

ENHANCING EFL STUDENTS' SPEAKING SKILLS AND ENGAGEMENT THROUGH TURN-TAKING STRATEGIES

Muhammad Andriana Gaffar

Department of English Education, Universitas Islam Nusantara, Indonesia
Email: andriana.gaffar@uninus.ac.id

Rismayanti*

Department of English Education, Universitas Islam Nusantara, Indonesia
Email: rismayantiisma1907@gmail.com

Hapidotul Ilmi

Department of English Education, Universitas Islam Nusantara, Indonesia
Email: hapidotulilmi01@gmail.com

Siti Nuryani

Department of English Education, Universitas Islam Nusantara, Indonesia
Email: sitinuryani0142@gmail.com

APA Citation: Gaffar, M. A., Rismayanti., Ilmi, H., & Nuryani, S. (2025). Enhancing EFL students' speaking skills and engagement through turn-taking strategies. *English Review: Journal of English Education*, 13(1), 223-234. <https://doi.org/10.25134/erjee.v13i1.10363>

Received: 12-09-2024

Accepted: 10-12-2024

Published: 28-02-2025

Abstract: English communication skills are one of the 21st century educational skills demand to face the technological and industrial era. The previous studies have examined the influence of Turn-Taking Strategy (TTS) on speaking skill in the classroom, but no one has examined its influence on the issue of student engagement which is always being discussed recently. Hence, this study addresses the gap by investigating the effect of TTS through speaking skills and student engagement in EFL classroom. A total of 30 tenth grade students at SMK TPI Al-Ghoniyyah are divided into experimental and control groups using a non-random sampling approach with purposive sampling technique. This study used a quasi-experimental, non-equivalent (pretest and post-test) control group design. The researcher used observation sheet, speaking tests and documentation to collect the data and parametric statistical analysis which consists of testing requirements and hypotheses to analyse the data. The findings indicated that TTS positively influence students' speaking skills and engagement with a significance value of $0.00 \leq 0.05$. The mean difference values of experimental and control group were 3.20 and 18.20 higher than 1.00 and 3.07 showed the impact of TTS in fostering EFL student's self-confidence, developing interactional competence, and overcoming engagement problems. The formation of positive characters and personality types of EFL student was revealed indirectly in this study.

Keywords: turn-taking strategy; speaking skills; student engagement; classroom management

INTRODUCTION

Education of 21st century requires teachers and students to develop teaching and learning skills in order to keep pace with developments in the era of globalization (Gomez, 2019; Sawalmeh & Dey, 2023). English communication skill is one of the skills most needed by students to bridge the world of education and industry and close the gap between graduates and the world of work (Waloyo, 2022). English is an international language that enables its users to obtain information, communicate and utilize technology effectively and efficiently on a global scale (Gaffar & Sopiah, 2023). A person with good English communication skills has a greater chance of success in life and career (Robillos, 2023).

Therefore, the Government has determined English as one of the general subjects in the group A as stated in the Minister of Education and Culture Regulation Number 60 of 2014 concerning the 2013 Curriculum for Vocational High Schools/Vocational Madrasah Aliyah.

In fact, the problem of student engagement in speaking classes has become increasingly prominent and has become a widely discussed concept (Pan et al., 2020). Student engagement is a condition where students are motivated, enthusiastic and play an active role in learning activities regarding (1) behavior, (2) emotional, and (3) cognitive aspects (Munawir & Hasbi, 2021). Behavior engagement is a form of active student participation, especially in terms of

concentration, persistence and effort. Emotional engagement is related to mental matters such as enthusiasm, interest, pleasure, and quality in building relationships with others, including teachers. Cognitive engagement is related to students' psychological states regarding their desire to understand learning material, including adopting learning strategies (Reschly et. al 2020).

In addition, the teacher's role in determining students' engagement is defined as the way teachers package their learning as attractively as possible to get the attention and enthusiasm of their students, as well as involving them fully in learning (Ghelichli et al., 2022; Rahimi & Ong, 2023). Besides, there are three factors that cause problems with student engagement often occurring in speaking classes. First, there is a lack of self-confidence in students. Second, the lack of knowledge about how to build communication using English. Third, there is a lack of practice in using English in the classroom. These factors affect speaking learning to be ineffective and less meaningful but can be overcome by a Turn-Taking strategy (Paris, 2023). The students may be successful in reading and writing but not in listening and speaking.

Meanwhile, speaking is defined as the production of language through verbal communication in conveying meaning, thoughts and ideas where individuals are able to convey messages well spontaneously and are well received by the recipient (Kadaruddin, et.al, 2022). According to Novitasari (2023), speaking is a productive skill that is quite complex because of internal factors such as motivation, self-confidence (mental), vocabulary, grammatical structure, comprehension, fluency and external factors such as teacher support including materials, strategies and media, and environment. Likewise, Brown (2004) stated the five speaking aspects: (1) pronunciation, (2) vocabulary, (3) grammar, (4) fluency, and (5) comprehension. Teaching speaking is not an easy thing for a teacher. Teaching speaking is one of the activities carried out by teachers to instill knowledge about how to communicate using English verbally to students by creating a conducive learning environment (Waloyo, 2022).

Nevertheless, conducive learning can only be achieved if an EFL teacher has good classroom management skills. Classroom management is a fairly complex skill because it is influenced by many factors, especially class preparation and organization, as well as time management (Cevallos & Soto, 2020). Flawless classroom

management can be a source of frustration for a teacher. Moreover, incorrect pronunciation, low self-esteem of students and low lexical resources are challenges and obstacles for EFL teachers when managing their classes (Rokhaniyah et al., 2024).

The skill to speak English well is crucial for students to access all kinds of current information in all fields, including science, technology, and health (Rao, 2019). Concurrently, classroom management is a prominent skill that teachers must possess to build student discipline, time management, create a productive learning atmosphere, involve students socially, emotionally, and intellectually so that students' learning potential can be maximized and the potential of teacher disruption, stress, or fatigue can be minimized (Hidayat et al., 2024). Liu et al., (2022) study revealed that good classroom management has a positive impact on student engagement and learning outcomes. Good classroom management is able to support the communication process and increase students' possibility to speak English. Therefore, the basic step that must be taken before managing a class is to analyze the character of students in order to determine the appropriate language learning strategy (Cevallos & Soto, 2020). There are three phases that teachers should carry out to create a conducive learning environment and keep student engagement in classroom interaction: (1) presentation, (2) practice, and (3) production (Sari et al., 2023). The three phases are in the turn-taking strategy (TTS).

TTS is a speaking learning strategy where participants will take turns speaking as questioner and answerer to understand the topic in communication process by taking, holding and yielding the floor stages (Hasan et. al., 2020). The previous studies results revealed that TTS can foster (1) awareness and curiosity about how to speak English in different situations/topics, (2) increase students' sense of responsibility and memory, (3) build students confidence and interactional competence, and (4) address classroom management challenges (Marghany, 2021; Paris, 2023; Dalimunte & Harapanhap, 2023; Rokhaniyah et al., 2024).

Based on the previous findings, this study attempts to reveal the effects of TTS implementation on student engagement variables and its impact on students' speaking skill, which has never been discussed in previous studies. The study objective is to investigate how the TTS can develop speaking skill and overcome problems of

engagement of EFL students. By considering the observation sheet of student engagement aspects and the speaking skill aspect test as the research instruments, the current study supports the question: (1) How can TTS implementation have a positive influence on EFL student's speaking skill and engagement? (2) What positive impacts can teachers and students get after implementing TTS?

METHOD

The researcher used a quasi-experimental research design with non-equivalent control groups (pre-posttest) design to help allay worries over disparities in selection and not having of a comparison (Miller et al., 2020; Leavy, 2022). A pretest and a posttest were administered to both groups; however, only the experimental group was treated. Even though this research design approach is still considered to be very vulnerable to the threat of influence from other factors, the researcher attempts to minimize potential treats during the data collection process by compressing time and avoiding interference from outside influences (Bulus, 2021).

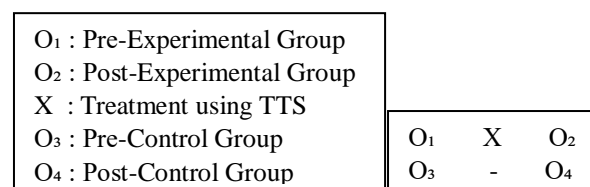


Figure 1 *Quasi-experimental nonequivalent control design diagram*

This study was carried out at SMKS TPI Al-Ghoniyyah, which is located at Kp. Cikaso RT 04/RW 06, Cigawir Village, Selaawi District, Garut Regency, West Java. The researcher involved 30 tenth grade students divided into the control and experimental groups by a non-random sampling approach namely a purposive sampling technique where the samples are selected based on certain criteria that support research (Turner, 2020). There are several criteria used: (1) the average score of the last semester is 6/7, (2) have the same English teacher, and (3) the average age is 16/17 years. Additionally, the willingness and agreement of respondents regarding the authority and secrecy of identification and information is

also given priority by researchers in order to prevent unintended losses (Brittain et al., 2020).

Research instruments included speaking test, observation, and documentation. Behavior, emotional, and cognitive engagement components of student learning activities are measured using observation sheets (Leavy, 2022). The speaking test used oral language speaking rubrics adapted from Brown (2004) which consist of pronunciation, vocabulary, grammar, fluency, and comprehension. The researcher used cameras to take photos and record students' activities.

An instrument is considered dependable if it is trustworthy, consistent, and yield results that are not significantly different when used to assess the same subject. It is also considered valid if it measures what it is designed to measure precisely. This study test validity using the Product Moment Correlation/Pearson correlation formula with provision $r\text{-count} \geq r\text{-table}/0,361$ ($N=30$) and reliability using the Cronbach Alpha formula with provision ($p \geq 0.6$) (El-Hashash & Shiekh, 2022). Thirty different students were selected through purposive sampling technique and both instruments were pilot tested. A total of 10 out of 14 statement items in the observation sheet and 5 question items in the speaking test were valid and reliable.

The researcher used parametric statistical data analysis to test requirements and hypotheses. Parametric statistics are statistics used to analyze interval or ratio data, which are taken from normally distributed populations (Fiandini et al., 2023). The study uses Shapiro-Wilk test due to the limited sample size—less than 50 samples to determine normality and Levene test for homogeneity to examine the variance of multiple groups properly with p-value is more than 0.05 (Avram & Mărușteri, 2022; S. Yang & Berdine, 2021). Subsequently, the t-test is a great fit for evaluating this study's hypothesis and research design. T-test is used by the researcher to ascertain whether there are any significant differences between the two samples with respect to the average of the two variables under comparison in order to assess hypotheses with a significance value ($p \leq 0.05$). The research process flow diagram can be seen in the figure 2.

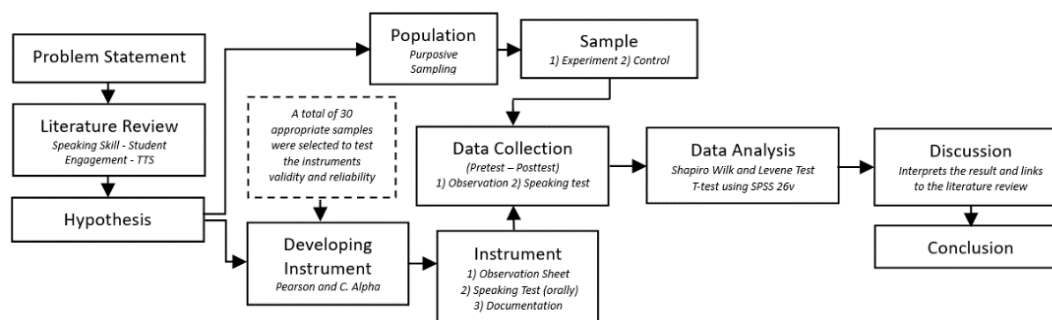


Figure 2. The research process flow diagram

RESULTS AND DISCUSSION

The categories of speaking skill levels contain from the lowest level, “Poor” and “Fair”, and highest, “Excellent” and “Good”. A summary of

the categories of students' speaking skill levels between experimental and control groups can be seen in the following bar diagram figure.

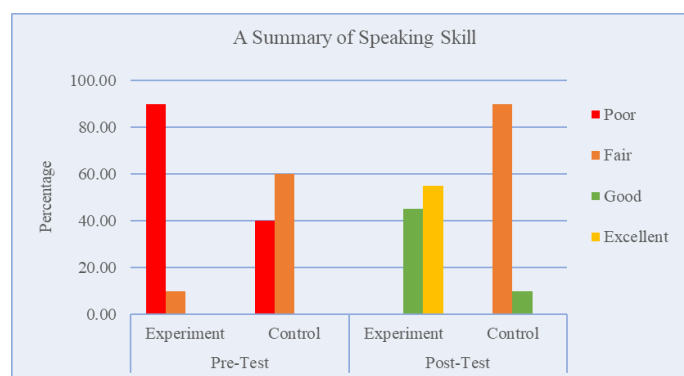


Figure 3. Percentage of speaking skill

Based on figure 3, the lowest speaking skill level categories before treatment, “Poor” and “Fair” are occupied by experimental group. The experimental group had a “Poor” category level with a percentage of 90% and “Fair” of 10%. Meanwhile, the control group had a “Poor” category level with a percentage of 40% and “Fair” of 60%. The highest-level categories after treatment, “Excellent” and “Good”, were occupied by experimental group with a percentage of 55% and 45%. Meantime, the control group had a “Fair” and “Good” category level with a percentage of 90% and 10%. Despite getting a poor category on the pretest of speaking skills, the experimental group outperformed the control

group in the post-test. The student's speaking skill level after treatment increased indicating that TTS had a positive impact. Likewise, Ainul & Amin (2024) study revealed that English communication habits can be enhanced with practice. The experimental group spoke more fluently due to the possibility of practicing speaking English more frequently than the control group.

The student engagement observation contains four categories frequency, from the lowest level, “Hardly Ever” and “Seldom” to the highest, namely “Always” and “Often”. A summary of student engagement frequency categories can be seen in the following bar diagram figure.

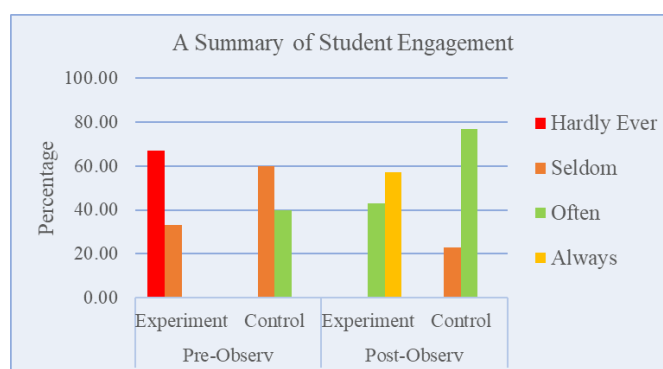


Figure 4. Percentage of student engagement

Figure 4 demonstrates that the lowest frequency categories of student engagement before treatment, “Hardly Ever” and “Seldom” are occupied by experimental group. The experimental group had a frequency category of “Hardly Ever” with a percentage of 67% and “Seldom” of 33%. Whereas, the control group had the “Seldom” frequency category with a percentage of 60% and “Often” of 40%. The highest frequency categories of student engagement after treatment, “Always” and “Often” are occupied by experimental group with a percentage of 57% and 43%. Besides the control group had a “Often” and “Seldom” category level with a percentage of 77% and 23%. This shows

that the frequency category of student engagement after treatment increased. The consistency of percentage and category level in the pretest which is low in comparison to the control group indicates a common link between speaking skill and student engagement. Similarly, (Q. Liu et al., 2022) study stated that student engagement have an impact on learning outcomes.

The data utilized to test a hypothesis must be normally distributed and homogeneous (come from the same variance). The following table displays the findings of the normality test data for speaking skill test and student engagement observations.

Table 1. *Normality test results*

	Kolmogorov-Smirnov ^a				Shapiro-Wilk		
	Groups	Statistic	df	Sig.	Statistic	df	Sig.
Speaking Skill	Pre-Experiment	.219	15	.051	.905	15	.112
	Post-Experiment	.173	15	.200*	.908	15	.126
	Pre-Control	.173	15	.200*	.917	15	.172
	Post-Control	.169	15	.200*	.936	15	.335
Student Engagement	Pre-Experiment	.147	15	.200*	.947	15	.475
	Post-Experiment	.185	15	.176	.938	15	.362
	Pre-Control	.212	15	.069	.896	15	.084
	Post-Control	.137	15	.200	.958	15	.650
*. This is a lower bound of the true significance							
a. Lilliefors Significance Correction							

If the obtained significance value is more than 0.05, then the data is deemed to be normally distributed, as per the established criterion. Shapiro-Wilk is the normalcy test employed in this study since $N \leq 50$. Table 1 indicates that the speaking skill test data for the pre-posttest experimental group had significance values of 0.112 and 0.126, while the pre-posttest control group had values of 0.172 and 0.335.

Source: Data processing using the SPSS Program 26 version

Furthermore, the pre-posttest experimental group's significance values for the normality test of the student engagement observation data were 0.475 and 0.362, while 0.084 and 0.650 for pre-posttest control groups respectively. The results demonstrate the normal distribution of the data, as supported by the significance value of ≥ 0.05 .

Table 2. *Homogeneity test results*

		Levene Statistic	df1	df2	Sig.
Speaking Skill	Based on Mean	2.219	3	56	.096
Student Engagement	Based on Mean	1.835	3	56	.151

Source: Data processing using the SPSS Program 26 version

The post-test results from the experimental and control groups are the data used in this test. The data are homogeneous or have the same variance if the significance value is ≥ 0.05 . Table 2 shows that the results acquired from the speaking skill test and the student engagement observation are

homogeneous, with significant values of 0.09 and 0.151, respectively.

The independent sample T-test was used to determine the results of hypothesis, which examined the effect of TTS on speaking skill and student engagement. The following table displays the t-test results.

Table 3. *T-test results*

		Levene's Test for Equality of Variances		t	df	t-test for Equality of Means			95% Confidence Interval of the Difference	
		F	Sig.			Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Speaking Skill	Equal variances assumed	4.101	.052	5.328	28	.000	2.800	.526	1.723	3.877
	Equal variances not assumed			5.328	24.700	.000	2.800	.526	1.717	3.883
Student Engagement	Equal variances assumed	.768	.388	5.326	28	.000	6.133	1.152	3.774	8.492
	Equal variances not assumed			5.326	27.782	.000	6.133	1.152	3.773	8.493

Source: Data processing using the SPSS program 26 version

According to the regulations, H_0 was refused and H_1 was approved and vice versa if the significant value (2-tailed) obtained is ≤ 0.05 . The findings indicate that speaking skill has a substantial impact when the TTS is used. The significance value of speaking skill obtained is $0.00 \leq 0.05$, considering that H_0 was refused and H_1 was approved. Subsequently, the 2-tailed significance value of student engagement was found to be $0.00 \leq 0.05$. This suggests that H_0 was refused and H_1 was approved, meaning that the TTS implementation has a noteworthy impact on student engagement. In the meantime, the accompanying table shows the mean difference of speaking skill and student engagement.

Table 4. *Mean difference results between speaking skill and student engagement*

	Groups	N	Cycle	Mean	Mean Difference
Speaking Skill	Experiment	15	Post-test	12.60	3.20
			Pre-test	9.40	
	Control	15	Post-test	9.80	1.00
			Pre-test	8.80	
Student Engagement	Experiment	15	Post-test	33.40	18.20
			Pre-test	15.20	
	Control	15	Post-test	27.27	3.07
			Pre-test	24.20	

The level of students' speaking skill will be higher if student engagement in learning is also high (Reschly et al., 2020). Based on table 4, the mean speaking skills of the pre-posttest experimental group were 9.40 and 12.60, and those of the pre-posttest control group were 8.80 and 9.80, with the difference value between the means of the experimental and control groups being 3.20 higher than 1.00. While the mean speaking skills of the pre-posttest experimental group were 15.20 and 33.40, those of the pre-posttest control group were 24.20 and 27.27, with the means difference of both groups being 18.20 higher than 3.07. The experimental group demonstrated greater speaking skill and student engagement than the control group. This statement can be drawn from the comparison of means differences between both of groups.

The results of this study confirm that engagement problems can occur, which is a challenge and a serious risk to teacher's skill to maintain order in the classroom (Cevallos & Soto, 2020; Rokhaniyah et al., 2024). Even though the research expectations were not fully met by the average comparison scores between the two groups in speaking skills and engagement after treatment, as each group achieved a minimum comparison score of 8.00. However, the improvement of 2.20 in speaking skills was quite significant to represent the TTS impact. Consequently, even though precautions have been taken, disruptions resulting from classroom management factors may arise during the study and impact the findings.

The findings showed Turn-Taking Strategy (TTS) had a significant effect on students'

speaking skills in the experimental group. Aspects of students' speaking skill adapted according to Brown (2004), consisting of pronunciation, vocabulary, grammar, fluency, and comprehension, experienced a significant increase (Waloyo, 2022). This is demonstrated by the finding that the experimental group students performed better on average on oral tests than students in the control group did.

The previous study results revealed there were factors inhibiting students' success in learning speaking which were related to students' self-confidence, way of communicating, and the frequency of students' speaking learning practice which was considered to be still low (H. Hasan et al., 2020; Kansil et al., 2022; Selerang et al., 2023; Paris, 2023). The results found that the implementation of the TTS was able to increase students' self-confidence. The results of this study prove the inhibiting factors were indeed found. The results of the assessment of the five aspects of speaking which have increased show how high the students' self-confidence is when conveying their ideas using English orally in front of other students.

TTS is able to create an environment that indirectly positions students to participate actively in learning and can increase students' self-confidence (Dalimunte & Harahap, 2023). The findings showed that following the treatment, students' self-confidence had increased. Eye contact, practice, and the interaction relationship formed between students and teachers during the treatment are able to overcome students' anxiety in speaking English in front of other people (Aubrey et al., 2022; Zhang, 2021).

Speaking is one of productive language skills through various forms of communication such as speaking, writing, and even non-verbal signals in conveying meaning, thoughts and ideas (Rao, 2019). To master speaking skills requires not only knowledge but also other skills such as motoric and interactive (Gaffar & Sopiah, 2023). It can be concluded that a student speaking skill can be improved by creating classroom conditions where students are actively involved both behaviorally, emotionally and cognitively (Berger & Girardet, 2020; Cevallos & Soto, 2020; Rahmadani et al., 2024; Slater & Main, 2020).

Furthermore, the conducive classroom conditions are a manifestation of favorable classroom management (Gaffar et. al., 2023). The most crucial quality that a teacher should possess in their teaching and learning activities is classroom management, particularly when

teaching foreign languages. Good classroom management is being able to create classroom conditions that stimulate students to remain engaged in learning (J. Liu & Dellova, 2023). Meanwhile, poor classroom management impact on student learning outcomes negatively. This is due to its relationship with the accuracy of the core activities, material, model or strategy chosen, time management and student engagement (Purwanti & Vania, 2021). In this case, an appropriate language teaching strategy is a strategy that is able to overcome the problems of teaching and learning activities so that student learning outcomes can be achieved optimally (Reschly et al., 2020).

TTS allows students to take the opportunity to speak in their own speaking style, maintain the topic of conversation, and listen orally and in turn (Hasan et. al., 2020). The findings found that the student engagement level in the experimental group was more significant. The forms of student engagement found in speaking classes are levels of knowledge, motivation, enthusiasm, enthusiasm, participation, curiosity and a sense of responsibility for learning which is a harmony of the three dimensions of student engagement.

Similar ideas, if the learning process can maintain student engagement, then learning objectives can be achieved successfully and quickly (Munawir & Hasbi, 2021). Student engagement will be formed if the three dimensions consisting of behavior, emotional and cognitive are at the same level. The three dimensions of student engagement, namely behavioral, affective and cognitive as a psychological framework (Reschly, et.al, 2020). The degree of student delight and activation is the key to determining the degree of student engagement. The results of data observation found an increase in scores in each dimension of student engagement.

Meanwhile, there was a blind focus point in teachers' perceptions of student engagement (Wiertelak, 2022). They tend to focus on the behavioral dimension and ignore other dimensions because they have very little access. Although the findings found that there are other factors that narrow access to cognitive and emotional dimensions such as family background and school experience, they are not enough to answer how to overcome student engagement problems. An imbalance in dimensional focus reflects incomplete student engagement so that it has a negative impact on student learning outcomes.

The most prominent findings saw the formation of positive character indirectly in students because of the same interests. There were moral values that are instilled in students after implementing the TTS (Kullup et.al, 2022). The speaking class reflects a number of characteristics, including cooperation, social responsibility, sharing, honesty, assisting, cooperativeness, ethics, and teamwork (Nugroho & Nartiningrum, 2020). Likewise, the development of strengthening student character is very crucial for educational institutions to create a young generation with a Pancasila profile (Gaffar, et. al., 2023). Good classroom management is not only able to achieve cognitive learning goals but also can foster positive character for students and develop quality personalities (Rahmadani et al., 2024).

TTS can increase students' interactional competence (Marghany, 2021). The concepts contained in TTS allow students to remain connected to each other, disciplined, and think critically and creatively. There is a positive impact of the TTS on a person's creativity in finding ideas (Hosseini et. al, 2021). Creative ideas enable a person to strive to remain engaged (Pedler et al., 2020). In addition, the role of TTS as a reliable predictor for building good relationships through communication that is formed both emotionally and cognitively (Yokozuka, et.al, 2021). The results reveal that the application of TTS is able to position someone to have more conversations in discussing creative problem solving so that student engagement with learning increases.

Besides, there was greater interaction spearheaded by teachers than students (Fenyi & Nyarkoh, 2022). This causes the implementation of turn-taking to improve speaking skill and student engagement and learning outcomes to be ineffective and inefficient. The results claim that TTS between teachers and students is not recommended. Therefore, the interaction pattern in implementing TTS must be spearheaded by students while the teacher can act as a learning supervisor (Guvey & Mermi, 2022). In this case, the results of the researchers' findings have found that there is a more intense interaction between students after the treatment, which can be seen from how the students in the experimental group shared/exchanged ideas/opinions regarding learning during the treatment. These conditions make it possible for unintentional interpersonal communication relationships to form between different personalities (Crisanita & Mandasari, 2022).

The previous study examined how the TTS affected students' speaking skills in relation to their introvert and extrovert personalities (Soedarsono et.al, 2023). Diverse implementation patterns are seen in the results. Extrovert students prefer to interact more dynamically and spontaneously, while introverted students typically employ regular pauses and deliberate contributions. These indications interpret the findings in this research which reveal students' personalities. The results of class observations found that several students who volunteered to lead the conversation first were those who had extroverted personalities, while introverted students were those who preferred to wait their turn and act as respondents in the first turn.

The external factors such as friends, parents, teacher support, learning environment, and culture, the internal factors such as motivation, self-confidence, interactional competence, and knowledge are included in the aspect of involvement might have an impact on students' speaking skills (Heriyanto, 2024; Latauga et al., 2023; Ratnasari, 2020; Seraj et al., 2021; Uyun, 2022; Wahyuningsih & Afandi, 2020). Learning outcomes are naturally impacted by the teacher skill to manage the classroom, which also determines the degree of student engagement (Hidayat et al., 2024; Rokhaniyah et al., 2024). In this case, TTS is an attempt to address issues that could come up in speaking class. Students can obtain not only cognitive and skill achievements but also good character that fits the profile of Pancasila students by using the rule of TTS patterns and mechanisms.

CONCLUSION

The students' speaking skill levels increased after treatment. The post-test experimental group showed an increase in the level of speaking skill in the highest category with a percentage of 55% for the "Excellent" category and 45% for the "Good" category. The frequency of student engagement increased after treatment, and the post-observation experimental group reached the highest category level with a percentage of 57% for "Always" and 43% for "Often". The using of TTS has a substantial influence on students' speaking skill and engagement. Hypothesis test analysis results showed a significance value of 0.00 more than 0.05, meaning that H_0 was refused and H_1 was approved. Similarly, by comparing the experimental and control groups average scores, the experimental group exceeded the control group in terms of mean differences, with 3.20 for

speaking skill level and 18.20 for student engagement.

The earlier study findings indicated that students speaking skill and engagement increased following TTS treatment. Although it has been brought up in earlier studies, no research has looked closely at the connection between student engagement and how it affects speaking skill as a one of learning outcomes. The findings showed, the higher student engagement level in the speaking class, the more students' speaking skills will increase. It has been demonstrated theoretically and practically that the variables of speaking skill and student engagement have implications in common. The results validate the possibility of resolving behavior, emotional, and cognitive issues related to student engagement.

Furthermore, the growing impact of classroom management adds to the complexity of this research topic and indicates the path of future studies on EFL teacher training. However, these results offer quite comparable advantages, particularly for EFL students. The TTS pattern's guidelines subtly cultivate virtues including integrity, self-control, accountability, respect for others, teamwork, knowledge sharing, and ethics. Therefore, the use of TTS especially for vocational high school will provide quite satisfactory results by considering the flexibility of selecting interesting, real, and relevant topics with major that encourage students to think critically, creatively, and practice language more often. If EFL teachers can't adapt TTS to fit the needs and skills of their age group, then implementing it in early age groups might not be the best idea. By considering the limitation of the instruments and sample size in this study, further researcher is highly recommended to use questionnaires or interview to investigate the variables in-depth.

ACKNOWLEDGEMENTS

The author thanks the English Education Department at Universitas Islam Nusantara for providing technical consultation support for this study. We express our deepest thanks to Mr. Dr. M. Andriana Gaffar, M.M.Pd. as supervisor for guidance and all parties involved for their attention and dedication in this study.

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