V VISION

Teachers' Challenges and Strategies in Teaching Speaking Through a Screen

Yolanda Putri,[1*] Fazri Nur Yusuf,[2]

[12] Universitas Pendidikan Indonesia, Bandung – Indonesia

Abstract

Online learning has become a common way to deliver instruction, particularly in hybrid educational models. However, teaching speaking skills presents unique challenges because it requires real-time interaction, pronunciation practice, and fluency development. This study investigates the challenges senior high school English teachers face when teaching speaking online, the strategies they employ, and the support they require. Using a qualitative approach, data were collected from 20 teachers through questionnaires and in-depth interviews with four of them. Thematic analysis revealed four main challenges: low student engagement, time constraints that hindered feedback on pronunciation and accuracy, limited resources for authentic speaking tasks, and technical difficulties that disrupted fluency and real-time communication. To address these issues, teachers implemented various strategies. Group discussions encouraged interaction and confidence; presentations supported fluency, vocabulary, and idea organization; role-plays helped reduce anxiety and provided opportunities to practice pronunciation in contextual settings; and debates enhanced fluency, reasoning, and spontaneous speaking. The teachers also emphasized the need for engaging teaching materials, technology training, and collaborative professional development. The study concludes that although online speaking instruction presents significant challenges, strategies combined with institutional support can foster students' fluency, accuracy, pronunciation, vocabulary, intonation, and comprehension. It is recommended that schools provide engaging digital materials, targeted teacher training, and reliable infrastructure to enhance the effectiveness of online speaking instruction.

Keywords: online learning; teaching speaking; challenges; strategies: English learners

Introduction

The transition to online learning in language education has introduced both opportunities and significant challenges, especially in teaching productive skills such as speaking. In traditional classrooms, teachers rely on verbal and non-verbal cues to facilitate communication. However, online settings often limit such interaction, impacting student engagement and the overall effectiveness of speaking instruction (Pujiani, 2021). As English remains a key global

*Corresponding Author:** Yolanda Putri (yolandaputri02@upi.edu) Jalan Setiabudhi No. 229, Bandung Kulon, Bandung, West Java, 40154

language, the ability to communicate effectively in spoken form is a crucial competency for learners in 21st-century education (Leonita et al., 2023).

Speaking skills are not only essential for language proficiency but also reflect broader educational goals, including critical thinking, collaboration, and communication (Abdullaeva, 2023). These skills are ideally taught through interactive, real-time activities. Yet, such interactions are often disrupted in virtual environments due to technological constraints and the need for pedagogical adjustments (Raj Sharma, 2024). Teachers in various contexts, particularly in developing regions, must adapt quickly to unfamiliar platforms, navigate limited internet access, and find creative ways to maintain student interest and participation (Win Min Zaw & Su Su Hlaing, 2024).

Theoretical foundations such as Communicative Language Teaching (CLT), constructivist learning theory, and the 21st-century skills framework emphasize meaningful interaction, collaboration, and contextualized communication as central to successful language acquisition (Jumaah, 2024; Ma, 2009; Shadiev & Wang, 2022). While these approaches support learner-centered strategies that encourage students to construct knowledge through social processes, integrating these principles into digital environments remains a persistent challenge (Gasparini, 2023).

Previous research has examined online language instruction from different perspectives, (ZehraBetul Turkmen & Tzu Yu Allison Lin, 2024) investigated how teachers adapted their instructional practices to digital platforms, while (Leonita et al., 2023) focused on students' engagement and participation in virtual speaking activities. At a broader level, Setio Nugroho et al., (2024) reviewed key challenges in implementing e-learning in Indonesian secondary schools, particularly those related to technological resources and institutional readiness. Although these studies provide useful insights, they do not fully address the practical challenges teachers face when delivering speaking lessons online, especially those related to pedagogical constraints. Infrastructural limitations and sub-skills-based speaking instruction (e.g., fluency, pronunciation, vocabulary) in resource-diverse senior high school contexts.

Therefore, this study specifically focuses on teachers' challenges, strategies, and support in teaching speaking online. Offering a perspective that previous research has not fully explored. It is important because speaking is a key 21st-century skill, yet online learning environments can limit interaction and pose both pedagogical and infrastructural challenges. Understanding these factors can help develop more effective online English teaching practices and provide guidance for supporting teachers in diverse school settings.

Accordingly, this study addresses several research questions related to the implementation of online speaking instruction. It first explores what challenges teachers encounter when teaching speaking online. It then examines the strategies they implement to overcome these challenges. Furthermore, this study investigates the forms of support needed to enhance the effectiveness of online speaking instruction.

Method

This study adopted a qualitative case study design to explore the challenges, strategies, and

support needs of senior high school English teachers in teaching speaking skills through online learning platforms. A case study is defined as "a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) through detailed, in-depth data collection involving multiple sources of information" (Roulston & Halpin, 2022). The qualitative approach was chosen to provide a comprehensive, in-depth understanding of teachers' lived experiences in naturalistic settings.

Participants

Twenty English language teachers participated in this study. The participants were selected using purposive sampling to ensure relevance and diversity in experience and context. All participants had at least 1 year of experience teaching English-speaking skills using online platforms such as Zoom, Google Meet, or Microsoft Teams. Participants were drawn from various public and private senior high schools in West Java, Indonesia. This region was chosen because it is one of the most populous provinces and has the largest number of secondary schools, representing diverse educational contexts from urban to rural areas. At the same time, West Java faces significant disparities in technological infrastructure and access, which makes the study of online speaking instruction particularly urgent and relevant. To gain deeper insights, four participants were invited for follow-up semi-structured interviews. These teachers were purposively selected from the 20 questionnaire respondents based on their willingness to participate, teaching experience, and richness of their initial responses. These strategies ensured diverse perspectives and

deeper insights into the challenges and strategies of teaching speaking online.

Instrument and Data Collection

Two primary instruments were employed: a questionnaire and a semi-structured interview guide. The questionnaire included items adapted from Deng et al., (2020) that focused on familiarity with online platforms, perceived challenges, and pedagogical strategies. To enhance transparency and construct validity, several sample items from the questionnaire are provided. These items reflect the three main constructs measured in this study: familiarity with online platforms, perceived challenges and instructional strategies. Sample items include: "I feel confident using online platforms for teaching speaking," "Students often experience technological difficulties during online speaking activities," and "I use group discussion or role-play to encourage active participation in online classes". To ensure the validity of the adapted questionnaire, the items were reviewed by an expert in English language education to evaluate their clarity, relevance, and alignment with the study context. Minor wording adjustments were made to fit the Indonesian senior high school context and to focus specifically on online speaking instruction. The semi-structured interviews were guided by the same themes and allowed participants to elaborate on their responses. All interviews were conducted online, recorded with consent, and transcribed verbatim. Each interview lasted between 30-45 minutes. Data was collected over four weeks. Questionnaires were distributed electronically, and interview sessions were scheduled based on participants' availability. Ethical considerations, including informed consent and confidentiality,

were strictly maintained throughout the process.

Data Analysis

Thematic analysis was employed to interpret the qualitative data, as it allows researchers to identify, analyze, and report patterns across a dataset (Clarke, 2008) . Following Clarke and Braun's six-phase framework, the analysis began with familiarization through repeated reading of the transcripts, followed by the generation of initial codes. These codes were then organized into broader themes, which were subsequently reviewed, defined, and refined into coherent categories. To ensure credibility, coding was conducted manually and cross-checked with a second researcher for consistency. The themes were then explicitly linked to the study's three research questions and the theoretical framework to ensure alignment between data interpretation and research objectives. This analytical process provided rich, contextually grounded insights into teachers' experiences of teaching speaking through online platforms.

To complement this analytic rigor, measures were also taken to enhance the credibility of the interview data. Although each interview lasted between 30-45 minutes, the aim of the study was not to achieve full theoretical saturation, but rather to obtain exploratory insights into teachers' experiences. A brief form of member checking was conducted by sending participants a summary of their transcribed responses and preliminary interpretations. Participants were invited to confirm, clarify, or correct the information, and minor adjustments were made based on their feedback. This process strengthened the trustworthiness of the qualitative findings despite the relatively short interview duration.

Findings

This section presents the findings of the study, which are organized into three main areas: (1) challenges teachers faced in teaching speaking online, (2) effective speaking activities employed, and (3) support needed by teachers to improve online speaking instruction.

Challenges in Online Speaking Instruction

Low Student Engagement

The majority of teachers (11 out of 20; 55%) reported that low student engagement was the most pressing challenge in teaching speaking online. Developing speaking skills requires consistent opportunities to practice key sub-skills such as pronunciation, fluency, vocabulary, accuracy, and confidence. Yet, when students are disengaged, they tend to withdraw into the role of passive listeners rather than active speakers, which limits the very practice essential for their progress. As Teacher DA noted, "Unpredictable disruptions such as power outages or late arrivals often interrupted the flow of lessons, causing learners to lose focus and miss valuable speaking opportunities". Such disengagement directly affects multiple aspects of oral proficiency. Pronunciation errors often go uncorrected, fluency cannot develop without extended speaking turns, vocabulary use remains limited, and learners' confidence gradually declines. In traditional classrooms, teachers can rely on non-verbal cues and immediate interaction to keep students involved. Still, these strategies are less effective in virtual environments. This finding underscores the importance of maintaining active engagement in online speaking lessons, as

reduced participation limits students' opportunities for meaningful oral practice.

Time Constraints

A considerable number of teachers, 4 out of 20 (20%), highlighted time constraints as a significant challenge in teaching speaking online. Unlike in traditional classrooms, online instruction requires teachers not only to prepare lesson content but also to adapt materials for digital delivery, learn to operate new platforms, and manage administrative tasks simultaneously. As Teacher AF reflected, "Managing lesson planning, learning new digital tools, and handling other work responsibilities made me feel stressed and overwhelmed." This heavy workload reduces the time teachers can dedicate to designing meaningful speaking activities. Limited preparation time often leads to fewer opportunities for students to practice speaking, thereby restricting the development of essential skills such as fluency, pronunciation, and accuracy. When lessons are rushed, students may have fewer opportunities to engage in extended speaking turns, receive corrective feedback, or expand their vocabulary in context. These findings suggest that time constraints not only affect teachers' well-being but also directly undermine the quality of speaking instruction, underscoring the need for institutional support and realistic workload management.

Limited Resources

Several teachers (3 out of 20 (15%), pointed to limited resources as a barrier to effective online speaking instruction. Many teachers lacked access to engaging, relevant, and digitally adaptable materials, which left them with the additional burden of creating resources from scratch. As Teacher RK observed, "Teaching materials that attract students' attention are crucial, yet they are often unavailable or difficult to develop without adequate support." Without sufficient materials, speaking activities often become repetitive or less stimulating, which reduces students' motivation to participate actively. The lack of ready-to-use resources also limits opportunities to practice vocabulary in authentic contexts and to engage in varied communicative tasks that build fluency and confidence. Moreover, when teachers are forced to design their own materials under time and workload pressures, the overall quality of instruction can decline. These findings highlight that limited resources not only challenge teachers' preparation but also directly restrict students' opportunities to develop pronunciation, fluency, and communicative competence in online learning environments.

Technical Difficulties

An equal number of teachers, (3 out of 20; 15%), identified technical difficulties as a major obstacle in online speaking instruction. Problems such as unstable internet connections, lack of proper devices, and limited familiarity with online platforms disrupted the flow of lessons and reduced opportunities for meaningful interaction. As Teacher RK remarked, "Navigating online tools without adequate technical training and the limited features of free platforms were major barriers." These challenges often caused interruptions during speaking activities, preventing students from practicing extended turns or engaging in real-time interaction with peers. Technical problems also undermined feedback processes, making it harder for teachers to correct pronunciation or monitor fluency in an online

setting. Furthermore, reliance on free or limited-function platforms limited interactive features such as breakout rooms or instant feedback tools, which are essential for communicative speaking practice. Overall, technical difficulties not only frustrated teachers and students but also directly hindered the development of pronunciation, fluency, and speaking confidence.

Overall, teachers reported four major challenges in teaching speaking online: low student engagement, time constraints, limited resources, and technical difficulties. The questionnaire highlighted their frequency of these issues, while the interviews provided deeper insights into how they affected classroom practices. Collectively, these challenges limited students' opportunities to practice essential speaking sub-skills such as fluency, pronunciation, accuracy, vocabulary use, and confidence by reducing chances for extended speaking turns, meaningful interaction, and timely feedback.

Effective Strategies for Speaking Activity

Group Discussions

9 out of 20 teachers (45%) reported group discussions as the most frequently used activity to support students' speaking practice. It suggests that teachers value collaborative tasks that promote authentic interaction and build learner confidence. Teacher NE observed that "everyday conversations connected to students' personal experiences create a relaxed and engaging learning environment," highlighting the emotional impact of relatable topics. By linking discussions to students' lives, teachers reduce anxiety and foster spontaneous speech—both essential for improving

pronunciation and accuracy in real time. These findings align with communicative language teaching, which prioritizes interaction and collaboration as the foundation for oral proficiency. In online settings, group discussions also help mitigate disengagement by encouraging peer support and shared responsibility.

Presentations

Presentations were employed by 5 out of 20 teachers (25%) as a way to enhance students' speaking performance. This activity allows learners to prepare and deliver structured content, which supports the development of fluency, accuracy, and confidence in public speaking. As Teacher RH observed, "Presentations help students organize their ideas, improve fluency, and build confidence." By requiring students to articulate their thoughts in front of peers, presentations encourage careful use of vocabulary and pronunciation while also strengthening their ability to speak coherently in extended turns. In online contexts, presentations additionally promote accountability, as students must actively participate rather than remain passive listeners. These findings indicate that presentations offer both linguistic benefits and affective gains, helping students become more confident English communicators.

Role-Play

Role-play was used by 3 out of 20 teachers (15%) to simulate real-life communication in online speaking classes. This activity immerses students in authentic scenarios, allowing them to practice language for specific contexts while reducing the formality often associated with classroom tasks. As Teacher AF shared, "Role-

play is effective because it immerses students in real-world contexts, lowering anxiety and encouraging improvisation." By taking on roles, learners are encouraged to think on their feet, which strengthens fluency and builds confidence in spontaneous speaking. Role-play also provides opportunities to refine pronunciation and vocabulary use in context, as students must adapt their language to suit the communicative situation. These findings suggest that role-play remains a valuable strategy in online instruction, particularly for fostering communicative competence and reducing speaking anxiety.

Debates

Debates were incorporated by 2 out of 20 teachers (10%) to promote structured speaking and critical thinking in online classes. This activity encourages students to defend positions, respond to counterarguments, and use language persuasively, which fosters both fluency and accuracy. As Teacher DA remarked, "Open debates on current issues engage older learners in meaningful discussions, making them active participants." By discussing relevant and sometimes controversial topics, debates provide a motivating context for learners to practice extended turns, refine pronunciation, and expand vocabulary. They also promote critical thinking by requiring students to evaluate perspectives and construct logical arguments. In online environments, debates can sustain engagement by making learners accountable for their contributions, thus combining communicative practice with higher-order thinking skills.

Other Activities

A small number of teachers (1 out of 20; (5%), reported using additional activities such as song memorization and storytelling in their online speaking classes. Although less commonly practiced, these methods were highlighted by teachers as supportive of specific aspects of speaking development. Teachers noted that song memorization helps strengthen pronunciation and rhythm, while storytelling encourages creativity, fluency, and vocabulary retention. Even though these activities are more challenging to implement online, they provide variety in speaking practice and can cater to different learning preferences. Their inclusion demonstrates that less conventional strategies still hold pedagogical value.

Teachers applied diverse activities such as discussions, presentations, role-play, debates, and a few less frequent methods. These strategies reflect communicative and student-centered approaches, enabling learners to engage more actively in speaking practice.

Support Needed by Teachers

Teaching materials

A majority of teachers (12 out of 20, 60%) emphasized the urgent need for high-quality, accessible teaching materials to support online speaking instruction. Many reported that the lack of engaging resources made it difficult to capture students' attention and sustain their motivation. As Teacher NE explained, "Resources such as engaging teaching materials, stable internet, and functional devices are essential for effective teaching." Without appropriate materials, teachers are often forced to create their own resources, which is time-consuming and may not fully address learners' needs. The absence of well-designed materials also reduces students' opportunities to practice vocabulary, pronunciation, and fluency in

authentic contexts. These findings highlight that adequate teaching resources are not simply a matter of convenience but are essential for ensuring effective and engaging online speaking lessons.

Training

Five out of 20 teachers (25%) highlighted the need for training in using digital tools and platforms to enhance online speaking instruction. Many teachers noted that although online teaching requires competence with technology, they had received little formal preparation for integrating digital tools into communicative activities. As Teacher RK stated, "Access to creative platforms and training on how to use them effectively is essential for smooth lesson delivery." Without adequate training, teachers may struggle to design interactive tasks that promote pronunciation, fluency, and vocabulary use. Technical difficulties also become more frequent when teachers lack the necessary digital skills, disrupting the flow of speaking practice. These findings suggest that systematic training in digital pedagogy is essential for ensuring that online platforms are not only functional but also used creatively to support meaningful speaking opportunities.

Collaboration

In addition, three out of 20 teachers (15%) valued opportunities for professional collaboration with peers as an important form of support in online speaking instruction. Teachers noted that exchanging ideas and best practices with colleagues provided not only practical teaching strategies but also emotional encouragement in navigating the challenges of virtual classrooms. As Teacher RK remarked,

"Peer-to-peer learning and sharing best practices have been incredibly helpful in navigating the challenges of online teaching." Collaboration enables teachers to discover new activities to promote fluency, pronunciation, and vocabulary use, while also reducing the feelings of isolation often associated with online teaching. These findings indicate that professional collaboration plays a dual role: it strengthens instructional practices. It fosters a supportive community that empowers teachers to improve the quality of online speaking lessons.

Overall, teachers identified three key areas of support needed to enhance online speaking instruction: high-quality teaching materials, training in digital pedagogy, and opportunities for professional collaboration. The questionnaire highlighted the prevalence of these needed. At the same time, the interviews provided deeper insights into how they affect teachers' ability to design meaningful speaking activities and manage online classes effectively. Collectively, these forms of support are essential for enabling facilities to richer speaking practice, maintain student engagement, and address the technical and pedagogical challenges of online instruction

Discussion

The findings of this study reinforce and extend previous research on online language instruction, particularly on the context of teaching speaking. Student disengagement emerged as the most prominent challenge, reflecting earlier observations that online learning environments often struggle to sustain students' attention due to limited interactivity and reduced real-time accountability (Baum &

McPherson, 2019). Low engagement directly limits students' opportunities to develop essential speaking sub-skills, including fluency, accuracy, pronunciation, vocabulary, intonation, and comprehension. When learners adopt a passive role, they lose valuable chances to take extended speaking turns. Practice spontaneous language use, receive timely corrective feedback, and process crucial for oral proficiency development.

Teachers also reported significant time constraints, a challenge consistent with prior studies indicating that unfamiliar digital platforms require additional preparation and mental effort (Khalil et al., 2020). The need to adapt materials, troubleshoot technical issues, and manage administrative demands limits the time teachers can allocate to designing meaningful speaking tasks. As a result, practice opportunities become more limited, reducing students' exposure to varied input and constraining the development of fluency, accuracy, and overall comprehension.

Another challenge relates to the lack of suitable digital teaching materials. Previous research has highlighted the scarcity of engaging, read-to-use online resources, which forces teachers to create their own materials under significant time pressure (L. Mishra et al., 2020). Without high-quality materials, teachers struggle to design tasks that support vocabulary development, pronunciation practice, and the refinement of intonation patterns. Well-designed digital resources are crucial for enabling students to access authentic input and participate in tasks that simulate real-world communication.

Technology-related barriers further hindered the effectiveness of online speaking instruction.

Consistent with earlier discussion on the digital divide, teachers in under-resourced contexts were particularly affected by limited access to stable internet connections, reliable devices, and sufficient digital literacy (Zhang). These constraints disrupt real-time interaction and prevent students from engaging in activities requiring sustained speech, rapid exchange of ideas, and immediate feedback, all of which are essential for developing fluency, intonation, and comprehension. Collectively, these challenges demonstrate that logistical barriers extend beyond technical inconvenience; they directly influence the depth and quality of oral language development. It underscores the need for stronger institutional support, including infrastructure, training, and high-quality teaching materials (L. Mishra et al., 2020).

Despite these obstacles, the study shows that teachers demonstrated adaptability and creativity in designing speaking activities suited for online platforms. Group discussions emerged as the most frequently used strategy, supporting earlier findings that collaborative tasks foster authentic communication and active participation (Nur Aflah et al., 2023). By encouraging students to exchange ideas and interact with peers, discussions provide opportunities to practice fluency through extended speech, develop comprehension by responding meaningfully, and refine intonation through natural conversational rhythms.

Presentations were also highly valued as a pedagogical strategy, echoing research showing their effectiveness in enhancing critical thinking, promoting learner autonomy, and building confidence (Afifah & Devana, 2020; Masuram & Sripada, 2020; Mulyanah et al., 2018). Presentations encourage accurate grammar and

vocabulary use, strengthen pronunciation clarity, and provide opportunities for students to practice extended, coherent speech skills essential for academic and professional communication.

Role-play further contributed to reducing speaking anxiety and creating a safe environment for student to experiment with language. Consistent with previous studies that highlight its benefits (Toyib & Syafi'i, 2018). By simulating real-life scenarios, role-play supports communicative competence by encouraging spontaneous speech, contextual vocabulary use, and the integration of fluency and comprehension in meaningful ways.

Debates, though less frequently used, promoted higher-order thinking by requiring learners to construct arguments, respond to opposing viewpoints, and negotiate meaning in real time (N. R. Mishra, 2023). Storytelling and conversational activities, while less commonly used, provided additional avenues for developing fluency, creativity, vocabulary retention, and spontaneous speech (Abdulla, 2023). Some studies also highlight the motivational benefits of gamification, including keeping students engaged and providing interactive practice in pronunciation, vocabulary, and fluency (Siregar et al., 2022).

Taken together, these strategies reflect a learner-centered approach grounded in socio-constructivist and communicative language teaching principles. They demonstrate that, despite the constraints of virtual learning environments, thoughtfully designed online activities can still foster fluency, accuracy, pronunciation, vocabulary, intonation, and comprehension when supported by purposeful planning and interaction.

The findings also carry important implications for practice. First, targeted digital training is essential for enhancing teachers' confidence and competence in using online platforms (Khalil et al., 2020). Such training empowers teachers to design interactive tasks that facilitate accurate language use, provide timely feedback, and support fluency-building activities. Second, professional collaboration through mentorship, webinars, or learning communities plays a critical role in sustaining teacher development and encouraging pedagogical innovation (Roulston & Halpin, 2022). Peer collaboration reduces feelings of isolation and expands teachers' access to effective strategies for supporting vocabulary development, comprehension, and confidence in speaking activities.

Third, access to centralized repositories of digital speaking materials can significantly reduce teachers' preparation burdens while ensuring that students are exposed to varied, authentic resources that support pronunciation practice, vocabulary development, and meaningful fluency-building exercises (N. R. Mishra, 2023).

Finally, addressing infrastructure gaps remains a critical priority. Stable internet access and reliable digital tools are foundational for ensuring equitable online participation (Zhang, 2025). Without such infrastructure, students lose opportunities for real-time interaction, feedback, and collaboration components essential for developing oral proficiency.

Overall, this study highlights both the challenges and the potential for innovation in online speaking instruction. While limitations in access, time, and resources persist, teacher-designed strategies and institutional support can

significantly enhance the quality of virtual language education. Ensuring consistent attention to key aspects of speaking proficiency—fluency, accuracy, pronunciation, vocabulary, intonation, and comprehension is essential for meaningful oral communication outcomes. Future research could explore students' perspectives on online speaking activities and examine the long-term effects of these instructional adaptations across diverse educational contexts.

Conclusion

This study examined the challenges, strategies, and support needs of senior high school English teachers in conducting online speaking instruction. The findings show that teachers faced four main challenges student disengagement, time constraints, limited materials, and technical difficulties that reduced students' opportunities to practice key aspects of speaking. Even so, teachers demonstrated adaptability by employing various communicative activities, such as group discussion, presentations, role-play, and debates, to maintain interaction and support speaking development in virtual classrooms.

The study highlights the need for stronger institutional support, particularly through digital pedagogy training, accessible teaching materials, professional collaboration, and improved technological infrastructure. These forms of support are essential for helping teachers design meaningful online speaking tasks and sustain learner engagement.

The study has limitations in terms of geographic scope and reliance on self-reported data. Future research could involve broader participant groups, incorporate student

perspectives, and explore how emerging technologies may further enhance online speaking instruction. Strengthening these areas is important to ensuring that online learning continues to effectively support students' oral communication development.

References

Abdulla, A. H. K. Z. H. C. (2023). A Systematic Review of Storytelling Strategy in Empowering Speaking Skill in EFL Classrooms. *ZANCO Journal of Humanity Sciences*, *27*(5). https://doi.org/10.21271/zjhs.27.5.15

Abdullaeva, S. (2023). Methods and approaches of teaching speaking in foreign language lessons in higher educational institutions. *Общество и Инновации*, *4*(1), 91–95. https://doi.org/10.47689/2181-1415-vol4-iss1-pp91-95

Afifah, N., & Devana, T. (2020). Speaking Skill through Task Based Learning in English Foreign Language Classroom. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *7*(2), 135. https://doi.org/10.33394/jo-elt.v7i2.3109

Baum, S., & McPherson, M. (2019). The Human Factor: The Promise & Limits of Online Education. *Daedalus*, *148*(4), 235–254. https://doi.org/10.1162/daed_a_01769

Clarke, V. V. B. (2008). Thematic Coding and Analysis. In *The SAGE Encyclopedia of Qualitative Research Methods*. SAGE Publications, Inc. https://doi.org/10.4135/9781412963909.n451

Deng, R., Benckendorff, P., & Gannaway, D. (2020). Learner engagement in MOOCs: Scale development and validation. *British Journal*

of Educational Technology, *51*(1), 245–262. https://doi.org/10.1111/bjet.12810

Gasparini, A. (2023). Digital Learning Environments for SLA. In *Multilingual Digital Humanities* (pp. 83–102). Routledge. https://doi.org/10.4324/9781003393696-8

Jumaah, F. M. (2024). Exploring constructivist learning theory and its applications in teaching English. *The American Journal of Social Science and Education Innovations*, *6*(8), 7–19. https://doi.org/10.37547/tajssei/Volume06Issue08-02

Khalil, R., Mansour, A. E., Fadda, W. A., Almisnid, K., Aldamegh, M., Al-Nafeesah, A., Alkhalifah, A., & Al-Wutayd, O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: a qualitative study exploring medical students' perspectives. *BMC Medical Education*, *20*(1), 285. https://doi.org/10.1186/s12909-020-02208-z

Leonita, N. N. S. N. A., Apriyanti, N. P. R., Krismayani, N. W., Joni, D. A. A. W., & Budiarta, I. K. (2023). Speaking skill in 21st-century: Students' perceptions and challenges in English language teaching. *Premise: Journal of English Education*, *12*(2), 614. https://doi.org/10.24127/pj.v12i2.7262

Ma, T. (2009). On Communicative Language Teaching — Theoretical Foundations and Principles. *Asian Social Science*, *5*(4). https://doi.org/10.5539/ass.v5n4p40

Masuram, J., & Sripada, P. N. (2020). Developing speaking skills through task-based materials. *Procedia Computer Science*, *172*(2019), 60–65. https://doi.org/10.1016/j.procs.2020.05.009

Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, *1*, 100012. https://doi.org/10.1016/j.ijedro.2020.100012

Mishra, N. R. (2023). Constructivist Approach to Learning: An Analysis of Pedagogical Models of Social Constructivist Learning Theory. *Journal of Research and Development*, *6*(01), 22–29. https://doi.org/10.3126/jrdn.v6i01.55227

Mulyanah, E. Y., Ishak, I., & Dewi, R. K. (2018). The Effect Of Communicative Language Teaching On Students Speaking Skill. *CICES*, *4*(1), 67–75. https://doi.org/10.33050/cices.v4i1.478

Nur Aflah, M., Nurhidayh, R., & Kuncoro, H. (2023). Learning through discussion: A study to foster students' engagement in EFL class. *Jurnal Ilmiah Spectral*, *9*(1), 027–035. https://doi.org/10.47255/t0vs1t10

Pujiani, T. (2021). The importance of building students' engagement during online learning. *J-LEE - Journal of Law, English, and Economics*, *2*(01), 15–20. https://doi.org/10.35960/j-lee.v2i01.586

Raj Sharma, L. (2024). Exploring the Landscape of Challenges and Opportunities in Teaching Speaking Skills. *International Journal of Advanced Multidisciplinary Research and Studies*, *4*(3), 74–78. https://doi.org/10.62225/2583049X.2024.4.3.2745

Roulston, K., & Halpin, S. N. (2022). Designing Qualitative Research Using Interview Data. In *The SAGE Handbook of Qualitative Research Design* (pp. 667–683). SAGE Publications Ltd. https://doi.org/10.4135/9781529770278.n41

Setio Nugroho, M., Akmal, S., Pawenang, S., Hafiz Yahaya, S., & Ali- Alshami, S. (2024). Navigating Challenges in E-Learning Implementation at Indonesian High Schools: A Review. *International Journal of Academic Research in Business and Social Sciences*, *14*(10). https://doi.org/10.6007/IJARBSS/v14-i10/23070

Shadiev, R., & Wang, X. (2022). A Review of Research on Technology-Supported Language Learning and 21st Century Skills. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.897689

Siregar, Y., Iskandar, I., & Dewanti, R. (2022). Teaching Indonesian Speaking Skills with A Gamification Approach. *English Education Journal*, *13*(3), 361–372. https://doi.org/10.24815/eej.v13i3.26190

Toyib, A. R., & Syafi'i, A. (2018). Role-Play As A Method To Overcome Students' Anxiety In Speaking Skill. *EFEKTOR*, *5*(1), 50. https://doi.org/10.29407/e.v5i1.11918

Win Min Zaw, & Su Su Hlaing. (2024). Bridging the Educational Gap: The Role of Digital Learning Platforms in Developing Countries. *International Journal of Educational Development*, *1*(1), 11–15. https://doi.org/10.61132/ijed.v1i1.122

ZehraBetul Turkmen, & Tzu Yu Allison Lin. (2024). English Speaking Online in the Turkish Teaching Context: A Theoretical Approach. *Sino-US English Teaching*, *21*(5), 222–226. https://doi.org/10.17265/1539-8072/2024.05.003

Zhang, K. (2025). Empowering Educators: Overcoming Challenges in Digital Education for Remote Areas. *Lecture Notes in Education Psychology and Public Media*, *81*(1), 94–101. https://doi.org/10.54254/2753-7048/2025.20510

Yolanda Putri, Fazri Nur Yusuf