



Updating the Use of Methods in Learning to Speak for University Students: A Literature Review Study

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ABSTRAK

Penelitian ini dilatarbelakangi pentingnya keterampilan berbicara bagi mahasiswa. Hal itu dibuktikan dengan adanya mata kuliah atau materi berbicara yang harus dikuasai mahasiswa. Kenyataan yang ada, masih ditemukan mahasiswa yang bermasalah atau kurang terampil dalam berbicara. Sehingga sangat penting bagi pendidik untuk meningkatkan keterampilan berbicara mahasiswa. Oleh sebab itu, penelitian ini bertujuan untuk merekomendasi metode-metode pembelajaran yang telah teruji dapat meningkatkan keterampilan berbicara. Jenis penelitian ini adalah studi literature review. Instrumen yang digunakan dalam penelitian ini studi dokumentasi. Artikel dikumpulkan melalui google scholar, reseachGate, dan Scencedirect. Sumber data dalam penelitian ini berjumlah 15 artikel, 8 artikel didapat dari google scholar, 5 artikel dari researchgate, dan 2 artikel scopus. Sumber data dalam penelitian ini dimulai dari tahun 2017 sampai 2023. Analisis data dilakukan secara deskriptif analisis, yaitu mendeskripsikan artikel-artikel yang ditemukan sesuai dengan tujuan penelitian. Hasil penelitian didapatkan bahwa ada 6 metode pembelajaran yang sudah terbukti dapat meningkatkan keterampilan berbicara mahasiswa, yaitu metode debat, metode Numbered Head, metode project-based learning, metode pembelajaran berbasis, metode jigsaw, dan metode stand up category; 4 model pembelajaran yang sudah terbukti dapat meningkatkan keterampilan berbicara mahasiswa, yaitu model pembelajaran mind mapping, model pembelajaran berbasis proyek layanan, model Auditory Intellectually Repetition (AIR), dan model pembelajaran Information; 1 strategi pembelajaran yang sudah terbukti dapat meningkatkan keterampilan berbicara mahasiswa. Jadi, sangat sedikit publikasi ilmiah yang membahas terkait metode pembelajaran yang pernah digunakan untuk meningkatkan keterampilan berbicara di kalangan mahasiswa.

ABSTRACT

This research is motivated by the importance of speaking skills for students. This is proven by the existence of courses or speaking material that students must master. The reality is, there are still students who have problems or lack skills in speaking. So it is very important for educators to improve students' speaking skills. Therefore, this research aims to recommend learning methods that have been proven to improve speaking skills. This type of research is a literature review study. The instrument used in this research is a documentation study. Articles collected via Google Scholar, ResearchGate, and Scencedirect search engines. The data sources in this research amounted to 15 articles, 8 articles obtained from Google Scholar, 5 articles from Researchgate, and 2 Scopus articles. The data sources in this research start from 2017 to 2023. Data analysis was carried out using descriptive analysis, namely describing the articles found in accordance with the research objectives. The research results showed that there are 6 learning methods that have been proven to improve students' speaking skills, namely the debate method, Numbered Head method, project-based learning method, based learning method, jigsaw method, and stand up category method; 4 learning models that have been proven to improve students' speaking skills, namely the mind mapping learning model, service project-based learning model, Auditory Intellectually Repetition (AIR) model, and Information learning model; 1 learning strategy that has been proven to improve students' speaking skills. based on collective reflection. So, very few scientific publications discuss learning methods that have been used to improve speaking skills among students.

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1. INTRODUCTION

Speaking skills play an important role in the development of students' language skills, both as the main foundation before other language skills and through speaking practice in the context of language learning. Speaking is one of the important skills in everyday life, especially in the context of learning (Hwang et al., 2016; Pakula, 2019). Speaking helps improve their memory, so they can more easily understand and remember the information conveyed in the lesson. In language learning, speaking skills affect the ability to convey information and communicate ideas effectively (Derakhshan et al., 2016; E. M. Nasution et al., 2022). Speaking skills as one of the language skills, is a skill that needs to be mastered well by someone and this speaking skill is also an indicator of one's success in learning language (Darmuki et al., 2017; Setiana et al., 2019). Speaking skills are needed by students. as it contributes to their academic and social success. The ability to speak in front is needed by every individual, ranging from politicians, lecturers, students, employees to a social activist also needs these skills to encourage society in social change. In addition, speaking skills are the main key in interacting with others (Kabir et al., 2021; Wu et al., 2020). Speaking is an ability to speak sounds in the form of articulation or words that aim to express, express, and convey thoughts, ideas, and feelings (Forsia et al., 2022; Wadu & Supeno, 2021). Speaking skills are very important in learning activities, because speaking can express their own ideas and ideas and students feel involved in the learning process. Speaking ability is very important in learning activities, because it affects communication skills, independent ability, and language ability (Halimah, 2018; N. Rahmi et al., 2023). Speaking learning can also help students develop their independent skills, as they must speak to convey their ideas and feelings (Hariati, 2023; N. Rahmi et al., 2023). Speaking learning can help students develop skills necessary for other stages of learning, such as reading and writing (Masuram & Sripada, 2020; N. Rahmi et al., 2023).

In learning, students can develop their speaking skills because speaking is one aspect of language that must be mastered at the elementary, middle school, and high school levels. Speaking is one aspect of language skills that students must master, which includes reading, writing, listening, and speaking (Ali, 2022; Masuram & Sripada, 2020). In college, students are also equipped with speaking courses. The speaking skills course in the Indonesian Language and Literature Education Study Program is a very important subject mastered by students to train students' thinking skills in conveying ideas, thoughts, and information to others (Mahmud & Arifiyana, 2021; Siswaya, 2019). Speaking ability is one of the language skills that must be mastered by a student because speaking competence is one component in the learning objectives for a Indonesian Education student. Learning speaking skills needs attention so that students can communicate well, especially students are the forerunners of becoming Indonesian teachers. Students who have the ability to speak will find it easier to convey ideas or ideas. However, in the field, there are still problems with students speaking. Students still lack confidence when practicing speaking in front of the class and find it difficult to string together the right words. The frequency of speaking exercises is also less. The problems or topics discussed are less relevant to everyday life (Darmuki et al., 2017; Setiana et al., 2019). The learning outcomes of speaking skills, especially presentations and discussions at level I-B students of the Indonesian Language and Literature Education Study Program IKIP PGRI Bojonegoro, are still relatively low. This is caused by students who are less interested in learning to speak. Most students stated that learning to speak was unpleasant material. According to students, the way lecturers teach in learning to speak is less interesting. Most students experience difficulties and are afraid to express their opinions (Darmuki et al., 2017; Setiana et al., 2019).

The inadequate learning process in class with cold ones results in students' speaking skills being few who dare to appear in speaking activities (Kurniawan et al., 2024; Soedimardjono & Pratiwi, 2021). Low speaking ability of elementary school teacher education students in semester 1 of the 2017/2018 academic year at the University of Muhammadiyah Surabaya. His ability to speak is still low and even far from expected. Most students still find it difficult to speak well and fluently. This is influenced by many factors ranging from the use of boring lecturer learning methods, lecturers are more dominant in speaking learning, lecturers are less varied in using methods, the use of learning media is also less varied. Most students also still have difficulty in conveying ideas, speaking is not coherent, some even do not want to speak for reasons of nervousness, are not ready, some do not know what they will say when speaking in front of the class. In addition, students also feel that they need time to practice speaking before appearing in front of the class so as not to be nervous (Hidayati & Darmuki, 2021; Kamsurya & Saputri, 2020). Good learning is effective learning in developing student skills and competencies, using learning methods that are in accordance with student characteristics and learning materials, and involves continuous evaluation to measure student understanding and ability (Derakhshan et al., 2016; E. M. Nasution et al., 2022). If the educator wants good learning, the educator must make a lesson plan. Planning in learning is very important because it can help in planning learning objectives, learning materials, learning methods and

models that are in accordance with student characteristics and learning materials, as well as managing implementation and continuous evaluation time to measure students' understanding and ability (Jon et al., 2021; Purwadi et al., 2021). In addition, planning can also help teachers overcome difficulties in teaching aspects of speaking in Indonesian subjects and find solutions to overcome these difficulties (Darmuki, 2016; Jon et al., 2021). In the context of language learning, planning can also assist teachers in developing students' speaking skills through the use of technology, practical practice activities, and the use of effective learning methods (Jon et al., 2021; Purwadi et al., 2021). Therefore, good planning can help improve the quality of learning and improve students' skills in speaking and communicating. In designing learning planning, educators must do the following, identify learning objectives, formulate learning materials, determine learning methods and models, set implementation times, and determine learning evaluation. Based on the explanation above, various things can be concluded that students can do to realize good learning and according to student expectations. Likewise, in speaking learning, educators can choose materials, models and learning methods, as well as good evaluation and according to the needs of students so that problems in speaking learning can be overcome. In this study, more focused on the use of learning models and methods that have been used by previous researchers to overcome student speaking problems. These models and methods have been used and proven to overcome or improve students' speaking skills. Literature Review Study (SLR). Method is a way or set of ways, paths and techniques used by educators in the learning process so that learners can achieve certain learning objectives or competencies formulated in the subject syllabus. Teaching method is a knowledge of how to teach used by a teacher or instructor. Another understanding is the presentation technique mastered by teachers to teach or present learning materials to students in class both individually and in groups. Various types of methods in learning are among them, as follows. Debate is an argumentation activity between two or more parties, either individually or in groups, in discussing and deciding problems and differences (Hamdia et al., 2021; Smolen et al., 2016).

Mind map is learning where there is an interrelationship between concepts and principles displayed such as a network of concepts that need to be constructed, this network of concepts that have been constructed is called a mind map. The Numbered Head Together (NHT) method, which is a learning method that allows students to be active and fully responsible for understanding the subject matter both in groups and individually (R. Rahmi & Syahputra, 2015; Widyaningtyas et al., 2018). This research focused on the selection of methods because educators still found difficulties in choosing suitable methods for learning to speak. Lecturers have difficulty finding the right alternative learning methods in teaching speaking skills to students (R. Rahmi & Syahputra, 2015; Widyaningtyas et al., 2018). Even though the use of methods is one of the determinants of learning to be good and interesting. If the lecturer wants good learning, the lecturer must understand the method in learning. Student speaking skills do not come by themselves, but must continue to be fostered and developed so that their speaking skills can be communicative and interesting (Pitura, 2022; Sinaga & Oktaviani, 2020). The research conducted has never been done before. It's just that there are some studies relevant to this study. Kurniati in 2017 with the research title Improving Student Speaking Skills Through the debate learning model. Pangetika and Arum in 2018 with the research title The Effect of the Jigsaw Type Cooperative Learning Model on the Public Speaking Ability of PGSD Students.

Darmuki and Ahmad in 2019 with the research title Improving Speaking Skills Using the Jigsaw Type Cooperative Method in PBSI Level I-B IKIP PGRI Bojonegoro Students for the 2018/2019 Academic Year. Saktiyani, Yusep, Dena in 2020 with the research title Application of the Ict-Based Jigsaw Method in Learning to Speak Debate through Lesson Study. Hidayati and Agus in 2021 with the research title Application of the Auditory Intellectually Repetition (AIR) Model to Improve Speaking Skills in Students. The research conducted has similarities and differences. The similarity of research conducted with previous research both discusses speaking skills. The difference can be the scope of study and research methods. The scope of this research is not focused on one method but several methods that have been used in learning to speak. Previous research has generally used classroom action research and experimental research. However, the research conducted has a research method of Literature Review Study (SLR). So, the novelty of this research lies in the research method, namely the Study of Literature Review (SLR) and the purpose of the research. Based on this, the purpose of this study is to recommend learning methods that have been tested to improve speaking skills. So that the results of this study can be used by educators as a guide in choosing or using methods in learning to speak. In addition, educators can find out the implementation of these methods in speaking learning. So that later educators can find out the advantages and weaknesses of each method used in learning to speak.

2. METHOD

This type of research is a literature review study. Literature review is to provide a framework related to new findings and previous findings to identify indications of the presence or absence of progress from the results of a study through comprehensive research and interpretation results from literature related to certain topics in which identify research questions by searching and analyzing relevant literature using a systematic approach (Pickering & Byrne, 2014; Randolph, 2009). Literature review is a literature search and research by reading and reviewing various journals, books, and various other published manuscripts related to the research topic to produce a paper related to a particular topic or issue. Literature studies are concerned with reading, collecting, taking notes, sorting, then managing the literature that has been obtained. Management is carried out by connecting references related to the research topic discussed (Chigbu et al., 2023; Pickering & Byrne, 2014).

The instrument used in this study is documentation study, which is looking for research articles that are relevant to the research to be carried out. Articles are collected using google scholar, reseachGate, and Sciencedirect search engines with the keywords speaking learning, learning methods, speaking learning methods, and the influence of methods in speaking learning. Based on these keywords, very many articles appear. Once identified, 15 articles were obtained that were really relevant to the purpose of the study. Therefore, the data sources in this study amounted to 15 articles, 8 articles obtained from google scholar, 5 articles from researchgate, and 2 scopus articles. The source of data in this study was obtained from articles published in the last 7 years, namely 2017, 2018, 2019, 2020, 2021, 2022, and 2023. There is 1 article published in 2017. There are 3 articles published in 2018. There are 4 articles published in 2019. There are 3 articles published in 2020. There is 1 article published in 2021. There are 2 articles published in 2022. There is 1 article published in 2023. Data collection in this study was carried out in the following ways. First, find relevant literature. After that, evaluate the source of the literature review. Then, identify themes and gaps between theory and field conditions if any. Next, create an outline structure. Lastly, compile a literature review. The data analysis technique used is descriptive analysis. Descriptive analysis is done by presenting information from articles that are used as data broadly, deeply, and thoroughly. The analysis was carried out concisely and informatively (Sugiyono, 2019).

3. RESULT AND DISCUSSION

Result

This research describes the various methods that have been used in learning to speak. The results of this research are obtained from the analysis of *literature review studies*. The literature used as data in this study is obtained from previous studies that have similarities in the object of research. The articles used as literature review in this study amounted to 15 articles. The articles used as data sources in this study are articles that discuss the application of methods in learning to speak for students. In the initial part, the characteristics of the articles analyzed are explained. The characteristics of the articles analyzed are seen from the year of publication, type of research, research variables, research population, research instruments, data analysis techniques, and indexers of the articles. The following is an explanation of each characteristic of the articles reviewed. When viewed from the year of publication, the articles used as data sources in this study were published in 2017, 2018, 2019, 2020, 2021, 2022, and 2023. There was 1 article published in 2017. Article published in 2018 as many as 3 articles. Articles published in 2019 as many as 4 articles. Articles published in 2020 as many as 3 articles. Article published in 2021 as much as 1 article. Article published in 2022 as many as 2 articles. Article published in 2023 as much as 1 article. When viewed from the type of research, the articles used as data sources in this study are classroom action research articles, experimental research, and qualitative descriptive research. Classroom action research as many as 6 articles. Experimental research as many as 6 articles. Descriptive quantitative research as many as 2 articles. Development research as much as 1 article.

When viewed from the research variables, the articles used as data sources have 2 variables, namely the independent and dependent variables. The dependent variable, namely speaking skills, is 15 articles. The independent variables consist of debate method with 2 articles, *mind mapping learning* model with 2 articles, *Numbered Head Together* (NHT) method with 1 article, project-based learning method with 1 article, problem-based learning method with 1 article, service projectbased learning model with 1 article, jigsaw method with 3 articles, *stand up category* method with 1 article, Auditory Intellectually Repetition (AIR) model with 1 article, argumentation mapping strategy based on collective reflection with 1 article, and Information learning model with 1 article. When viewed from the research population, the articles used as data sources in this study are specific to students. So, the population in this study are students. When viewed from the research instruments, the research instruments used in the articles used

as data sources in this study, namely tests, observation sheets, observations, interviews, and documentation. Each article has more than 1 research instrument. So that the grouping of research instruments is obtained as follows. The test instrument is 6 articles. The observation sheet instrument is 4 articles. Instruments in the form of observation as many as 6 articles. Instruments in the form of interviews as many as 4 articles. Documentation instrument as many as 4 articles. The research instrument was not written in 2 articles. In terms of data analysis techniques, the data analysis techniques used in the articles used as data sources in this study are score analysis, data triangulation, comparative descriptive analysis, interactive analysis, *paired-samples t-test*, *t test*, *man-whitney u test*. Score data analysis technique as many as 3 articles. Data triangulation analysis technique as much as 1 article. Comparative descriptive analysis technique as much as 1 article. Interactive analysis technique as much as 1 article. Data analysis technique *paired-samples t-test* as much as 1 article. Data analysis technique *t-test* as much as 1 article. *Man-whitney u test* data analysis technique as much as 1 article. The data analysis technique was not written in 5 articles. When viewed from the article indexer, the articles used as data sources in this study are indexed by Google Scholar, *Researchgate*, and *Scopus*. There are 9 articles indexed by Google Scholar. *Researchgate* indexed articles as many as 4 articles. *Scopus* indexed articles as many as 2 articles.

Discussion

The discussion in this study was carried out based on data analysis that had been carried out on 15 articles that became data sources in this study. In general, from 2017 to 2023, speaking learning methods that have been used by previous researchers and proven to improve students' speaking skills, namely mind mapping learning models, Numbered Head Together (NHT) methods, project-based learning methods, problem-based learning methods, project-based learning models, *jigasau* methods, stand up category methods, Auditory Intellectually Repetition (AIR) models, argumentation-based mapping strategies collective reflection, and Information learning models. The following will explain the discussion of each method that has been used in learning to speak. The debate method has been used by previous researchers to improve students' speaking skills. This research was conducted by previous research. Debate is an argumentation activity between two or more parties, either individually or in groups, in discussing and deciding problems and differences (Hamdia et al., 2021; Smolen et al., 2016). The debate method is a common practice-based method in teaching students to argue established positions, either for or against a thesis (Hsia & Hwang, 2020; Lin et al., 2021). The steps that can be used in the debate learning model are as follows (Hitt & González-Martín, 2015; Werdiningsih, 2018).

First, make controversial questions about the material that has been given before. After that, forming students in two large groups in the classroom with one group as a "pro" group or supporters of statements, while another group as a group of "cons" or rejections of statements. Then, give a statement to the pro group, why they support the statement. What reasons corroborate the statement. Then, the counter group must defend its opinion also accompanied by reasonable arguments. Finally, set debate signs so that there is no coachman debate. The debate steps used by previous research are as follows. First, divide students into 2 groups of three people each so that 12 groups consisting of 6 groups are pro and 6 groups are contra. After that, the duration of the debate was about 20 minutes with each group given 1 minute to present their ideas. Then, the debate must take place in accordance with mutually agreed provisions. Furthermore, each member of the *haris* group gives views on the topics discussed and supports each other. Next, the successful group argues based on the assessment criteria set as the winning group. Finally, the winning group will be competed again with another winning group (Hitt & González-Martín, 2015; Werdiningsih, 2018). The results of the study found that the debate learning model can improve students' speaking skills.

The weakness in this study is that the debate method cannot be done in one meeting because the first cycle still has weaknesses. The weakness is that students are still unable to systematically convey their views on events and have not widely interpreted the facts explained. Improvements are made by motivating students to be able to see each problem from various scientific points of view so that broad knowledge is obtained to strengthen their arguments. After the second cycle, it was found that the implementation of the debate contributed greatly to the students' speaking skills. When the debate takes place, students have been able to show a wise attitude in talking to their opponents, are able to speak systematically, use good language and have begun to develop their views on a number of theories and opinions that can be accounted for. The Mind Mapping learning model has been used by previous researchers to improve students' speaking skills. This research was conducted by previous research. Mind map is learning where there is an interrelationship between concepts and principles displayed such as a network of concepts that need to be constructed, this network of concepts that have been constructed is called a mind map. The mind map method will help students to speak using logical thinking and mastery

of concepts. The results showed that learning to speak with the mind map method was able to increase interest and learning outcomes of speaking skills. The mind map method is also a means for lecturers to arouse student interest to be more active in the learning process of speaking in class so that learning is more interesting and fun. Students find learning using a mind map more fun and not boring, because they can learn creatively and not monotonously (Hidayati & Darmuki, 2021; Kamsurya & Saputri, 2020). Regarding concept maps, another research has also been conducted by similar study entitled Empowering the collective reflection-based argumentation mapping strategy to enhance students' argumentative speaking (Darmawansah et al., 2022; Fan & Chen, 2021). The findings suggest that CR-AM learning strategies can significantly improve students' argumentative speaking performance and their lexical complexity. In addition, scholars have indicated that the teaching of argumentative speaking requires dialectical argumentation which, unlike rhetoric, requires students to apply higher-order thinking by offering counterarguments (Vogel et al., 2022; Wecker & Fischer, 2014).

The Numbered Head Together (NHT) type cooperative method has also been used by previous researchers to improve students' speaking skills. Similar research explained that one of the cooperative learning methods that can help improve students' ability in the process of learning to speak is Numbered Head Together (NHT), which is a learning method that allows students to be active and fully responsible for understanding the subject matter both in groups and individually (R. Rahmi & Syahputra, 2015; Widyaningtyas et al., 2018). The steps that lecturers can take in implementing Numbered Head Together type cooperative learning are as follows. First, numbering, the lecturer divides students into groups with 3 to 5 members and assigns them a number so that each student in the group has a different number 1 to 5. After that, giving questions (Questioning), the lecturer asks questions to students. These questions can vary in the form of specific questions or in the form of statements. Then, thinking together (Heads Together), students think together in groups to find the answer and make sure each group member knows the answer. Next, answering the question (Answering), the lecturer mentions a certain number and students from each group who have that number raise their hands and give answers to all class members. The results showed that applying numbered head together type cooperative learning was able to improve students' ability to speak. Based on the results of this study, the advantages of the numbered head together type cooperative method were obtained as follows. First, all students have a role to speak in turn. After that, students are active during the learning process so that the results of their speaking practice also increase. Then, students become more enthusiastic and interested in participating in speaking learning. In addition, Project-Based Learning is also defined as a learning method that emphasizes the meaningful learning process through active exploration activities carried out by students on problems that represent real life. There are ten steps of the project-based learning method, which are as follows. First, students and teachers seek agreement on the theme of the project. Second, students and teachers determine the end result of the project. Third, students and teachers prepare projects, Fourth, teachers prepare students in terms of language for the information collection process. Fifth, students carry out the process of collecting information. Sixth, teachers provide guidance to students in terms of language for the process of compiling and analyzing data. Seventh, students carry out the process of data collection and information analysis. Eighth, teachers prepare students in terms of language to conduct product demonstration tests/presentations. Ninth, students make product presentations. Tenth, students evaluate projects that have been implemented. The results showed that the use of a project-based learning model had a significant influence on students' English speaking skills. Project-based learning can also have an influence on the learning process in terms of increasing student enthusiasm and confidence (Abubakar, 2015; Sirisrimangkorn, 2018).

The service project-based learning model has also been used by previous researchers to improve students' speaking skills. The study was conducted by McNatt in 2019. Service-based project learning means, speaking learning obtained by students when students conduct Real Work Lectures (KKN). Community service is a valuable educational experience in that students participate in organized service activities that meet the needs of the identified community, and then reflect on those service activities to gain a further understanding of course content, a broader appreciation of the discipline, and an increased sense of civic responsibility" (Hébert & Hauf, 2015; Salam et al., 2019). Experts have stated that service-learning projects should contribute to the development of behavioral skills and personal growth. The results show that diverse service learning projects can have a positive impact on students in each of these important areas of public speaking. It also found that KKN provided greater benefits for those who initially had low public speaking self-efficacy. The Jigsaw-type cooperative method has also been used by previous researchers to improve students' speaking skills. In Jigsaw, it is very important for individual students' abilities to become peer-tutors for their peers (Berger & Hänze, 2015; Nolan et al., 2018). Through the Jigsaw method, classes are divided into several groups, each group of 4-5 members or more (Namaziandost et al., 2020; Nurbianta & Dahlia, 2018). Students work with other students in a group

atmosphere and have many abilities to explore more information and are able to improve good communication skills. The results showed that Jigsaw-type cooperative learning was successful and able to improve students' ability to speak. The advantages of the jigsaw method are as follows. First, lecturers can manage classes well and interestingly. After that, Jigsaw-type cooperative learning is also able to increase student activity, cooperation, and learning outcomes in speaking learning. Then, it can increase student activeness during the learning process so that the results of their speaking practice also increase. Furthermore, students became more enthusiastic and interested in participating in speaking learning. The stand-up category method has also been used by previous researchers to improve students' speaking skills. Stand up category method, which is a method of presenting Arabic learning materials through described images. The implication is that this method emphasizes the description of an image with the language that has been learned by starting from the sound system (phonology), then the word formation system (morphology) because it concerns the structure of the language as a whole, in this case also emphasized the system of pressure, tone, and others. The results showed that the stand-up category method is effective for speaking learning This category stand up method makes students more focused and careful in choosing what images to explain (Kandasamy & Habil, 2018; Syafii, 2018).

The Auditory Intellectually Repetition (AIR) Model method has also been used by previous researchers to improve students' speaking skills. The AIR learning model is a learning model that prioritizes student activity both in listening, speaking, conveying ideas/opinions orally (Auditory), practicing problem solving skills (Intellectually) and providing student understanding through repetition related to the material studied, namely in the form of deepening, broadness, strengthening by means of students are given practice through assignments / practices and quiz (Kamsurya & Saputri, 2020; Utami et al., 2023). According to previous research the AIR learning model assumes that a learning will be effective if it pays attention to three things, namely Auditory (listening), Intellectually (thinking), and Repetition (repetition) (Nisarohmah et al., 2021; Tiaraningrum et al., 2023). Auditory learning is a standard way of learning for people. "Intellectual" denoting what students do in their minds internally when they use intelligence to reflect on an experience and create relationships, meaning, plans, and value from those experiences. Repetition means repetition. In the context of learning, it refers to deepening, expanding, and strengthening students by giving them assignments or quizzes.

The results showed that the application of the Auditory, Intellectually, Repetition (AIR) learning model can improve students' speaking skills. The advantage of the AIR method is that students' awareness of their responsibilities is increasing. The collective reflection-based argumentation mapping strategy has also been used by previous researchers to improve students' argumentative speaking skills. The research was conducted by Darmawansah, Chi, and Gwo, in 2022. Scholars indicate that the teaching of argumentative speaking requires dialectical argumentation which, unlike rhetoric, requires students to apply higher-order thinking by offering counterarguments (Soysal, 2021; Wecker & Fischer, 2014). Argumentation mapping is a graphical representation tool of argument structure that can easily assist learners in creating and modifying their arguments visually. The map structure explicitly groups the components of an argument, such as claims, statements, counter-arguments, and refutations. Argumentation mapping is preferred in practice-based learning proposals to overcome common problems in teaching argumentative speaking (Darmawansah et al., 2022; Fan & Chen, 2021). The results showed that CR-AM learning strategies can significantly improve students' argumentative speaking performance and lexical complexity. Instructing students to expand their activities in classifying collective arguments and monitoring group reflection can effectively support their involvement in argumentation mapping discourse and improve the performance of their argumentation skills (Darmawansah et al., 2022; Fan & Chen, 2021). The Information Gap learning model has also been used by previous researchers to improve students' speaking skills. Previous research states information gap activities refer to the fact that in real communication people usually communicate to get information they do not have (Doiz & Lasagabaster, 2020; Idris et al., 2020). Students are encouraged to speak up to provide information to their partners and complete their own. The knowledge gap can be bridged by using language. According to previous research information gap activities are learning activities where every student has the obligation to work together with their partners (Miranda & Wahyudin, 2023; Suban, 2021). The results showed that the implementation of information gap activities can improve students' speaking skills. Information gap activities can lead students to speak. This happens because students realize that they have to work with their partners to complete assignments by filling out incomplete forms in their hands. If they don't ask, they won't solve it. That is, they must share tasks together and create an atmosphere that encourages them to help each other or ask for help. As a result, they are motivated to do these activities for fear that their partners will not get information. Another reason is that information gap activities distract students from grammatical forms and direct them to meaning. Tasks are solved through the use of language while concentrating on meaning rather than structure. Problem-based methods have also been used by previous

researchers to improve students' speaking skills. The research was conducted by Pahrudin, Ramlan, and Herman in 2023. Problem-based learning is a learning process in students by displaying several problems relevant to the needs/material at that time (Arifin & Sirait, 2024; D. F. Nasution & Rasyidah, 2022). Problems that can be clearly defined, namely problems that have clarity or certainty in the desired goals, information needed in solving problems and correct answers to the problem. This type of problem is an example of problems related to mathematical calculations, which have a clear purpose and way of solving. Individuals who get the opportunity to attend school are usually trained enough to solve these types of problems. 2. Problems that cannot be clearly defined, that is, problems that have vagueness or uncertainty in the desired objectives, information necessary in solving the problem and have various possible answers to the problem. This type of problem is widely experienced related to the personal and social life of an individual. The results showed that problem-based learning can be used as a method in improving the speaking skills of students with disabilities. This method gives them the opportunity to explore it based on the topic they are discussing. Students with disabilities really need direction in solving the problems they face, especially in their ability to speak, considering their intelligence is limited and their way of thinking is very concrete. When students with disabilities face problems or difficulties, the strategies used vary based on their own abilities and techniques. Therefore, problem-based learning methods need to be applied in improving the thinking skills of students with disabilities.

Based on the discussion above, it was found that currently there is not much research that discusses methods that can be used to improve students' speaking skills. This can be proven from the search results using 4 keywords and 3 official article sites, only 15 articles were found that discuss methods in learning to speak. In addition, the methods that have been used have not varied. Of the hundreds of theoretical learning methods that can be used for speaking learning, only 10 methods have been used and proven to improve students' speaking skills. The strength of this research lies in the results of the study and the site to find research samples. The research results presented are the results of analysis of theoretical studies and research articles that have been published in national and international journals. That way, the results of the research presented have been tested for truth. The sites used are also sites that have BES data where journals are collected, for example, google scholar, reseachGate, and Sciencedirect. The weakness of this study, the research sample found only 15 articles. Research has used 4 keywords and 3 official sites to find articles that are relevant to the purpose of research. However, researchers only found 15 articles that were relevant to the purpose of the study. Here is also the location of previous research has not researched much related to the method of learning to speak for students. The implication of this research is that the results of this research have been tested for their efficacy because they were obtained from theoretical studies and scientific articles. The results of this research can be practiced in learning to speak. Based on the results of the research that has been carried out, several recommendations were obtained, which are as follows. First, researchers can then conduct research related to speech learning using methods that researchers have never used before. Second, other studies can also conduct literacy research with different learning objects from the research that has been done.

4. CONCLUSION

The results of this research were obtained from the results of a literature review study of 15 research articles. The articles were collected using the search engines google scholar, reseachGate, and Sciencedirect with the keywords learning speaking, learning methods, speaking learning methods, and the influence of methods in learning to speak. Based on data analysis that has been carried out, 10 learning methods that are remokendated can improve students' speaking skills. The ten learning methods are mind mapping learning model, Numbered Head Together (NHT) method, project-based learning method, problem-based learning method, project-based learning model, jigsaw method, stand up category method, Auditory Intellectually Repetition (AIR) model, collective reflection-based argumentation mapping strategy, and Information learning model.

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