

**CONSTRUCTIVE STRATEGIES OF SPEAKING SKILL USING SMART THINKING, SEARCHING ONLINE, PRACTICING SOLUTION (3S) IMPLEMENTATION MODEL TO BE SPOKEN FLUENTLY AT SMA NW ANJANI, EAST LOMBOK.**

**Lukman Jayadi**

English Education Department, Institute of Al-Manan NU (IAI AL-Manan NU) (Affiliation) East Lombok Island, Indonesia.

[lukmanjayadi230491@gmail.com](mailto:lukmanjayadi230491@gmail.com)

<b>Artikel Information</b>	<b>Abstract</b>
<p><b>Keywords:</b> speaking skills, constructive strategy, 3S model, intelligent thinking, online searching and solution practice.</p>	<p>This research aims to develop effective strategies for enhancing speaking skills through the applying 3S (Smart Thinking, Online Searching, and Solution Practice) model, with the goal of improving students' English-speaking fluency. The primary challenge on speaking learning process is students' limited ability to convey ideas systematically, confidently, and effectively due to a lack of mastery of basic vocabulary and material. Therefore, the 3S model presents an innovative approach that integrates critical thinking skills, the use of digital technology, and direct practice in real-life communication situations. This research method uses a descriptive qualitative approach and quantitative with the application of a practice-based, active, and more communicative learning model. The stages of implementing the 3S model include: (1) Smart Thinking, or intelligent thinking to construct ideas and arguments logically and rationally, and easily understood by listeners or conversation partners; (2) Online Searching, which involves seeking references and information through digital media to enrich speaking material and expand basic vocabulary; and (3) Solution Practice, which involves active speaking practice through discussions, presentations, and more active communication simulations while their imagine words that will be spoken. Data were obtained through observation, interviews, recordings, and evaluation of students' speaking skills. The research results show that the implementation of the 3S model can improve students' English fluency, ability to organize ideas effectively, communication skills, creativity in expressing opinions, and explore their knowledge through 3S by spoken fluently. Furthermore, the use of digital media is quite proficient and has a positive impact on students' learning motivation and ability to access information independently. Therefore, a constructive strategy based on the 3S model is considered effective as an alternative method for teaching speaking skills that is adaptive, interactive, creative, and relevant to current developments in modern educational technology.</p>

## INTRODUCTION

Speaking skill is one of the most important competencies in language learning because it enables learners to communicate ideas, opinions, and information effectively. However, many students still experience difficulties in speaking fluently due to limited vocabulary, lack of confidence, insufficient practice, and ineffective learning strategies. In the digital era, speaking instruction requires innovative learning models that integrate critical thinking, technology utilization, and practical communication experiences. While speaking (Ebadi et al., 2025) assessed that speaking has to be achieved through strategies such as individual sense of learning, strength motivation, a best efficacy performance and effective learning discussion deal with achieving noticeable speaking ability what they have been desired. Based on (Angamo & Dobeche, 2026) assume that the challenges in developing speaking skills stem from various limitations, including individual differences such as motivation, and anxiety, along with restricted classroom time, and students' reluctance to communicate, which hinder EFL learners' chances of adequate speaking practice during class. The Smart Thinking, Searching Online, and Practicing Solution (3S) implementation model is proposed as a constructive strategy to overcome those challenges. This model encourages students to think critically in which said (Wang, 2024) that search for relevant information through digital platforms, and practice speaking actively in real communication contexts. In applying strategies effectively more 3S (Sucuoglu, 2017) suggested that highlighting themes such as learners' navigation of ambiguity, perceived lack of authentic interaction, unexpected enjoyment in gamified learning, and development of a self-regulated learning mindset that through these integrated stages, students are expected to develop fluency, confidence, and communication competence more effectively. This study aims to analyze the effectiveness of the 3S implementation model in improving speaking fluency and communication skills among students. Based on theories (Sucuoglu, 2017) said that strategies designed to motivate students, has become a part of ELT educational models. The aim of this study is to identify the level of the application of motivational strategies in the secondary schools of Northern Cyprus, both government and private schools.

Therefore, an analysis speaking skill to implement smart thinking means that the learners' high light understanding point of theories in which applying to achieve several goals in speaking skill fluently, and also reading sources accurately in obtain the materials matched at online, the last the learners more confidently followed the teaching and learning process as evidence to be provided in future. The learners' practices in online process means that it has been taught about theories in online is credibility, strongly capability knows ones and reliability deal sources is really opposite link.

Practical solution means that learners' have desire depth in learning process include in learning motivation gap learners got it, strongly competition to the future, confidently on speaking inside or outside place and easily communication with students or learners' event to practice with native speaker continuously as real impact to goals of 3S. These are 3S as provided evidence to practical speaking skills for specifically students and general.

## **LITERATURE REVIEW**

### **Speaking Skill**

Based on (Angamo & Dobeche, 2026) revealed that Speaking skill is oral communication to the students are confidently, slowly, clearly voice, defenced on discussion, self-efficacy on communication and enhancing learners capability competence in real speaking skill in which speaking is a fundamental component of language learning and an essential skill for academic and professional success. According to (H.Douglas Brown, 2007) that speaking is a productive language skill involving the ability to express ideas orally in communicative situations. It means that speaking includes pronunciation, English fluency, grammar, vocabulary, and comprehension what will become learners' skill future; in which the purposes of productive skills, firstly in teaching speaking learning and process with apply for easy strategies on understanding native speakers or non-native speaker.

The goals speaking skill is primary effective communication times since English become international language (Ironsi & Bostanci, 2026). Based on (Sayed et al., 2024) said that speaking skill strategies is fluently practicing that needs several element : effective communication faster, learner autonomy, psychological well-being, showed academic beyond achievement related to speaking skill and strongly individual capabilities to overcome the English speaking difficulties.

In applying speaking skill strategies goals in which include the result productively language guarantee to spoken fluently, when student understood what they learned then it being productively pronunciation well event though any lack of weakness but their ability and their competence to study English speaking skill is fit with professionalism in teaching and learning process.

### **Constructive Learning Strategy**

Constructivist learning theory emphasizes that learners actively construct knowledge through interaction and experience. According to (Munir et al., 2026) assure that constructive speaking strategies encourage students to participate actively, solve problems, and communicate meaningfully and addition include in constructivist strategies is a clue to encourage, support, more active, more confident, interaction and discussion with students at the school. The constructivist learning

strategies specific method of approaching a problem or task, mode of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2006), which have few reasons : the students more effective to apply and to practice speaking by using 3S so the strategies that student's spirit in teaching and learning process, doing supporting task at home and it loose the risk bad action which have good students' attitude and their enhancing skill of fit life time (Sucuoglu, 2017).

Constructivist strategies are sharp instruction of normally process in teaching and learning to enhance students skills development broadly and global perspective, because it aims to solve the problem in a segment of social activity and formal interaction such as studying course especially speaking skills (Montero et al., 2024). Thus, constructive learning strategies are aimed to support the students' desire to study and to develop their English-speaking skills so they have spirit, active, confident, good attitude and enhancing their knowledge or their speaking skill individually and group of discussion which have evidence with impact in around their community's learner and society. Exactly, everything they wanted to be easy in action.

### **Smart Thinking**

Smart thinking refers to critical and logical thinking processes that help students organize ideas systematically before speaking. The students able to think to increase and to adoption analytic data to be manipulated digital technology for education in teaching English speaking and learning speaking skill in which the teacher known and the students analysed lack of their ability to use of technology in English learning development and their achievement (Chen, 2019).The impact of teaching technology for students are significant on English speaking skill because they choose the right a word pronunciation, written words on the text or using the right words on situation of fit and obtain vocabulary development a lot in opportunities learning English speaking skills (Sabili et al., 2024).

In teaching and learning speaking skill are organize strategies to teach English speaking fluently, fart of essay or report as materials to present on speaking skill fluency that have smart solution keys as follows : work out and express their main ideas, plan your communication ideas so that they can clearly understood, they covered all about the important topic, generate the basic structure and evidence, and presenting ideas by linking them together to convince the readers their conclusion (Matthew Allen, 2004). To build the English-speaking skills strategies well so that the constructivist of keys in fluently speaking as well on the journey that the teacher or students have smart think to start what they wanted to organized and clearly basic structure to implement or

express their main ideas, important topic and clearly understood what they learned which that they linked then the readers easy to create conclusion.

### **Searching Online**

Searching Online involves utilizing digital resources and internet platforms to gather information, enrich vocabulary, and improve speaking content preparation. It means that the students more accurately choose the sources as references, utilizing vocabulary, typing word letter right tense, grouping online references well, and choosing the paraphrase sentences to be expressed rightly pronunciation when event teaching and learning process (Ko & Rossen, 2010). Currently technology era is a tools of area in looking for some information and other facilities was there and what the students needed internet platform deal with menu choices to be obtained by students with teacher to be easily understood at the needing time; primely in teaching and learning process with aim to gather everything sources to express easily (Stavredes, 2011). Thus, it goals to get easy material English speaking skill that the students have to understand the internet platform deal with understanding important materials and easy express in practicing English speaking skill fluently, and they obtain comprehended truthfully in which easy material access possible when they were (Boettcher, V.Judith., 2016).

### **Practicing Solution**

Practicing solution emphasizes repeated speaking practice through discussions, presentations, role plays, and problem-solving communication activities. It means that speaking is not difficult for students but in which have some reason such as communication clearly voice, slowly pronunciation, choosing the utterance often uses in formal essay or report, and repeat what they learned deal with discussion together with expertise or native speaker (Lander & Brown, 1995).

## **RESEARCH METHOD**

This research used a qualitative descriptive approach with classroom implementation observation in which the researcher takes field notes on the behaviour and activities of individuals at the research site, the other semi structured (using some prior questions that the inquirer wants to know) way, activities at the research site (Cresswell, 2015).

The qualitative observer may also engage in roles varying from a non-participant to a complete participant and also these field notes, the researcher records, in an unstructured meanwhile the students involved in speaking skill learning activities (Catherine Marshall, 1991). The researcher conducted the teaching and learning process on event constructivist strategies S3 (Smart Thinking, Searching Online, and Practicing Solution) as implementation model to speak fluently to obtain the

data observation, interviews, speaking performance, assessment, confidently, reliability evidence and weakness when they learned process at the classroom language, and recording detail as documentation detail, view spoken scripts that provided by the teachers to students and other data such as scene or setting place that researcher gain to be analyzed (Creswell, 2004). Beside the data were analyzed descriptive qualitative approach of constructive strategies in speaking skills using smart thinking, searching online, practicing solution (3s) implementation model to be spoken fluently in which revealed that (Creswell, 2004) by identifying improvements in speaking fluency, confidence, and communication ability after implementing the 3S at SMA NW Anjani, east Lombok model as follows:

1. Smart Thinking (ST)
2. Searching Online (SO)
3. Practicing Solution (PS)

These assessed data from interviewed, observed, recording, evaluation in teaching practiced of speaking skill deal with helping digital media as critical thinking in a learning process.

## **RESULT AND DISCUSSION**

The researcher the result found the Implementation of the 3S Model of constructive strategies of speaking skills: smart thinking, searching online and practicing solution to improve students speaking skills competence, interactive communication skills and active participant in speaking skill activities, as follows:

### **Smart Thinking**

Students easy acquire were guided to identify topics, organize ideas, and develop arguments critically before speaking integrated with technology such as online media and also, student E, student D, and C comprehended almost all of skills such as building ideas well to present when they spoke material, their argument logically was very good because they read material accurately in presenting speaking skill, and also, rationalism words their spoken in interactive communication deal with their competence can be mastered vocabulary of basic to high vocabulary.

Teacher has solution to smart thinking so the student easily understood everything what they wanted to learn then they spoke directly. There was solution for students have weakness or lack of in speaking skills in which the teacher flatters their idea organize then present in speaking fluency; intending the teachers' strategies for student always being invited to dig knowledge that they have not known before and also teachers' given their spirit to learn English speaking fluently so that the

students present something in speaking such as they become ones adapted, creative, innovative, and communicative skill.

### **Searching Online**

Students searched online references, videos, articles, and digital materials to support speaking content deal with artificial intelligence supported. There are some students found the researcher to become these strategies efficacy online learning that student A and C achieved their target and goal in speaking skill fluently when they discussed in learning activities such as they have overcome dig a difficulty idea in which have others, then they expanding logically broadly regularly, and they can be spoke English fluently be based on their competence at classroom online. Beside that they mastered platform as google classroom, zoom meeting, whatsapps, and artificial intelligence (AI) as their learning English speaking skills media.

In online reference that teacher taught about basic to high knowledge learning English media, event though the teacher felt difficulty to show off the material manually or helping media for students because online learning sometime unstable when teaching and learning online speaking started to search reference reliability.

### **Practicing Solution**

Students practiced speaking through presentations, discussions, simulations, and problem-solving communication tasks. It's based on the evaluation and improving English speaking practiced at classroom and online teaching and learning that few students are the best value in practicing English speaking such as student C, student A and student B; there are also some students have competence skill and their ability acquire by communicative competence, bride discussion, and simulation in English speaking well include student B, students D, student A, and student C. They were gaining solve what they wanted to do and it must be done well, related to English speaking skills. For the students have lack of idea etc; the teacher made solution that invited them to practice in speaking English skills include discussion, presentation, learning basic vocabulary to high vocabulary so that they become more active communication skill competence used what they learned.

The integration of critical thinking, digital literacy, and speaking practice created an engaging learning environment. Students became more active and independent in preparing speaking materials and expressing ideas fluently. These are band scale as follows:

1. Middle : M
2. Enough : E
3. Good : G

4. Very good: VG
5. Excellent : Exc

These are M,E, G, VG, and Exc use to Assessment of analysis smart thinking, searching online, and practicing solution, because the students can be assessed through this tool in which their English speaking skill fluently well-being when they learned process normally. These are categorized on constructive strategies of speaking skill using smart thinking, searching online, practicing solution (3s) implementation model to be spoken fluently as follows:

**Table 1.** Analysis of Smart Thinking on Speaking Skills at SMA NW Anjani, East Lombok Island.  
 (ST) : That sounds awesome. How long are you staying?  
 Todd  
 Matt : Well, I'll be here for two weeks. John has promised me a nonstop schedule—kind of a mix of sightseeing, meeting his friends, checking out the local scene, and—hopefully—camping in the mountains for a couple of days.

**STRATEGIES CONSRUCTIVE TEACHING  
AND LEARNING SPEAKING SKILLS**

Categories	Students	Building Ideas	Argument Logically	Rationally Thinking	Easily Understood Material	Master Pronunciation Material
Assessment	A	G	G	VG	VG	G
	C	G	VG	G	G	G
	D	VG	VG	VG	G	Exc
	B	E	G	G	VG	G
	E	Exc	VG	VG	VG	Exc
Reasons	A	Satisfied	Enough	Satisfied	Satisfied	Unsatisfied
	C	Satisfied	Satisfied	Satisfied	Enough	Satisfied
	D	Very Satisfied	Very Satisfied	Very Satisfied	Satisfied	Neutral
	B	Dissatisfied	Neutral	Satisfied	Very Satisfied	Very Satisfied
	E	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied
Spoken Process	A	Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied
	C	Satisfied	Dissatisfied	Very Satisfied	Very Satisfied	Satisfied
	D	Very Satisfied	Very Satisfied	Very Satisfied	Neutral	Very Satisfied
	B	Neutral	Satisfied	Satisfied	Very Satisfied	Very Satisfied
	E	Very Satisfied	Very Satisfied	Very Satisfied	Neutral	Very Satisfied
Weakness	A	Neutral	Enough	Neutral	Enough	Neutral
	C	Neutral	Neutral	Neutral	Neutral	Neutral
	D	Neutral	Enough	Enough	Enough	Neutral
	B	Neutral	Neutral	Neutral	Neutral	Enough
	E	Enough	Enough	Neutral	Neutral	Neutral

Smart thinking in teaching and learning English Speaking Skill Strategies around the classroom.

On the analysing through the assessment scale columns above that the students achieved the target in teaching and learning constructive speaking skills fluently such as students E and D being commended to practiced English used three strategies through teachers' guidance at classroom language, then they did what teachers' instruction well. The result obtained of English practiced with pairs through English teachers guidance was very good because the students did Based well-being process; in part of learning process on speaking skill was very good between A, E,D, and C student, meanwhile B student neutral on event practiced in English speaking skill. The last on weakness of D students A students for Building ideas, argument, rationally thinking, easily Understand and pronunciation master in which they did enough mistaken on spoken English skills.

So, the include in Assessment, building idea, reasons, spoken process and weakness in which these skills are increase with students in learning English speaking skills process such as building idea, argument logically, rationally thinking, easily understand materials and master pronunciation. All of them aims to improve their English-speaking skills by using teaching and learning strategies, one of smart thinking that have functions are deeply students' thinking sharp, think faster on receiving English spoken, easily problem solving in English communication skill and they have been confidence on speaking skills through teachers' guidance.

**Table 2.** Analysis of Online Searching speaking fluently at SMA NW Anjani, East Lombok Island. Document Materials of Teaching and Learning Classroom Online.

Title: Meeting Party.

Descriptive text of analysing part of the researcher researched student and teacher at classroom language.

- (SO)  
Teacher : We'll learn trough online zoom and it's going to show off the material online, like the slide then it on going well in which all student's zoom regularly active.
- Students : Yep, sir. But how about the students haven't PC, mobile phone, and others tool, what we were doing it there?
- Teacher : Okey, for students haven't it there, joint with your friends' have.
- Student : Thank you, sir.

### CATEGORIZES OF STRATEGIES SEARCHING ONLINE

		Learning Media: Google Classroom, what apps, Zoom Meeting and Artificial Intelligent.		
Reasons	Students	Enrich Basic Vocabulary to High Vocabulary	Expanding logic ideas and broadly acknowledgement	
	A	Good	Very good	Excellent
	C	Very good	Very good	Excellent
	E	Excellent	Enough	Good
	B	Very good	Excellent	Excellent
	E	Enough	Good	Good
Process	A	Very Satisfied	Very Satisfied	Satisfied
	C	Very satisfied	Very satisfied	Very Satisfied
	D	Satisfied	Enough	Neutral
	B	Satisfied	Unsatisfied	Neutral
	E	Enough	Neutral	Satisfied
Weakness and Strength	A	Enough & satisfied	Neutral & very satisfied	Enough& satisfied
	C	Enough & Very Good	Neutral & Excellent	Enough &Very Satisfied
	D	Neutral & Excellent	Enough &Very Good	Neutral & satisfied
	B	Neutral & Excellent	Neutral & Excellent	Enough &Very Satisfied
	E	Enough & satisfied	Enough &Very Good	Neutral & Very Satisfied

In applying this strategies searching online given effected to student comprehended platform learning English media because it easy to make their understood through learning media such as google classroom, zoom meeting, what apps and artificial intelligence etc; all of media resolved in teaching and learning process to aim students' acknowledgment more known worldwide; when they communicate with ones that they are more confident in communication, organize idea, more mastery vocabulary, speaking fluently and instructive communication skills well. Beside the learning media as supported them in which their abilities also enrich vocabulary to high vocabulary, expanding logic ideas, think rationally and broadly acknowledgment in community.

Looking at the result data analysed that the students B and C more active using platform to enrich their acknowledgment deeply through learning media as google classroom, what apps, zoom meeting, and artificial intelligence; they can be obtained something what they have not gain before and also, they felt confident, active communication without awkward, expanding their logically and they gained organize their ideas event fit their capabilities. Even though they have weakness and strength include student C and student A are enough and neutral on learning online actively, but

they overcome their difficulties with learning platform of media actively questions and discussion then they found their skill communication well through online learning to the teacher.

**Table 3.** Analysis of Practicing Solution on Speaking Fluently at SMA NW Anjani, East Lombok Island.

Interview Result about Speaking Material Strategies Learning.

(PS) : How many people are there; can you describe them?  
 Matt  
 Tode : I'm Todd, John's roommate from Tech. and I am alone, I slightly people a lot there. Not long time, glad to meet you. I can assure you that, I'm not anything like what John has told you.

PRACTICING SOLUTION						
Assessment	Students	Discussion	Argument	Actively Speaking	Presentation	Communication
	A	Very Good	Good	Very good	Excellent	Excellent
	C	Excellent	Very Good	Very good	Excellent	Very Good
	D	Enough	Good	Very good	Good	Excellent
	B	Very Good	Very Good	Good	Very Good	Excellent
	E	Good	Enough	Neutral	Good	Good
Reasons	A	Very Good	Good	Very good	Excellent	Excellent
	C	Very Good	Very Good	Very Good	Good	Excellent
	D	Excellent	Very Good	Very Good	Excellent	Excellent
	B	Very Good	Excellent	Excellent	Excellent	Very Good
	E	Enough	Good	Very good	Very good	Excellent
Lack of Idea	A	Neutral	Neutral	Neutral	Enough	Enough
	C	Enough	Neutral	Neutral	Neutral	Neutral
	D	Neutral	Neutral	Enough	Enough	Neutral
	B	Enough	Enough	Neutral	Neutral	Neutral
	E	Enough	Enough	Enough	Neutral	Neutral

Regarding about interview result through scripts that the student often practiced part of assessment be based on the evaluation who practiced more actively and deeply understood almost all of theories are students C, A, and B. They applied practiced what teachers' instruction to them and they felt comprehended well deal with confident, speaking fluently, mastery vocabulary well, spoke their ideas organization, and interactive communication skill acquired there.

The reason assessed for the student B, D, A, and C were very good on learning practiced on speaking skills strategies because they needed for increased and enriched their knowledge include in learning technology as tools artificial intelligence primary of studying materials through online, mastering basic vocabulary to high vocabulary so they obtained speaking fluently and confident to interactive communicative skills.

Evaluation on strategies practicing solution for student E and student D were needing some solution to make them more actively learning process, confident on spoken fluently and discipline

on practicing English speaking skills through an event teaching and learning deal with discussion so their argument broadly and also, they're logically thinking worldwide; not forget to be guided and used platform as zoom meeting, google classroom, power point, what apps and artificial intelligence.

## **CONCLUSION**

The Smart Thinking, Searching Online, and Practicing Solution (3S) implementation model is an effective constructive strategy for improving speaking fluency. The model enhances students' confidence, communication competence, and active participation in speaking activities. Furthermore, integrating technology into speaking instruction supports modern and interactive learning processes.

Teachers taught about away of constructive strategies speaking skill to implement to gain English speaking fluently in which the students enough facilities and other media as supporting them so they spirit to learn, they have deeply motivation, and active participation in teaching and learning in speaking skills; such as the boundaries students as evidence to assess in speaking skills for Smart Thinking are student E, student D, and student C have very good competence like confident, communication, actively learning English, and spirit in speaking then searching online students are student B and students C deal with practicing solution student are student C, student A, and student B.

All of students have done well 3s in speaking skills and it has been obtained the target and also achieved their skills what they wanted to learn in constructive strategies in speaking skills has fulfil well. Thus, all students have different competence and skills in English speaking skills for example few students were argument well in presentation etc, and also any student have logically thought, rationally utterance is the best and also there are students organize idea content of fit and interested when reader read it.

## **REFERENCES**

- Angamo, A. H., & Dobeche, T. M. (2026). *Speaking strategies instruction and students ' self-efficacy in speaking*.
- Boettcher, V.Judith., R.-M. C. (2016). *The Online Teaching Survival Guide* (Second Edi). United States of America.
- Brown, H. D. (2006). Principles of language learning and Teaching (5th Edition). In *Pearson Education ESL*.
- Catherine Marshall. (1991). Designing Qualitative Research Marshall Rossman.pdf. In *Sage Publications* (hal. 60).
- Chen, W. (2019). ScienceDirect ScienceDirect Knowledge-Aware Learning Analytics for Smart Learning Knowledge-Aware Learning Analytics for Smart Learning. *Procedia Computer Science*,

- 159, 1957–1965. <https://doi.org/10.1016/j.procs.2019.09.368>
- Cresswell, J. W. (2015). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. In *Health Promotion Practice* (Vol. 16, Nomor 4). SAGE Publications, Inc. <https://doi.org/10.1177/1524839915580941>
- Cresswell, J. W. (2004). *Research design* (Second Edi).
- Ebadi, S., Velayati, S., Ramezanzadeh, A., & Rawdhan, A. (2025). Acta Psychologica Exploring the impact of AI-powered speaking tasks on EFL learners' speaking performance and anxiety : An activity theory study. *Acta Psychologica*, 259(April), 105391. <https://doi.org/10.1016/j.actpsy.2025.105391>
- H.DOUGLAS BROWN. (2007). *Principles of Language Learning and Teaching (Fifth Edition)*. Pearson Education.
- Ironsi, C. S., & Bostanci, H. B. (2026). *The efficacy of integrating assistive technology and the CAPE lesson planning framework toward improving students' speaking skills* (hal. 1–12).
- Ko, S., & Rossen, S. (2010). *Teaching Online: A Practical Guide, Third Edition* (Third Edit). Routledge, Taylor & Francis Group.
- Lander, J. A., & Brown, H. D. (1995). Teaching by Principles: An Interactive Approach to Language Pedagogy. *Language*. <https://doi.org/10.2307/415773>
- MATTHEW ALLEN. (2004). *Smart thinking skills for critical understanding and writing*.
- Montero, H., Mendoza, G., Montero, H., Ojeda, C., & Ojeda, C. (2024). ScienceDirect Methodological strategies and techniques implemented by teachers Methodological strategies and techniques implemented by teachers in the teaching-learning process of English in Spanish-speaking in the teaching-learning process of English in Spanish-speaking students students. *Procedia Computer Science*, 231(2023), 508–513. <https://doi.org/10.1016/j.procs.2023.12.242>
- Munir, M. S., Bakheet, B. M., Huda, M., Haq, M. A., Anwar, M. S., Maulana, U. I. N., & Ibrahim, M. (2026). *The Effectiveness of Constructivist Strategies in Enhancing the Speaking Skills of Students at Al-Kamal Kunir Integrated Islamic Boarding School, Blitar, and Darul Hikmah Modern Boarding School*. 11(1).
- Sabili, A. S., Nazri, M. A., Surayya, S. A., & Wati, L. (2024). Smart learning: The impact of AI technologies on English language proficiency in the digital era. *Jurnal Review Pendidikan dan Pengajaran*, 7(4), 14040–14049. <https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/34436>
- Sayed, B. T., Bani Younes, Z. B., Alkhayyat, A., Adhamova, I., & Teferi, H. (2024). To be with artificial intelligence in oral test or not to be: a probe into the traces of success in speaking skill, psychological well-being, autonomy, and academic buoyancy. *Language Testing in Asia*, 14(1). <https://doi.org/10.1186/s40468-024-00321-0>
- Stavredes, T. (2011). *Effective Online Teaching: Foundations and Strategies for Student Success*.
- Sucuoglu, E. (2017). Analysis of motivational strategies used by English language teachers teaching at secondary schools. *Procedia Computer Science*, 120, 189–195. <https://doi.org/10.1016/j.procs.2017.11.228>
- Wang, H. (2024). *Linguistic Analysis of News Title Strategies in Media Frame — A Case Study of “ The Mueller Investigation ” in the News Titles of The New York Times and Fox News* (hal. 342–358).