

IMPROVING STUDENTS' SPEAKING SKILLS BY USING INTERACTIVE METHOD TO ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 DAMPAL SELATAN

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Abstract:

This study aims to improve the speaking skills of eleventh-grade students at SMA Negeri 1 Dampal Selatan through the use of interactive learning methods. The research employed a qualitative approach, with data collected through observations and students' responses to identify their interests, challenges, and learning needs in English. The findings revealed that 96% of the students believed that English is important for their future. However, 84% of the students still lacked confidence in speaking English, and 96% reported that they rarely used English in daily communication outside the classroom. Nevertheless, the implementation of interactive learning methods was found to enhance students' confidence in speaking, enrich their vocabulary, improve their fluency in English communication, and encourage more active participation in the learning process. Therefore, interactive learning methods are considered effective in improving students' speaking skills and creating a more meaningful English learning experience.

Keywords: *speaking skills, interactive method, English learning.*

Abstrak:

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas XI di SMA Negeri 1 Dampal Selatan melalui penggunaan metode pembelajaran interaktif. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa observasi dan respons siswa untuk mengidentifikasi minat, tantangan, serta kebutuhan dalam belajar Bahasa Inggris. Hasil penelitian menunjukkan bahwa 96% siswa percaya bahwa bahasa Inggris penting untuk masa depan mereka. Namun, 84% siswa masih kurang percaya diri dalam berbicara bahasa Inggris, dan 96% siswa mengaku jarang menggunakan bahasa Inggris dalam komunikasi sehari-hari di luar kelas. Meskipun demikian, penerapan metode pembelajaran interaktif terbukti mampu meningkatkan kepercayaan diri siswa dalam berbicara, memperkaya kosakata, meningkatkan kelancaran berkomunikasi dalam bahasa Inggris, serta mendorong partisipasi aktif siswa selama proses pembelajaran. Dengan demikian, metode pembelajaran interaktif dinilai efektif dalam meningkatkan keterampilan berbicara siswa dan menciptakan pengalaman belajar bahasa Inggris yang lebih bermakna.

Kata kunci: keterampilan berbicara, metode interaktif, pembelajaran Bahasa Inggris.

INTRODUCTION

Language plays a crucial role in human communication, particularly in educational settings where English has become one of the most important international languages. Among the four fundamental language skills listening, speaking, reading, and writing speaking is regarded as one of the most essential because it enables learners to communicate ideas, opinions, and emotions effectively. As stated by Rao (2019), speaking is a vital component of English learning since it is extensively used in both everyday interactions and academic communication.

English is recognized worldwide as an international language that facilitates communication across various sectors, including education, business, science, technology, and international relations. Originating from England and belonging to the West Germanic language family, English has developed into a global lingua franca spoken by millions of people as either a first or additional language. Its widespread use enables individuals from diverse linguistic and cultural backgrounds to communicate efficiently. Rose and Galloway (2019) explain that English as a Lingua Franca (ELF) serves as a flexible medium of communication among multilingual speakers in global contexts. Likewise, Jenkins (2018) emphasizes that English has evolved into a global language whose ownership extends beyond native speakers.

Speaking is more than simply producing spoken words; it is a complex communicative process through which individuals express their thoughts, emotions, opinions, and experiences. According to Hongwilai and Kawboonsai (2022), speaking involves the active use of language to convey meaning effectively so that listeners can understand the intended message. This process requires speakers to integrate vocabulary knowledge, grammatical competence, pronunciation, and contextual understanding to produce meaningful communication. Therefore, speaking competence is indispensable because it enables individuals to communicate successfully and establish meaningful relationships in various social and academic contexts.

Interactive learning activities have been widely recognized as an effective approach to developing speaking skills because they require students to use language for authentic communication rather than simply memorizing grammatical structures.

Ellis (2016) states that interaction provides learners with opportunities to negotiate meaning while improving both language accuracy and fluency. Furthermore, Wallace (2017) argues that active participation encourages learners to become more autonomous and responsible for their own learning. Interactive learning also enables students to connect theoretical knowledge with practical language use in authentic situations.

Despite students' strong awareness of the importance of English, many learners at SMA Negeri 1 Dampal Selatan continue to encounter difficulties in developing their speaking ability. Most students demonstrate high motivation to master English because they recognize its importance for their future academic and professional opportunities. Nevertheless, many of them still experience low confidence and fear of making mistakes when communicating in English. This condition reflects the concept of Foreign Language Speaking Anxiety (FLSA), which can hinder students from utilizing their language knowledge effectively. Lyu (2023) explains that speaking anxiety often acts as an emotional barrier that prevents learners from expressing their linguistic competence during communication.

Technology and independent learning strategies can also provide practical solutions to overcome these challenges. Students' interest in English movies, songs, and other digital media supports the principles of multimodal learning, which encourages language acquisition through authentic audiovisual materials. Kessler (2018) suggests that digital resources provide meaningful language input that helps learners acquire vocabulary naturally while improving their comprehension. Such learning resources become increasingly valuable in schools where access to libraries and internet facilities remains limited.

Moreover, students' preference for communicative activities such as role plays, games, discussions, and dialogues aligns with the principles of Communicative Language Teaching (CLT). Richards (2016) explains that languages are learned most effectively through meaningful communication rather than memorization of isolated language forms. When learners feel comfortable and emotionally secure, they are more willing to participate in communicative activities. Programs such as English Day and English Club can provide supportive environments where

students are encouraged to practice English without excessive fear of making mistakes.

Based on the questionnaire results, eleventh-grade students at SMA Negeri 1 Dampal Selatan continue to face several obstacles in learning English, particularly in speaking. The most common challenges include limited vocabulary, lack of confidence, fear of making mistakes, insufficient opportunities for practice, and the need for more engaging learning activities. These findings indicate that more effective instructional strategies are required to address students' learning needs.

Furthermore, teachers should establish a supportive learning environment where students feel comfortable practicing English without excessive concern about making mistakes. Positive feedback and continuous encouragement can reduce students' anxiety while strengthening their confidence. Leong and Ahmadi (2017) argue that psychological factors, including anxiety, fear of making errors, and low self-confidence, significantly influence learners' speaking performance.

Vocabulary development is another essential component of speaking improvement. Teachers can strengthen students' vocabulary knowledge through interactive activities such as storytelling, vocabulary games, flashcards, songs, and digital learning applications. A broader vocabulary enables students to communicate their ideas more accurately and confidently during speaking activities. As emphasized by Alqahtani (2019), vocabulary mastery is one of the key foundations for successful oral communication.

RESEARCH METHODOLOGY

This study employed a descriptive qualitative research design to examine students' interests, challenges, and learning efforts in English. A qualitative approach was selected because it enables researchers to gain a comprehensive understanding of students' experiences, perceptions, and opinions through descriptive data rather than numerical measurements. The research was conducted at SMA Negeri 1 Dampal Selatan during the 2025/2026 academic year. The participants consisted of 25 eleventh-grade students who were selected as the research respondents. They were chosen because they actively participated in English learning activities

and were considered capable of providing information relevant to the objectives of the study.

A questionnaire served as the primary instrument for data collection. It was designed to investigate students' perceptions and experiences in learning English and consisted of three major sections. The first section explored students' interest in English learning, including their motivation, enthusiasm, and attitudes toward the subject. The second section examined the difficulties students encountered, particularly in speaking, listening, reading, writing, grammar, and vocabulary. The final section focused on students' efforts to improve their English proficiency, such as learning strategies, practice routines, and participation in English learning activities.

The questionnaire employed a five-point Likert scale with the following response categories: Strongly Disagree (STS), Disagree (TS), Neutral (R), Agree (S), and Strongly Agree (SS). Each response was assigned a numerical value to facilitate data analysis. This scale enabled the researcher to measure the degree of students' agreement with each statement in a systematic and measurable manner.

Data collection was carried out by distributing the questionnaire directly to the participants during classroom sessions. Before completing the questionnaire, students received clear instructions regarding the procedures for answering each item. They were also assured that all responses would remain confidential and would be used exclusively for research purposes. This procedure was intended to encourage honest and accurate responses from the participants. After all questionnaires had been collected, the data were analyzed using descriptive statistical techniques. Students' responses were tabulated and classified according to the Likert scale categories. The researcher calculated the frequency and percentage of each response to identify the dominant patterns within the data. The findings were then presented through tables accompanied by narrative explanations to provide a comprehensive description of students' interests, learning difficulties, and efforts in learning English.

Furthermore, responses obtained from the openended questions were analyzed qualitatively. Similar responses were grouped into common themes to support and enrich the quantitative

findings. This thematic analysis provided deeper insights into students' perspectives and contributed to a more comprehensive understanding of the research problem. Through this research procedure, the study generated valid and reliable data describing the current condition of English learning among eleventh-grade students at SMA Negeri 1 Dampal Selatan.

RESULTS AND DISCUSSION

Interest Analysis

The analysis of questionnaire responses from the 25 eleventh-grade students at SMA Negeri 1

Dampal Selatan indicates that students generally demonstrate a strong interest in learning English. Most participants recognize the importance of English as a valuable skill for their future education and career development. Specifically, 24 students (96%) believe that English proficiency is essential for achieving academic and professional success. This finding reflects students' high level of awareness regarding the significance of English in today's global environment. Students also exhibit strong aspirations to improve their speaking ability. The majority of respondents expressed a desire to become fluent English speakers and continuously develop their communication skills. Approximately 20 students indicated their willingness to improve their current level of English proficiency, suggesting that they possess positive attitudes and intrinsic motivation toward language learning.

Another factor contributing to students' motivation is their exposure to English through entertainment media. Around 20 respondents reported that they frequently watch English movies or listen to English songs, making these activities an enjoyable and informal way to interact with the language. Such exposure provides authentic language input while increasing students' interest in learning English beyond the classroom. Within the classroom environment, students generally have positive learning experiences. Most respondents stated that they enjoy English lessons and feel comfortable participating in classroom activities. A supportive learning atmosphere encourages students to become more actively involved in the learning process and strengthens their motivation to improve their English proficiency.

Although students' overall interest in learning English is high, some challenges remain. Several students still show hesitation and lack confidence when participating in English learning activities. This variation suggests that although students acknowledge the importance of English, they differ in their readiness and confidence to actively use the language. The findings also reveal a noticeable gap between students' motivation and their actual language practice. Although students have positive attitudes toward English, many still struggle to apply the language in real-life situations. Approximately 21 students (84%) admitted that they lack confidence when speaking English, while 24 students (96%) reported that they rarely use English in daily communication outside the classroom. These results indicate that speaking anxiety and limited opportunities for practice continue to hinder students' language development.

Furthermore, students' independent learning habits have not yet developed optimally. The questionnaire results show that only 13 students regularly seek additional English learning materials on their own, whereas 12 students still rely primarily on teacher guidance. This finding suggests that learner autonomy remains relatively limited and should be further encouraged through instructional support and appropriate learning strategies.

Overall, the findings demonstrate that eleventh-grade students at SMA Negeri 1 Dampal Selatan possess a strong motivational foundation for learning English. Their enthusiasm is supported by future career aspirations, positive attitudes toward English, and frequent exposure to English-language entertainment. However, their motivation has not yet been fully translated into regular language practice because many students continue to experience low confidence, speaking anxiety, and limited independent learning habits. Therefore, creating supportive learning environments and implementing interactive teaching strategies are essential to help students transform their motivation into meaningful improvements in speaking proficiency.

Struggle Analysis

The questionnaire findings indicate that eleventh-grade students at SMA Negeri 1 Dampal Selatan generally have positive attitudes toward learning English. Most respondents acknowledge

the importance of English as a global language that can support their academic achievement and future career opportunities. This awareness motivates many students to participate in English learning activities and improve their language abilities, particularly in speaking, listening, reading, and writing.

The classroom environment also contributes positively to students' learning experiences. Most participants reported feeling comfortable and actively involved during English lessons. A supportive classroom atmosphere helps reduce learning anxiety and encourages students to express their ideas more confidently. Nevertheless, despite these positive conditions, many students still experience difficulties when using English, especially in oral communication. Limited vocabulary, fear of making mistakes, and low selfconfidence often make students reluctant to speak in front of their classmates.

Another challenge identified in the findings is the inconsistency of students' learning motivation. Although many learners demonstrate enthusiasm toward English, their level of engagement is not always stable. Some students participate actively in certain learning activities but become less motivated in others, which may slow their language development and reduce the effectiveness of classroom instruction.

The study also reveals that students rarely use English outside the classroom. Their limited exposure to authentic communication restricts opportunities to practice the language in meaningful situations, making it more difficult to develop fluency. Furthermore, many students continue to depend heavily on teacher guidance instead of independently exploring additional learning resources. This dependence limits the development of learner autonomy, which is an important factor in successful language acquisition.

Despite these challenges, students demonstrate considerable interest in English-language media such as movies, music, and other digital content. This interest presents valuable opportunities for teachers to integrate authentic media into classroom instruction. Exposure to English through multimedia enables students to improve their pronunciation, expand their vocabulary, and become familiar with natural expressions used in everyday communication. Since these learning materials correspond with students' personal

interests, they can also increase motivation and make language learning more engaging.

The findings further indicate that students possess strong intrinsic motivation to improve their English proficiency. Their desire to communicate fluently, together with their willingness to continue learning, provides a solid foundation for language development. Consequently, teachers should capitalize on these positive characteristics by implementing engaging instructional strategies that encourage active participation and meaningful communication.

To maximize students' learning potential, teachers need to establish supportive and interactive learning environments that reduce anxiety while promoting confidence. The use of communicative teaching approaches, collaborative activities, multimedia resources, and student-centered instruction can increase learners' participation and motivation. These strategies are expected to bridge the gap between students' positive attitudes toward English and their actual language performance.

The questionnaire also shows that students encounter various linguistic difficulties across all four language skills. Speaking remains one of the most challenging areas because many students struggle to communicate their ideas orally. Their difficulties are primarily associated with limited vocabulary, insufficient speaking practice, and lack of confidence. As a result, students frequently hesitate during conversations, pause excessively, or switch to their first language when they cannot express themselves effectively.

Listening comprehension also presents significant challenges. Many students experience difficulty understanding spoken English, particularly when speakers use natural speed, unfamiliar accents, or advanced vocabulary. These findings suggest that students require greater exposure to authentic listening materials in order to improve their comprehension skills.

Reading and writing likewise remain problematic for many learners. Students often struggle to comprehend texts containing unfamiliar vocabulary, lengthy passages, or complex grammatical structures. Rather than applying effective reading strategies, many rely on translating individual words, which limits their overall understanding of the text.

Writing is another area in which students experience considerable difficulty. Many

respondents reported problems organizing their ideas logically, selecting appropriate vocabulary, and applying grammatical rules accurately. Although students often understand the message they wish to communicate, they frequently encounter difficulties expressing those ideas clearly in written English.

Grammar and vocabulary deficiencies continue to be major obstacles in students' English learning. Many students perceive English grammar as complicated because it requires them to apply different rules appropriately in various contexts. At the same time, limited vocabulary reduces their ability to communicate effectively in both spoken and written forms. These linguistic challenges are further intensified by psychological factors such as fear of making mistakes, anxiety, and low selfconfidence, all of which discourage students from participating actively in classroom communication.

Another important finding concerns the limited opportunities students have to practice English beyond the classroom. Most respondents admitted that they seldom use English in everyday communication, resulting in minimal exposure to authentic language use. Combined with their continued dependence on teacher guidance, this lack of independent practice slows the development of communicative competence.

Students also expressed mixed opinions regarding the teaching methods used in English classes. While many considered the instructional approaches beneficial, others believed that classroom activities were sometimes insufficiently varied to maintain their interest and fully support their learning needs. This suggests that teachers should diversify their instructional strategies by incorporating more interactive and student-centered activities.

Overall, the findings demonstrate that students' learning difficulties result from the interaction of linguistic, psychological, and environmental factors. These challenges influence one another and collectively hinder students' English development. Therefore, improving students' speaking proficiency requires comprehensive instructional strategies that simultaneously address language competence, emotional factors, and opportunities for authentic communication. By providing continuous guidance, increasing meaningful practice, and encouraging learner autonomy, teachers can help students gradually

develop greater confidence, fluency, and overall English proficiency.

Improvement Analysis

The questionnaire results indicate that most students at SMA Negeri 1 Dampal Selatan perceive the teacher's instructional methods as generally engaging and supportive of the English learning process. Classroom activities commonly include reading exercises, storytelling, speaking practice, and written assignments. These activities provide students with opportunities to develop different language skills while maintaining their involvement during lessons. In addition, group discussions, question-and-answer sessions, and simple educational games contribute to a more interactive classroom atmosphere that encourages student participation.

Despite these positive perceptions, several students reported that classroom instruction occasionally lacks variation. Repetitive teaching techniques may reduce students' enthusiasm and make it more difficult for them to maintain concentration throughout the lesson. When students become less interested or motivated, they are more likely to participate passively, which may limit the achievement of the intended learning objectives.

For this reason, teachers are encouraged to implement a wider variety of instructional strategies that accommodate students' learning preferences. Combining conventional teaching approaches with interactive methods, such as multimedia presentations, collaborative learning, role-play, and technology-assisted instruction, can create a more dynamic learning environment. Such approaches are expected to increase students' motivation, strengthen classroom engagement, and improve overall learning outcomes.

The findings also reveal that teachers regularly employ several instructional techniques, including reading activities, storytelling, speaking exercises, grammar instruction, dialogue construction, and classroom assignments. These methods contribute to the development of students' reading comprehension, speaking ability, vocabulary acquisition, and grammatical knowledge. Furthermore, the integration of individual and collaborative learning activities enables students to strengthen both their academic understanding and communication skills.

For example, speaking practice and dialogue creation provide learners with valuable opportunities to improve their oral fluency and build confidence when communicating in English. Meanwhile, reading and grammar activities help students understand sentence patterns, vocabulary usage, and textual meaning more effectively. Homework and classroom assignments further reinforce learning by encouraging students to review and practice the material independently outside the classroom.

Nevertheless, some students suggested that classroom activities could become more engaging if teachers incorporated a greater variety of interactive techniques. Overreliance on similar instructional methods may lead to boredom and reduce students' willingness to participate actively. Therefore, integrating educational games, collaborative projects, multimedia resources, problem-solving activities, and group discussions would help create a more stimulating learning environment while sustaining students' interest throughout the learning process.

The questionnaire further indicates that students generally prefer learning activities that are enjoyable, practical, and interactive. Speaking practice, educational games, mobile-assisted learning, vocabulary-building activities, and opportunities to ask questions directly to the teacher were identified as the most favored classroom activities. These approaches create a relaxed learning atmosphere in which students feel more comfortable expressing themselves while actively participating in English learning.

Interactive learning not only increases classroom participation but also encourages collaboration among students. Working together enables learners to exchange ideas, support one another, and develop stronger communication skills. However, the findings also demonstrate that learning preferences vary among students. While many enjoy collaborative and communicative activities, others prefer more structured or individual learning tasks. Consequently, teachers should balance different instructional approaches to ensure that diverse learning needs are accommodated effectively.

Students also proposed several practical strategies for improving their English proficiency. These include expanding vocabulary, practicing speaking regularly, enrolling in additional English courses, using English in daily communication,

and maintaining consistent study habits. Respondents emphasized that continuous practice and strong personal motivation are essential for achieving better language learning outcomes.

These responses demonstrate that students understand the importance of sustained effort in language learning. Frequent exposure to English, both inside and outside the classroom, enables learners to strengthen their language competence while gradually increasing their confidence. Moreover, practicing English in authentic communication allows students to apply classroom knowledge in meaningful real-life situations.

The effectiveness of these strategies, however, depends not only on students' commitment but also on the support they receive from teachers and the surrounding learning environment. Constructive feedback, encouragement, and appropriate guidance from teachers can help students maintain motivation and overcome learning difficulties. Therefore, successful language learning requires a combination of students' independent efforts and effective instructional support.

Finally, students recognized that developing productive learning habits is fundamental to improving English proficiency. Regular speaking practice, active participation during lessons, independent study, vocabulary enrichment, and maintaining concentration while learning were identified as essential habits for successful language acquisition. Several respondents also emphasized the importance of asking questions whenever they encounter difficulties, as this practice enhances their understanding of classroom materials.

These findings suggest that students are aware that language proficiency develops through continuous practice and active engagement rather than passive learning alone. By consistently applying positive learning habits, students can gradually improve both their confidence and communicative competence. Nevertheless, maintaining these habits requires continuous encouragement. Teachers therefore play a crucial role in fostering students' motivation by providing constructive feedback, creating supportive learning environments, and guiding learners toward becoming more independent and responsible language users.

Analysis Of Learning Conditions

The findings indicate that most students perceive the classroom environment at SMA Negeri 1 Dampal Selatan as comfortable and conducive to learning. A positive learning atmosphere enables students to concentrate more effectively and participate actively in classroom activities. Factors such as classroom cleanliness, appropriate seating arrangements, and a supportive atmosphere contribute significantly to creating an environment that facilitates effective learning.

A supportive classroom climate also encourages students to communicate more confidently and express their opinions without excessive fear of making mistakes. When learners feel respected, secure, and appreciated, they are more willing to engage in classroom interactions, particularly during English speaking activities. In addition, positive relationships between teachers and students, as well as among classmates, strengthen collaboration and improve the overall quality of classroom communication.

The results further suggest that classroom comfort positively influences students' motivation and attitudes toward learning. A pleasant and wellorganized learning environment helps minimize anxiety and boredom, allowing students to participate more enthusiastically in various learning activities. Conversely, an uncomfortable classroom atmosphere may distract students, reduce their concentration, and ultimately hinder their academic performance. From a broader perspective, classroom comfort extends beyond physical conditions to include psychological and social dimensions. Psychologically, students require an environment where they feel emotionally safe and free from excessive pressure so they can engage confidently in the learning process. Socially, healthy interactions among students and teachers contribute to a collaborative learning atmosphere that promotes mutual respect, active participation, and positive attitudes toward education.

Furthermore, classroom conditions directly influence the effectiveness of learning. A supportive environment allows students to process information more efficiently, retain knowledge for longer periods, and participate actively in collaborative learning experiences. Through discussions, group work, and peer interaction, students can exchange ideas, provide constructive feedback, and learn from one another. Therefore,

maintaining a comfortable classroom environment should be regarded as an essential component of effective teaching and learning because it significantly influences both students' academic achievement and their overall learning experience.

Regarding school facilities, most students considered the available infrastructure at SMA Negeri 1 Dampal Selatan to be adequate for supporting routine teaching and learning activities. Basic facilities such as desks, chairs, whiteboards, and classrooms generally meet students' learning needs and enable instructional activities to be conducted efficiently. Respondents also emphasized the need for additional educational facilities that could further improve learning quality. Technological resources such as projectors, multimedia equipment, computers, languagelearning applications, and reliable internet access would enable teachers to deliver more engaging and interactive lessons. These resources would also provide students with greater exposure to authentic English materials and support more effective language learning.

The findings additionally reveal that wellmaintained school facilities contribute to students' comfort and concentration during classroom activities. Appropriate lighting, adequate ventilation, and clean classrooms help create a learning environment that supports students' physical well-being and encourages active participation throughout the learning process. From an educational standpoint, school facilities play an important role in determining the effectiveness of instructional practices. Adequate learning resources enable teachers to implement diverse teaching methods, including collaborative learning, technology-integrated instruction, and interactive classroom activities. In contrast, limited facilities often restrict instructional innovation and result in more traditional, teacher-centered approaches that may reduce students' engagement.

Access to educational resources also supports students' independent learning. Facilities such as libraries, language laboratories, digital learning platforms, and online educational materials provide opportunities for students to explore additional resources beyond classroom instruction. Such opportunities encourage learner autonomy and foster lifelong learning habits that are essential for continuous language development. Moreover, school facilities indirectly influence students'

motivation and attitudes toward education. A well-equipped and properly maintained learning environment promotes a sense of pride and belonging among students, increasing their willingness to participate in academic activities. Conversely, inadequate facilities may decrease students' enthusiasm and reduce the overall effectiveness of the learning process.

The integration of modern educational technology is also closely associated with the demands of twenty-first-century education. Technology-enhanced learning not only supports the development of English language proficiency but also strengthens students' digital literacy, communication skills, collaboration, and critical thinking abilities. Therefore, improving school facilities should be viewed not merely as physical development but as a strategic investment in creating innovative, relevant, and future-oriented educational practices.

The questionnaire findings further reveal that the overall school environment at SMA Negeri 1 Dampal Selatan is generally clean and well maintained. A clean learning environment contributes to students' comfort, promotes better concentration, and creates a healthier atmosphere for teaching and learning activities. Maintaining cleanliness also plays a significant role in supporting students' physical health and wellbeing. Hygienic classrooms and school surroundings reduce health risks while enabling students to participate actively in learning without unnecessary distractions. Proper waste management, tidy classrooms, and organized school facilities contribute to a more conducive educational environment.

Beyond its physical benefits, school cleanliness reflects the discipline and collective responsibility of the school community. When teachers and students work together to maintain a clean environment, they develop positive values such as responsibility, cooperation, and mutual respect. These values not only enhance the learning atmosphere but also contribute to students' personal character development.

Finally, a clean and well-maintained school environment positively influences students' motivation and overall learning experience. Students who feel proud of their school are generally more engaged in classroom activities and demonstrate stronger commitment to learning. Consequently, maintaining school cleanliness

should become a shared responsibility among all members of the school community. Continuous efforts, including regular cleaning programs and environmental awareness initiatives, are essential to ensure that the school remains a healthy, comfortable, and supportive place for effective learning.

CONCLUSION

The findings of this study demonstrate that eleventh-grade students at SMA Negeri 1 Dampal Selatan generally possess positive attitudes toward learning English and recognize its importance for their future academic and professional development. Most students show strong enthusiasm and motivation to improve their English proficiency, particularly through exposure to English-language movies, songs, and interactive classroom activities. These findings indicate that students have a solid foundation for developing their language skills when appropriate instructional support is provided.

Despite their positive attitudes, students continue to encounter several challenges in improving their speaking ability. The most common difficulties include limited vocabulary, lack of self-confidence, fear of making mistakes, grammatical weaknesses, and insufficient opportunities to practice English outside the classroom. Furthermore, many students still rely heavily on teacher guidance and have not yet developed strong independent learning habits, which may limit their overall language development.

The study also confirms that interactive learning methods contribute significantly to the improvement of students' speaking skills. Learning activities such as role plays, group discussions, storytelling, educational games, and speaking practice encourage students to participate more actively while increasing their confidence and communication skills. In addition, a supportive classroom atmosphere, adequate learning facilities, and positive encouragement from teachers further strengthen students' motivation and engagement during the learning process. Therefore, the implementation of interactive, communicative, and student-centered instructional approaches can be considered an effective strategy for improving students' speaking proficiency while creating a more meaningful and enjoyable English learning experience.

Suggestions

Based on the findings of this study, several recommendations can be proposed for teachers, students, and schools to enhance the effectiveness of English language learning.

First, English teachers are encouraged to employ a wider variety of interactive and communicative teaching strategies that actively involve students in classroom learning. Creating a supportive and low anxiety learning environment is equally important so that students feel confident practicing English without excessive fear of making mistakes. Teachers should also provide constructive feedback and continuous encouragement to strengthen students' motivation and participation.

Second, students are advised to increase their independent learning efforts by practicing English consistently both inside and outside the classroom. Expanding vocabulary, engaging in regular speaking practice, watching English-language media, participating in English clubs or speaking communities, and incorporating English into daily communication can significantly improve their language proficiency. Developing autonomous learning habits will also enable students to become more confident and responsible language learners.

Finally, schools are expected to provide more comprehensive educational facilities and technological support to improve the quality of English instruction. The availability of reliable internet access, multimedia equipment, digital learning resources, and other educational technologies can create more engaging learning experiences while supporting the implementation of innovative and interactive teaching methods. Such improvements are expected to contribute to the development of students' English proficiency and better prepare them for future academic and professional challenges.

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