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A LITERATURE REVIEW ON TEACHER STRATEGIES TO ENHANCE SPEAKING SKILLS OF ELEMENTARY SCHOOL STUDENTS IN INDONESIAN LANGUAGE EDUCATION

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ABSTRACT

This study aims to identify and synthesize effective teacher strategies in enhancing the speaking skills of elementary school students within Indonesian language learning contexts. Given the limited attention to speaking instruction in mother-tongue education, especially at the primary level, this research employs a literature review method by analyzing 20 peer-reviewed articles published in the last five years. The data were collected through systematic searching, screening, and thematic analysis across major academic databases. The findings reveal that scaffolding, storytelling, role play, group discussion, and digital media are the most frequently used strategies. Among these, scaffolding and storytelling consistently show high effectiveness in developing fluency, confidence, and vocabulary. The study's novelty lies in its comprehensive mapping of teaching strategies according to grade levels, task types, and speaking components, offering a practical guide for educators. It also highlights the emerging role of digital tools in supporting vocabulary enrichment and interactive engagement in Bahasa Indonesia classes. Furthermore, this research fills a gap by focusing specifically on speaking instruction in elementary Bahasa Indonesia education, which is often underrepresented in the literature. The conclusion affirms that a combination of context-sensitive strategies tailored to learners' developmental stages and supported by technology where appropriate can significantly improve speaking outcomes. The results contribute both theoretical and practical insights for teachers, curriculum developers, and educational policymakers seeking to strengthen foundational communication skills in local language instruction.

Keywords: Speaking skills, teacher strategies, Indonesian language learning, elementary education, literature review

INTRODUCTION

In the context of elementary education, speaking skills are an essential component of language proficiency that enable students to communicate effectively, engage in learning tasks, and participate in social interactions (Ramadhan, Sahril, & Syarifuddin, 2025). For the subject of Bahasa Indonesia at the elementary level, the curriculum emphasises not only reading and writing, but equally listening and speaking as integral skills that need to be fostered in meaningful contexts (Putri & Marhaeni, 2024). The theoretical foundation for speaking skill development draws on socio-constructivist views of language learning, which posit that learners acquire speaking competence through interaction, scaffolding and opportunities to produce meaningful utterances in collaborative settings (Richards & Rodgers, 2014; as cited in "Indonesian language teaching in elementary school", 2019). Consequently, teachers must design learning tasks

that allow students to engage in purposeful talk, receive feedback and gradually gain confidence and fluency in speaking the Indonesian language.

Beyond interactional opportunities, effective teacher strategies for developing speaking skills should address motivational, cognitive, and affective dimensions of learners. Studies in the Indonesian context indicate that constraints such as low student confidence, limited vocabulary, and teacher-centred instruction inhibit speaking performance (Laila, Adityarini, & Maryadi, 2023). Conversely, research suggests that employing interactive approaches for example, role-play, storytelling, group discussion, and technology-enhanced tasks can enhance student engagement and provide more authentic speaking practice (Wulansari & Hardianto, 2024). By aligning teaching strategies with principles of communicative language teaching and scaffolding conversation activities, teachers can support elementary students in moving from controlled practice towards independent oral production (Utami, 2023). Thus, the literature underscores the importance of strategic planning by teachers to scaffold speaking skill development in elementary Bahasa Indonesia classrooms.

One significant issue identified in recent studies is that many elementary students demonstrate low confidence and limited opportunities to engage in meaningful oral interaction during their Indonesian language education classes, which subsequently hampers their speaking skill development (Utami, 2023). Moreover, research indicates that teachers often rely on traditional, teacher-centred methods rather than interactive speaking tasks, thereby reducing students' chances to practise expressive language and receive formative feedback (Kusuma, Asri, & Ulfa, 2024). The scarcity of authentic, student-led speaking activities means that pupils are not sufficiently challenged to move from controlled practice to spontaneous oral production, resulting in stagnation of fluency, accuracy, and lexical range (Utami, 2023). Additionally, vocabulary constraints and pronunciation difficulties remain prevalent barriers for young learners, while the classroom environment sometimes lacks adequate scaffolding for peer interactions, which would otherwise promote speaking confidence (Utami, 2023; Kusuma et al., 2024). The literature also points out that varying levels of teacher preparedness and lack of continuous professional development in interactive speaking pedagogy contribute to the gap between policy expectations and classroom realities (Utami, 2023). Furthermore, studies highlight that the integration of digital tools and communicative tasks in Bahasa Indonesia speaking classes is still under-utilised, despite evidence suggesting positive outcomes when such strategies are deployed (Fauzi, 2024). In sum, the problem space reveals a complex mix of individual learner barriers (confidence, vocabulary, pronunciation), pedagogical design issues (limited interactive tasks), and systemic constraints (teacher training, resources) that hinder the advancement of speaking skills among elementary Bahasa Indonesia learners.

Although a number of studies have explored speaking instruction strategies at the secondary level and in the context of English language learning, there is still a lack of research specifically focusing on the context of Indonesian language learning for elementary school students and how teachers systematically implement these strategies.

For example, a study by NCM Utami (2023) analyzed the storytelling method in Indonesian language learning but mainly emphasized the practice and outcomes without mapping out the teachers' strategies in detail.

Furthermore, research by Janu Kusuma, Sri Awan Asri & Maria Ulfa (2024) showed that the show and tell method can improve elementary students' speaking skills, but it did not elaborate on how teachers adapt speaking tasks based on students' developmental levels. This highlights a gap in the literature regarding how teaching strategies are developed, implemented, and evaluated specifically for Indonesian speaking instruction at the elementary level.

In addition, many studies emphasize the use of general strategies such as task-based learning, role play, or storytelling in speaking instruction, but few investigate how these strategies are implemented by teachers in the context of Indonesian language classrooms in elementary schools for example, how teachers integrate scaffolding, peer interaction, and the active use of oral language. A systematic study by MF Hibatulloh (2024) in the context of secondary schools found that teachers faced challenges in selecting appropriate tasks and had limited training but this context does not involve elementary education or the Indonesian language. Therefore, detailed research is needed on teachers' strategies to develop Indonesian speaking skills in elementary schools, covering the design of speaking tasks, the teacher's role, and the evaluation of their effectiveness within local contexts.

This study offers novelty by explicitly focusing on how teachers deploy strategic scaffolding and differentiated speaking-tasks in the elementary Bahasa Indonesia classroom, an area still under-explored compared to research on older learners or English language learning contexts (Synthia, Munir, & Wiranti, 2025). Unlike many previous studies that simply apply a method (such as role-playing) and measure outcomes, this research examines *how* teachers design, implement, and adapt speaking tasks to students' developmental levels, thereby adding a process-oriented perspective missing in current literature (Gunawan, 2024). Moreover, it explores the integration of digital-interactive supports (e.g., multimedia prompts, peer-recording) within speaking activities for Bahasa Indonesia at the elementary level, which remains sparsely documented (Gunawan, 2024). By linking teacher strategy, task design, and student speaking growth in one investigation, the research bridges gaps and offers practical guidelines for classroom practitioners. This focus on the intersection of teacher strategy + speaking task design + student developmental stage contributes a fresh angle to the field. Furthermore, the study situates its investigation within actual elementary school classrooms (SD) in Indonesia, responding to repeated calls for context-specific, local evidence rather than generalized findings (Synthia et al., 2025). Lastly, the detailed mapping of teacher moves (pre-task, during task feedback, post-task reflection) provides a micro-level look rarely captured in prior literature, making the study's contribution both substantive and actionable.

The primary objective of this study is to identify and describe the specific strategies used by teachers to enhance speaking skills of elementary school students in Bahasa Indonesia learning contexts, focusing on task design, scaffolding, and feedback

phases. A second objective is to evaluate the effectiveness of these strategies in promoting student progress in speaking fluency, vocabulary use, confidence, and interactive competence across speaking tasks. Third, the study aims to examine how teachers adapt speaking-tasks to different developmental levels within elementary students (e.g., lower vs. upper grades), identifying best-practice patterns. Fourth, the research seeks to explore how digital-interactive supports (multimedia prompts, peer-recording tools) can be integrated into speaking-task sequences and how such integration correlates with speaking skill improvement. By achieving these objectives, the study intends to produce empirically grounded recommendations for teachers of Bahasa Indonesia in elementary settings, aiding them in designing more effective speaking-activities. Ultimately, the findings are meant to inform teacher professional development programs, curriculum planners, and action research in primary language education.

RESEARCH METHOD

This study employs a literature review as its research method, aimed at collecting, examining, and synthesizing findings from previous studies relevant to teachers' strategies in improving elementary students' speaking skills in Indonesian language learning. The literature review method was chosen because it enables the researcher to identify patterns in strategies, obstacles, and effectiveness from already-published research, thereby providing both theoretical and empirical foundations for further discussion. This approach aligns with the guideline that a systematic literature review should include source identification, inclusion criteria, quality assessment, and narrative or thematic synthesis (Susilawati et al., 2025). As such, this study does not involve the collection of primary field data but instead analyzes secondary data from journals, research articles, conferences, and relevant reports. The results of this literature review will be used to formulate a comprehensive teacher strategy and to map areas that remain underexplored in the existing literature. This method is suitable for addressing research gaps, especially since the focus on speaking skills in Indonesian language learning at the elementary level remains limited. Within this framework, the study provides a systematic overview of what has and has not been done by both teachers and researchers in the field.

Data collection was carried out through the following stages: first, searching national and international journal databases (e.g., Google Scholar, Sinta, ERIC) for articles published within the last five years using keywords such as "speaking skills," "Bahasa Indonesia," "elementary school," "teacher strategies," and "speaking tasks." Next, the identified articles were filtered based on inclusion criteria: (1) Indonesian language learning at the elementary level; (2) focus on speaking skills; (3) discussion of teacher strategies or speaking tasks; (4) published within the last five years; and (5) peer-reviewed. Articles that did not meet these criteria were excluded, and a final list was compiled as the literature review sample. Each article's metadata (title, author, year, method, key findings, recommendations) was recorded in a table. In addition, cross-referencing (snowballing) was used by reviewing the reference lists of selected articles to obtain additional relevant studies. All data were collected in digital format, and the

researcher systematically recorded key summaries to facilitate analysis. This process ensures that the literature used is comprehensive and relevant to the research topic.

Data analysis from the literature was conducted using thematic and narrative qualitative methods, which included identifying major themes, patterns in teacher strategies, reported challenges, and the impact on students' speaking skills. First, the researcher conducted an in-depth reading of each article and extracted relevant information regarding teacher strategies, learning contexts, students' speaking outcomes, and recommendations into an extraction sheet. Second, thematic categories were developed (e.g., scaffolding, collaborative speaking tasks, interactive technology, grade-level adaptations), and the articles were classified into these categories. Third, emerging patterns across the studies were compared and synthesized: identifying effective strategies, implementation conditions, and research gaps. The analysis results were then composed into a narrative that maps the relationship between teacher strategies and the improvement of students' speaking skills. The researcher also highlighted the limitations of previous studies (e.g., study design, sample size, context) and linked them to previously identified research gaps. In this way, the analysis provides a strong foundation for understanding what has been studied and what remains to be explored in the context of Indonesian language learning at the elementary school level.

RESULTS AND DISCUSSION

The analysis of 20 recent studies revealed that certain teacher strategies were more frequently used to improve speaking skills in elementary Bahasa Indonesia classes. The most dominant strategy found was scaffolding, reported in 75% of the literature, followed closely by storytelling and role play (Synthia et al., 2025; Kusuma et al., 2024). These strategies are typically applied in interactive learning environments where student engagement is a priority. Group discussion, though slightly less frequent, is still popular as it supports peer communication. Digital media usage appears in more recent publications and suggests a growing trend, particularly in urban schools with access to tablets or projectors (Gunawan, 2024). Some studies also explored picture-cued speaking and show-and-tell as variations of storytelling. This frequency data helps map current teacher preferences and reflects shifts in instructional practice aligned with the 2013 and Merdeka curriculum goals.

Table 1. Teacher Strategy Categories and Frequency in Literature (N = 20 Studies)

No	Teacher Strategy Category	Frequency of Appearance	Sample Applications	Notes on Use Context
1	Scaffolding	15	Guided dialogue, sentence starters, modeling	Common in lower grades (1–3)
2	Storytelling	12	Retelling, picture-based narrative	Suitable for Grades 2–5

3	Role Play	10	Situational speaking (e.g., in markets, schools)	Often combined with props
4	Group Discussion	9	Small group opinion sharing, Q&A	Effective in upper grades
5	Digital Media	7	Video prompts, digital flashcards, audio recordings	Urban schools with tech access
6	Picture Description	5	Students describe a sequence of images	Supports vocabulary building
7	Show and Tell	4	Students present personal objects	Enhances confidence

Beyond frequency, the study compared how effective each strategy was in developing three core aspects of speaking: fluency, confidence, and vocabulary. Scaffolding and storytelling consistently had a high impact across these indicators, supporting their widespread use. Role play was found particularly strong in building fluency, while storytelling had a notable effect on confidence, especially in lower-grade students (Fauzi et al., 2024). Group discussion was beneficial for confidence through peer support, but less effective in vocabulary enrichment. Digital tools when combined with oral activities proved useful for expanding lexical items and engaging students with audio-visual support. These findings suggest that blended strategy use is more effective than isolated techniques. Moreover, the need for differentiation by grade level and student ability is highlighted, as not all strategies are equally effective across the board (Hibatulloh, 2024).

Table 2. Effectiveness of Teaching Strategies on Speaking Skill Components

Strategy	Fluency Impact	Confidence Impact	Vocabulary Development	Grade Suitability	Additional Notes
Scaffolding	High	High	High	1–6	Works well with structured lesson plans
Storytelling	Moderate	High	Moderate	2–5	Effective when visuals are included
Role Play	High	Moderate	Moderate	3–6	Requires preparation and student roles
Group Discussion	Moderate	High	Low	4–6	Needs clear roles to stay focused
Digital Media	Moderate	Moderate	High	3–6	More effective with guided facilitation
Picture Description	Low	Moderate	Moderate	1–3	Simple and vocabulary-focused

Show and Tell	Moderate	High	Low	2–4	Encourages ownership and expression

The findings from the analysis reveal that scaffolding and storytelling emerge as the most consistently effective strategies across multiple studies in enhancing elementary students' speaking skills in Bahasa Indonesia learning. Scaffolding supports fluency and vocabulary development by providing structured linguistic input and gradual release of responsibility, especially valuable in lower grades where students need linguistic modeling (Utami, 2023). Storytelling, meanwhile, significantly boosts student confidence and expressive abilities, particularly when combined with visuals and familiar narratives (Kusuma et al., 2024). Although role play promotes spontaneous speech and situational vocabulary, it requires careful planning and student readiness, making it more suitable for upper grades (Fauzi et al., 2024). The use of digital media, though not yet widely implemented, shows potential in supporting vocabulary enrichment and engagement, aligning with current trends in digital literacy integration in early education (Gunawan, 2024). Thus, the combination of these strategies, tailored to student age and context, appears to be the most effective instructional approach, as no single method addresses all speaking skill components equally (Synthia et al., 2025).

The results of this study align with previous research emphasizing the importance of scaffolding in building speaking skills in early language education. Scaffolding allows teachers to provide structured support, enabling students to transition from guided to independent speaking performance (Utami, 2023). In a study by Synthia et al. (2025), scaffolding strategies such as sentence starters and guided dialogues were found to significantly improve fluency and confidence in Grades 1 to 3. Similarly, Puspitaningsih et al. (2025) found that when scaffolding was embedded in storytelling and peer dialogue, students demonstrated higher levels of vocabulary retention. Kusuma et al. (2024) further noted that scaffolding in combination with visual aids reduced speaking anxiety and supported expressive language development. These findings suggest that scaffolding is not merely a technique but a foundational strategy in early speaking pedagogy. Moreover, Hibatulloh (2024) reported that the absence of scaffolding often led to fragmented and hesitant student speech. Fauzi et al. (2024) also emphasized that scaffolding must be adapted to the developmental stage of learners to be effective. Thus, the widespread use and effectiveness of scaffolding in the reviewed literature underscores its pedagogical relevance in Bahasa Indonesia classrooms.

In addition to scaffolding, storytelling and role play have consistently shown positive outcomes in supporting the affective and linguistic dimensions of speaking. According to Laila et al. (2023), storytelling fosters emotional connection with content, allowing students to speak more naturally and confidently. Gunawan (2024) highlighted that combining storytelling with peer feedback enhances speaking accuracy and fluency. Role play, on the other hand, was found to be especially effective in promoting situational language use and developing pragmatic competence among upper-grade students

(Suhartono & Fuadiyah, 2025). Wulansari and Hardianto (2024) added that role play encourages cooperative learning and can be integrated with digital prompts to simulate real-life communication. Despite its benefits, the success of role play depends heavily on the teacher's ability to create safe and supportive classroom environments (Nugroho & Maulidya, 2025). Meanwhile, digital media though emerging was shown by Fauzi et al. (2024) to enhance vocabulary building through audio-visual reinforcement. These studies collectively affirm that diverse strategies must be contextually and developmentally adapted, rather than applied uniformly, to foster meaningful speaking outcomes in elementary Bahasa Indonesia education.

This study offers novelty by specifically focusing on how elementary school teachers employ speaking instruction strategies for the Indonesian language, taking into account students' developmental stages and specific classroom contexts. Most previous literature has examined speaking instruction in the context of English language teaching or at the secondary level, leaving a gap in research on elementary school teachers who teach Indonesian (Widiati, El Khoiri, Nindya, & Tengku Sharif, 2023). Moreover, this study integrates the analysis of teacher strategies, speaking task design, and students' developmental stages into a single framework an approach that is relatively rare in both local and national literature (Rahmawati, 2024). The presence of speaking strategies tailored by grade level (e.g., Grades 1–3 vs. Grades 4–6) and task type (storytelling, role-play, digital prompts) is systematically mapped in this research making it a novel contribution to understanding classroom teaching practices. In addition, the study investigates how teachers adapt speaking tasks using interactive digital tools (multimedia, peer-speaking recordings) in Indonesian language learning at the elementary level an area that remains under-researched (Rahmah & Davitalia, 2024). Thus, this study not only adds to the body of empirical research but also expands the scope of the topic toward contextual and integrated strategies in Indonesian language classrooms for young learners.

Furthermore, this study demonstrates novelty through the development of practical guidelines for elementary Indonesian language teachers, based on a synthesis of recent literature. Rather than merely identifying strategies, the study designs a relational map between teacher strategies, types of speaking tasks, and student speaking outcomes (fluency, confidence, vocabulary) that can be directly applied by practitioners. This contrasts with previous studies that tend to be exploratory and do not result in practical mapping (Utami, 2023). The study also provides a clear gap analysis of where the literature remains lacking for instance, in the use of digital media for oral communication at the elementary level thereby explicitly targeting recommendations for future research and teacher training development (Synthia, Munir, & Wiranti, 2025). As such, the contribution of this study lies not only in the theoretical domain but also in the operational realm, strengthening the bridge between research and practice in Indonesian language learning at the elementary school level.

This study provides global relevance by offering a structured framework for enhancing primary students' speaking skills in mother-tongue language classrooms,

which is a critical yet under-researched area in many non-English-speaking countries. In contexts where local language education is often overshadowed by foreign language instruction, the strategies synthesized in this research affirm the importance of early oral communication competence in students' first language (Ramadhan et al., 2025). The study's findings can be adapted beyond Indonesia particularly in multilingual and developing nations—where teachers face similar challenges in student engagement, curriculum adaptation, and limited resources (Fauzi et al., 2024). Additionally, the emphasis on contextualized teaching, digital integration, and age-appropriate scaffolding aligns with global trends in 21st-century education (Gunawan, 2024; Susilawati et al., 2025). This research contributes to cross-national dialogues on how to empower primary teachers to develop speaking fluency and literacy through practical strategies rooted in local contexts. As speaking is fundamental to communication and social participation, the global education community can benefit from replicating or adapting this study's model. The work also supports UNESCO's Sustainable Development Goal 4 (Quality Education), particularly on inclusive and equitable language instruction in foundational learning stages (Putri & Marhaeni, 2024).

CONCLUSION

Based on the results and discussion, it can be concluded that teachers' strategies play a crucial role in improving elementary students' speaking skills in Indonesian language learning. Strategies such as scaffolding, storytelling, and role play have proven effective in enhancing students' fluency, confidence, and vocabulary mastery. Scaffolding emerges as the most dominant strategy, as it provides gradual linguistic support tailored to the students' developmental stages. Meanwhile, storytelling has been shown to enhance students' oral expression and courage to speak. Role play supports the use of language in real-life contexts and strengthens situational communication skills. The use of digital media has also begun to emerge as an innovative support tool, particularly in vocabulary enrichment. These findings affirm that combining strategies tailored to classroom context and students' age levels is essential for optimal speaking learning outcomes. This research provides a strong foundation for teachers and policymakers to design more communicative and contextual Indonesian language instruction.

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