personal interest and enjoyment, often leads to greater long-term engagement and improvement. However, extrinsic motivation—such as the desire to succeed in exams or to enhance career prospects—also plays a significant role, particularly in contexts where English is viewed as a tool for economic or academic

advancement. Teachers should foster both types of motivation by making speaking activities relevant to students' interests and future goals.

Gender, as discussed in the work of Emsaki & Simin, (2017) and Mistar & Umamah, (2014) is another psychological factor that can influence the way students approach speaking tasks. Female students, in particular, may experience higher levels of anxiety and may utilize more interpersonal strategies in speaking activities. Understanding these gender-based differences allows teachers to tailor their methods to the needs of each student, helping them overcome barriers to participation.

Finally, the role of environmental support cannot be overlooked. A supportive learning environment that encourages exposure to authentic language use—whether through speaking clubs, language exchanges, or immersive experiences—has been shown to significantly enhance speaking skills (Jayanti et al., 2022; Pratiwi et al., 2020; Surtees, 2016). Teachers should strive to create a classroom atmosphere that is conducive to learning by reducing stress and creating opportunities for peer interaction and collaboration. This not only helps students improve their speaking skills but also fosters a sense of community and belonging, which is crucial for language acquisition.

To provide a comprehensive overview of the findings, the following table highlights the key aspects of EFL speaking instruction derived from this state-of-the-art review. The table categorizes insights into communicative competence, instructional methods, media integration, challenges, and strategies for effective teaching. These components emphasize the importance of balancing linguistic and sociolinguistic skills, leveraging innovative teaching methods, addressing learner challenges, and fostering supportive environments for enhanced speaking proficiency.

Table 1.
Summary of Result & Findings from State-of-the-Art Review on EFL Speaking Instruction

Key Component	Findings	References
Communicative Competence	- Involves linguistic accuracy (grammar, vocabulary, pronunciation) and sociolinguistic competence (appropriate use in social contexts). - Effective teaching requires integrating pedagogy with practical, real-world applications.	(Saputra & Lumbanbatu, 2024), (Navidinia et al., 2019), (Andriani et al., 2024)
Methods of Instruction	- Role-play enhances contextual communication and builds confidence (Samaranayake et al., 2024) - Debates foster critical thinking and fluency (Saputra & Lumbanbatu, 2024)). - Task-Based and Project-Based Learning promote authentic interactions and teamwork (Agustin, 2019; Akalu, 2020)	(Samaranayake et al., 2024),(Saputra & Lumbanbatu, 2024), (Akalu, 2020), (Agustin, 2019)
Media Integration	- Digital tools like TikTok and Flipgrid boost engagement and reduce anxiety. - Visual media (videos, animations) aid in vocabulary retention and mimic real-world communication. - Challenges include technical constraints like internet access.	(Arief Pamuji, 2020), (Khaerani et al., 2023), (Rosita & Halimi, 2023)
Challenges in EFL Speaking	- Technological: Internet access, technical issues hinder implementation. - Pedagogical: PBL faces challenges like performance anxiety, time constraints (Syafryadin et al., 2024). - Language Competence: Insufficient vocabulary, grammar, and fluency.	(Eshankulovna, 2021), (Agustin, 2019), (Ratnasari, 2020)
Psychological Factors	- Speaking anxiety inhibits performance; ICT use helps reduce anxiety (Arief Pamuji, 2020) - Motivation: Instrumental (practical benefits) and integrative (cultural integration) motivation drive learners. - Gender differences: Females experience higher anxiety but use more interpersonal strategies.	(Anandari, 2015), (Arief Pamuji, 2020), (Amoah & Yeboah, 2021), (Mistar & Umamah, 2014)
Environmental Support	- Immersive environments like speaking clubs or living abroad improve fluency (Jayanti et al., 2022; Pratiwi et al., 2020; Surtees, 2016) - Classroom atmosphere impacts participation; reducing social pressure helps foster engagement (Aslan & Şahin, 2020)	(Jayanti et al., 2022), (Pratiwi et al., 2020; Surtees, 2016), (Aslan & Şahin, 2020)
Learning Support Strategies	- Integrating technology, fostering motivation, developing materials, and creating a collaborative environment enhances learning. - Materials should address learner needs, with practical and relevant content (Wahyuningsih & Afandi, 2020)	(Wahyuningsih & Afandi, 2020), (Ummah, 2019), (Adhelia & Triastuti, 2023)

CONCLUSION

In conclusion, teaching EFL speaking skills requires a comprehensive approach that integrates effective methods, modern technologies, psychological support, and environmental factors. While technological tools like Flipgrid, TikTok, and video clips provide innovative ways to engage students and enhance speaking proficiency, challenges such as anxiety, lack of motivation, and gender differences must also be addressed. By combining communicative competence, motivational strategies, and a supportive classroom environment, teachers can create optimal conditions for students to succeed in developing their speaking skills. Future research and practice should continue to explore and refine these approaches to ensure that students are equipped with the necessary tools to communicate effectively in English across various social and professional contexts.

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