

Speaking Practices to the Learners' Speaking Skills

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Abstract—The study entitled “Speaking Practices to the Learners’ Speaking Skills” aimed to determine the relationship of speaking practices to the learners’ speaking skills of Grade 8 students in a national high school in San Pedro City, Laguna. It first measured the extent of speaking practices in terms of peer interaction, self-practice, media exposure, formal practice and use of technology. It then evaluated the learners’ speaking skills in terms of vocabulary, fluency, tone and voice, pronunciation and grammar accuracy. It also discussed the challenges experienced by learners in speaking English and how these problems affect their speech performance. Finally, it found out the significant relationship between speaking practices and learners speaking skills. The study employed a mixed-method research design using both quantitative and qualitative approaches. The respondents were consisted of 160 Grade 8 students, selected through purposive sampling during the school year 2025–2026. A survey questionnaire was used to measure the level of speaking practices and speaking skills of the learners, while interviews were conducted to gather in-depth information regarding the challenges experienced by the learners. The statistical tools that were used were mean and standard deviation to determine the level of the variables, while the Pearson Product–Moment Correlation Coefficient was utilized to test the relation of speaking practices and speaking skills. The qualitative data were analyzed using thematic analysis. The results showed that the learners had high level of speaking practices and speaking skills in all indicators. However, even with these positive findings, learners still experience problems such as linguistic problems, disfluency in speech and affective factors such as anxiety and lack of confidence. The results indicated that there was a significant relationship between speaking practices and learners’ speaking skills, meaning that more exposure to speaking practices results in better oral communication. The results of the statistical analysis led to the rejection of the null hypothesis that there was no significant relationship between speaking practices and learners’ speaking skills. This indicated that speaking practices were very important to improve the speaking proficiency of the learners. The study urged teachers to include more interactive and differentiated speaking tasks, and schools to establish supportive and learner-centered environments that promoted confidence and active participation in communicative tasks.

Keywords— Speaking practices, speaking skills, oral communication, English language learning, correlational study.

I. INTRODUCTION

In language learning, speaking practices play a vital role in developing learners’ ability to communicate effectively. These practices include opportunities that allow learners to actively use the language in meaningful contexts, such as during classroom activities, peer sharing, and technology-assisted communication. Through these experiences, learners develop important speaking skills such as fluency, pronunciation, confidence, and vocabulary use. In contrast, learners’ speaking skills represent the outcomes of these practices and are

reflected in components such as fluency, pronunciation, and confidence. These skills demonstrate the learner’s capacity to produce spoken language effectively in various communicative situations.

However, despite years of English instruction, many learners continue to experience difficulties in achieving fluency and accuracy when speaking. To further understand this problem, it was necessary to examine how different methods of practice relating to an individual’s ability to communicate orally supported the overall development of one’s oral proficiency. According to Sato and Ballinger (2016), language learners benefit from interacting with their peers and being in a collaborative environment. Zhang et al. (2022) also stated that learners who are engaged in interactive speaking activities that are student-centered experience greater fluency, pronunciation and communication skills. However, some teachers focus more on reading and writing in the classroom. This leads to learners having a gap between their knowledge of the language and the application of it.

Based on these issues, further research is needed to understand the effects of different language-learning experiences and communication tasks on learners’ oral communicative competence. It was anticipated that the results of this investigation would assist educators in improving their educational practices by providing effective and context-appropriate techniques for assisting their students in developing their oral communication abilities.

1.1 Statement of the Problem

Specifically, it sought to answer the following research questions:

1. What is the level of Learners’ Speaking Practices in terms of:

- 1.1 Peer Interaction
- 1.2 Self-Practice
- 1.3 Media Exposure
- 1.4 Formal Practice, and
- 1.5 Use of Technology?

2. What is the level of Learners’ Speaking Skills in terms of:

- 2.1 Vocabulary
- 2.2 Fluency
- 2.3 Tone and Voice
- 2.4 Pronunciation
- 2.5 Grammar Accuracy?

3. Is there a significant relationship between the Learners’ Speaking Practices and the Learners’ Speaking Skills?

II. METHODOLOGY

The research design used in this study was the mixed-method research design. This design is appropriate for examining the relationship between variables through the integration of quantitative and qualitative approaches, allowing the researcher to describe existing conditions and determine the degree of association between speaking practices and learners' speaking skills, and gain deeper insights into the learners' experiences and challenges.

This study utilized both quantitative and qualitative approaches to provide a more comprehensive understanding of the research problem. According to Creswell and Creswell (2018), quantitative research is a method used to test objective theories by examining the relationship among variables through numerical data and statistical analysis. The quantitative approach focuses on gathering and analyzing numerical data to identify patterns, relationships, and measurable outcomes through statistical methods (Creswell & Creswell, 2018). It enables the researcher to describe variables and determine the relationship between speaking practices and learners' speaking skills objectively and systematically.

III. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data. It presents the data gathered about the significant relationship between Speaking Practices and Learners' Speaking Skills in English. In particular, the study sought to address the following:

Level of Speaking Practices

In this study, the level of Speaking Practices refers to Peer Interaction, Self-Practice, Media Exposure, Formal Practice, and Use of Technology.

The level of Speaking Practices is shown in the following table, which presents the statement, *Mean*, *Standard Deviation*, remarks, and verbal interpretation from the perspectives of the respondents.

The statement indicates that learners most strongly engaged in peer interaction to apply newly learned speaking techniques ($M = 3.68$, $SD = 1.10$), suggesting that collaborative activities provided opportunities for practical application of speaking skills. Learners also reported developing their speech delivery skills through interaction with peers, reflecting the role of social engagement in enhancing communication abilities. On the other hand, building confidence in speaking obtained the lowest mean ($M = 3.41$, $SD = 0.90$), although it remained within the "Agree" range. This suggests that while peer interaction played a part in building confidence, it might not have been as strongly recognized as its role in boosting particular speaking abilities. This further suggests that learners may view peer interaction as more effective in enhancing fluency, vocabulary, and communicative ability rather than directly influencing their self-confidence in speaking English.

Table 1 illustrated the level of Speaking Practices in terms of Peer Interaction.

The level of speaking practices in terms of Peer Interaction attained a weighted mean score of 3.54 and a standard

deviation of 0.95, and was verbally interpreted as high among the respondents.

Table 1. Level of Speaking Practices in terms of Peer Interaction

Statements	Mean	SD	Remarks
<i>I engage in English conversations with my classmates to...</i>			
...build my confidence in speaking.	3.41	0.90	Agree
...express my ideas clearly and effectively.	3.53	0.96	Agree
...improve my overall speaking performance.	3.51	0.99	Agree
...develop my speech delivery skills.	3.55	0.98	Agree
...apply new speaking techniques learned.	3.68	1.10	Agree
Weighted Mean	3.54		
SD	0.95		
Verbal Interpretation	High		

In summary, the findings suggested that peer interaction was an effective speaking practice that helped learners apply speaking techniques, improve speech delivery, and actively engage in communication activities. Furthermore, these findings suggested that collaborative learning environments may have a beneficial effect on students' speaking skills. The results indicated that meaningful peer interaction can support language learning among Grade 8 learners within classroom settings.

Similarly, this supported the sociocultural perspective of Vygotsky, which emphasized the importance of social interaction in language development, and the Interaction Hypothesis of Long (2017), which highlighted interaction as essential in language acquisition. Both perspectives suggest that learners develop their language skills more effectively when they actively engage in meaningful communication and collaborative learning experiences with others.

Table 2 showed the level of Speaking Practices in terms of Self-Practice.

Table 2. Level of Speaking Practices in terms of Self-Practice

Statements	Mean	SD	Remarks
<i>I practice speaking independently to...</i>			
...develop fluency and reduce hesitation when speaking.	3.69	1.03	Agree
...organize thoughts clearly and coherently in oral expression.	3.53	0.88	Agree
...enhance confidence in delivering ideas verbally.	3.56	1.03	Agree
...refine my intonation, stress, and voice modulation.	3.62	0.98	Agree
...identify areas for improvement.	3.74	0.94	Agree
Weighted Mean	3.63		
SD	0.94		
Verbal Interpretation	High		

The Self-Practice attained a weighted mean of 3.63 ($SD = 0.94$), which was verbally interpreted as high, indicating that learners consistently engaged in independent speaking activities to improve their communication skills.

The results showed that learners most strongly engaged in self-practice to identify areas for improvement ($M = 3.74$, $SD = 0.94$), indicating a high level of awareness and effort toward enhancing their speaking performance. Learners also reported practicing to develop fluency and reduce hesitation when speaking, reflecting their intention to improve confidence and smoothness in communication. On the other hand, organizing

thoughts clearly and coherently in oral expression obtained the lowest mean ($M = 3.53$, $SD = 0.88$), although it remained within the "Agree" range. These findings showed that although learners completed independent practice, they still had some difficulty in organizing thoughts for speech.

Self-practice greatly aided learners in developing their speaking skills, especially through the development of fluency and self-esteem. Learners reflected upon and improved their performances due to independent practice, leading to further self-practice and improvement. Additionally, the study confirmed the work of Benson (2017) in regards to the importance of autonomy in language learning as well as Nation (2017), who demonstrated that intentional practice can help to increase fluency and accuracy.

Table 3 indicated the extent of Speaking Practices with regard to Media Exposure.

Table 3. Level of Speaking Practices in terms of Media Exposure

Statements	Mean	SD	Remarks
<i>I watch online speeches and presentations or listen to podcasts, news, and radio programs to...</i>			
...improve my pronunciation and articulation.	3.81	0.93	Agree
...develop fluency and natural flow in speaking.	3.74	0.88	Agree
...learn effective speaking techniques such as tone, pacing, and voice modulation.	3.76	0.87	Agree
...enhance my listening comprehension to respond appropriately in conversations.	3.68	0.91	Agree
...observe and apply effective presentation and public speaking strategies.	3.61	1.02	Agree
Weighted Mean	3.72		
SD	0.89		
Verbal Interpretation	High		

The Media Exposure attained a weighted mean of 3.72 ($SD = 0.89$), which was verbally interpreted as high, indicating that learners consistently relied on media resources to support their speaking development.

The learner's use of media resources for the development of pronunciation and articulation was the highest ($M = 3.81$, $SD = 0.93$) of all media resource usage, and it suggested that through exposure to spoken language models, learners develop accurate speech production. In contrast, the median for learners' exposure to media resources to learn how to observe and practice effective presentation and public speaking techniques was the lowest ($M = 3.61$, $SD = 1.02$), but still fell within the "Agree" range; however, this indicated that although learners were exposed to a variety of media resources, their ability to apply more complex speaking strategies required further practice.

The results indicated that through media exposure, learners had access to a rich source of input for their language-learning experiences, and they developed both receptive and productive speaking skills by being consistently exposed to authentic language. Learners were able to observe the pronunciation, fluency, and use of effective speaking techniques through their experience with authentic materials. This supported the assertion made by Benson (2017), that the exposure to language electronically will continue to provide opportunities for learners to grow in their ability to communicate using the language that they had learned.

Also, Richards (2017) stated that multimedia learning resources, as well as exposure to authentic language through media resources, provided a substantial amount of resources that learners may utilize to build their communicative competencies. According to Richards, when learners have exposure to authentic learning materials, including multiple forms of video, conversational activities, and interactive tasks, they will be more motivated and able to utilize English in real-world communication situations, thereby increasing their accuracy and effectiveness in communication through the use of spoken English.

Table 4 presented the level of Speaking Practices in terms of Formal Practice.

Table 4. Level of Speaking Practices in terms of Formal Practice

Statements	Mean	SD	Remarks
<i>I participate in class recitations and oral activities to...</i>			
...improve my pronunciation and clarity of speech.	3.90	0.95	Agree
...develop fluency in expressing my thoughts verbally.	3.69	0.92	Agree
...practice organizing my ideas coherently when speaking.	3.72	0.88	Agree
...expand my vocabulary and use appropriate language in discussions.	3.56	1.04	Agree
...refine my intonation, voice modulation, and overall delivery.	3.71	1.01	Agree
Weighted Mean	3.72		
SD	0.93		
Verbal Interpretation	High		

The Formal Practice mean score was computed as a weighted mean of 3.72 with a standard deviation of 0.93. This was interpreted verbally as high; this indicated that due to the structure of their speaking practice activities, learners had developed a high level of participation and interaction within their speaking contexts to enhance their speaking ability.

The results showed that the learners' highest levels of activity in relation to speaking skills development were through oral presentations and classroom recitations for purposes of practicing pronunciation and speech clarity (mean score of 3.90 and standard deviation of 0.95). It indicated that structured activity provides the learners with a level of support toward the development of accurate and clear speech. Conversely, the use of vocabulary expansion and proper language in a discussion situation scored the lowest mean (mean score of 3.56 with a standard deviation of 1.04) but was still within the "Agree" range. This indicated that when learners were participating in formal speaking activities, they received support in some areas but there was still a need for greater reinforcement of vocabulary acquisition while participating in formal speaking activities.

Overall, the results indicated that engaging in formalized classroom speaking activities enhances the speaking skills of learners in several areas, including pronunciation, fluency, and the organization of ideas. It demonstrates that guided, teacher-facilitated tasks provide opportunities for learners to develop their speaking abilities while communicating within a supportive learning environment. Through regular participation in these activities, learners are able to practice expressing their

thoughts more clearly and confidently. This was aligned with current thought regarding language instruction, which emphasized the importance of interaction and structured output in developing fluency and speaking competencies (Nation & Newton, 2020). Such findings highlight the value of incorporating meaningful speaking activities into classroom instruction to support learners' overall oral language development.

Likewise, Thornbury (2017) suggested that teachers can support the development of both fluency and accuracy through structured speaking lessons. By providing learners with focused, meaningful, and purposeful speaking activities, teachers create opportunities for students to practice and refine their oral language skills. Such guided practice enables learners to gain confidence in expressing their ideas, improve their pronunciation and grammatical accuracy, and enhance their overall communicative competence.

Table 5 presented the level of Speaking Practices in terms of the Use of Technology.

Table 5. *Level of Speaking Practices in terms of Use of Technology*

Statements	Mean	SD	Remarks
<i>I use tools and technology-based applications to...</i>			
...enhance my pronunciation through speech recognition and feedback features.	3.79	0.88	Agree
...develop my fluency by engaging in interactive speaking exercises.	3.56	0.91	Agree
...improve my articulation and clarity through recorded practice and self-evaluation.	3.89	0.85	Agree
...refine my speaking performance through immediate corrective feedback.	3.61	0.90	Agree
...increase my confidence in delivering oral presentations and discussions.	3.68	0.99	Agree
Weighted Mean	3.70		
SD	0.87		
Verbal Interpretation	High		

The Use of Technology attained a weighted mean of 3.70 (SD = 0.87), which was verbally interpreted as *high*, indicating that learners actively integrated digital tools into their speaking practice.

The results showed that learners used technology primarily for improving their articulation and clarity through recorded practice and self-evaluation (M = 3.89, SD = 0.85); therefore, the use of technology enabled reflective learning and performance monitoring. Learners also used speech recognition and feedback features to improve their pronunciation (M = 3.79, SD = 0.88), which underscored the importance of instant feedback in increasing speech accuracy. However, developing fluency with interactive speaking exercises received the lowest mean score (M = 3.56, SD = 0.91), but it was still in the "Agree" range. Therefore, although technology was being used widely, there may be a need for greater consistency and guidance in using it to improve spontaneous fluency.

These findings suggest that technology plays an important role in helping learners improve their speaking skills, particularly in pronunciation, self-evaluation, and the use of feedback for improvement. The results indicate that digital tools provide learners with accessible and flexible

opportunities to practice speaking on their own. Through these tools, learners can listen to their speech, reflect on their performance, and identify areas that need improvement. This allows them to practice more frequently and at a pace that suits their individual learning needs, contributing to the gradual development of their speaking abilities.

Similarly, recent studies have shown that mobile and digital learning tools support speaking development by giving learners greater control over their learning and providing opportunities for interactive and self-paced practice (Stockwell, 2022). Because these tools can be accessed anytime and anywhere, learners are encouraged to engage more regularly in speaking activities, helping improve their confidence, motivation, and communication skills. As a result, technology creates a more supportive and engaging environment for speaking development.

Level of Learners' Speaking Skills

In this study, the level of Learners' Speaking Skills referred to Vocabulary, Fluency, Tone and Voice, Pronunciation, and Grammar Accuracy.

The level of Learners' Speaking Skills was shown in the following table, which presents the statement, *Mean*, *Standard Deviation*, remarks, and verbal interpretation from the perspectives of the respondents.

Table 6 showed the level of Learners' Speaking Skills in terms of Vocabulary.

Table 6. *Level of Learners' Speaking Skills in terms of Vocabulary*

Statements	Mean	SD	Remarks
<i>Carrying out speaking practices, as a learner, I can...</i>			
...use appropriate words to express my ideas clearly.	3.94	0.89	Agree
...select words that match the meaning I want to communicate.	3.89	0.88	Agree
...apply a variety of words when explaining my thoughts.	3.79	0.84	Agree
...choose precise words to convey ideas effectively.	3.70	0.89	Agree
...expand ideas using different and suitable vocabulary.	3.67	1.04	Agree
Weighted Mean	3.80		
SD	0.88		
Verbal Interpretation	High		

The Vocabulary skills attained a weighted mean of 3.80 (SD = 0.88), which was verbally interpreted as *high*, indicating that learners demonstrated a strong level of vocabulary proficiency in speaking.

The findings revealed that learners frequently used appropriate words to express their ideas clearly (M = 3.94, SD = 0.89), indicating a strong ability to communicate meaning effectively. In comparison, the lowest score (M = 3.67, SD = 1.04) in expanding ideas through the use of varied and appropriate vocabulary indicated that learners had sufficient vocabulary to express themselves in a basic way, but there was still a need to develop further to provide learners with more variety and richness in their language use.

More generally, the data illustrated that the increased knowledge of vocabulary among the learners had improved their ability to express themselves in a more concise and

appropriate manner through oral communication. It supported the idea that through their participation in speaking activities, learners were able to expand their vocabulary base and enhance their ability to effectively employ and utilize the vocabulary they had gained during the learning process.

Similarly, this aligns with research indicating that meaningful language use in communicative activities facilitates vocabulary growth and strengthens learners' ability to retrieve and use words accurately in speaking tasks (Webb & Nation, 2017).

The level of Learners' Speaking Skills with regard to Fluency was shown in Table 7.

Table 7. Level of Learners' Speaking Skills in terms of Fluency

Statements	Mean	SD	Remarks
Carrying out speaking practices, as a learner, I can...			
...speak smoothly with minimal pauses.	3.71	1.03	Agree
...express my ideas continuously when speaking.	3.66	0.78	Agree
...maintain a steady flow of speech during discussions.	3.75	0.88	Agree
...respond to questions with little hesitation.	3.66	1.03	Agree
...organize my thoughts while speaking to keep my speech flowing.	3.94	0.92	Agree
Weighted Mean	3.74		
SD	0.89		
Verbal Interpretation	Very High		

The Fluency skills attained a weighted mean of 3.74 (SD = 0.89), which was verbally interpreted as *very high*, indicating that learners demonstrated a strong ability to communicate smoothly and coherently.

The findings revealed that learners often organize their thoughts while speaking to maintain the flow of their speech (M = 3.94, SD = 0.92), indicating strong control in structuring ideas during communication. Learners also demonstrated the ability to maintain a steady flow of speech during discussions (M = 3.75, SD = 0.88), reflecting their capacity to sustain meaningful interaction. On the other hand, expressing ideas continuously and responding to questions with little hesitation both obtained lower means (M = 3.66, SD = 0.78 and SD = 1.03, respectively), although these remained within the "Agree" range. This suggests that while learners demonstrated fluency, occasional pauses and hesitation may still occur in spontaneous communication.

Overall, findings indicated that learners obtained a high level of Fluency skills, especially in terms of organizing their thoughts and maintaining a smooth flow while speaking. Results also suggested that frequent engagement in speaking practices had helped learners build automaticity and confidence in expressing their thoughts, which had been supported by current research stating that fluency was developed through extensive and repeated task-based practice that helped to strengthen the automatic retrieval and production of language (Tavakoli & Wright, 2020).

On a similar note, task-based language learning included numerous studies of best practice stating that repeated and meaningful speaking tasks supported fluency development by promoting the automatic use of language (Bygate, 2018). This also suggests that learners who are frequently exposed to speaking opportunities tend to develop greater ease in real-

time language production. As learners repeatedly engage in communicative tasks, they become more familiar with using the language spontaneously and efficiently. Regular practice also helps reduce hesitation and allows learners to express their ideas with greater confidence and fluency in various communication situations.

Table 8 showed the level of Learners' Speaking Skills regarding Tone and Voice.

Table 8. Level of Learners' Speaking Skills in terms of Tone and Voice

Statements	Mean	SD	Remarks
Carrying out speaking practices, as a learner, I can...			
...use an appropriate tone when expressing my ideas.	3.94	0.77	Agree
...vary my pitch and intonation to make speech engaging.	3.67	0.89	Agree
...speak with a clear and confident voice.	3.71	0.94	Agree
...adjust my voice to suit the message and situation.	3.71	1.01	Agree
...express emotions and meaning through my tone of voice.	3.72	1.04	Agree
Weighted Mean	3.75		
SD	0.90		
Verbal Interpretation	High		

The learners demonstrated the ability to utilize Tone and Voice effectively when communicating verbally with an average score of 3.75 (SD=0.90).

The results suggested that learners demonstrated effective tone usage when conveying their ideas to others (M=3.94; SD=0.77). Learners also expressed emotion and meaning through tone (M=3.72; SD=1.04). On the other hand, although varying pitch and intonation to create engaging speech scored lower than all the other variables (M=3.67; SD=0.89), the result was still within the "Agree" range. Therefore, while many of the learners had some control over their tone; however, there may still be a need for development in varying their expressiveness.

Overall, these results indicated that learners possessed the skills to communicate meaning and emotion verbally through the tone and voice in their verbal communication. This research supported the notion that speaking practice improved not only the clarity of speech but the expressiveness and communicative aspect of verbal communication. Recent research supported that the suprasegmental features of speech; intonation, stress and rhythm; help to convey meaning and made spoken communication more effective when learning a second language (Hahn & Dickerson, 2017).

Similarly, studies on spoken discourse highlight that effective use of prosodic features contributes significantly to intelligibility and interactional meaning in oral communication (Derwing & Munro, 2021).

Table 9 shows the level of Learners' Speaking Skills in terms of pronunciation.

The Pronunciation skills attained a weighted mean of 3.73 (SD = 0.88), which was verbally interpreted as *high*, indicating that learners demonstrated a strong level of pronunciation proficiency.

The findings revealed that learners often pronounced words clearly when speaking (M = 4.00, SD = 0.85), indicating a strong ability to produce understandable speech.

On the other hand, using proper intonation when delivering sentences obtained the lowest mean ($M = 3.56$, $SD = 0.99$), although it remained within the “Agree” range. This suggests that while learners demonstrated clear articulation, aspects of prosody such as intonation may still require further development.

Table 9. Level of Learners' Speaking Skills in terms of Pronunciation

Statements	Mean	SD	Remarks
<i>Carrying out speaking practices, as a learner, I can...</i>			
...pronounce words clearly when speaking.	4.00	0.85	Agree
...articulate sounds correctly to make my speech understandable.	3.66	0.85	Agree
...produce correct word stress when speaking words.	3.58	0.84	Agree
...use proper intonation when delivering sentences.	3.56	0.99	Agree
...improve the accuracy of my pronunciation during speaking activities.	3.84	0.97	Agree
Weighted Mean	3.73		
SD	0.88		
Verbal Interpretation	High		

These outcomes imply that learners developed improved pronunciation skills, particularly in clarity and accuracy of speech production. The results suggest that consistent speaking practice contributed to better articulation and increased intelligibility in spoken communication. Recent research highlights that both communicative speaking assignments and concentrated pronunciation practice greatly improve second language learners' speech clarity and intelligibility (Hendrickson, 2017), which supports this conclusion.

Relatedly, studies in applied phonetics highlight that systematic pronunciation instruction, when combined with consistent and repeated oral practice, plays a crucial role in improving learners' speech production. According to Levis and Son (2019), structured training helps learners develop greater accuracy in articulating sounds, stress, and intonation patterns. Through continuous practice and guided correction, learners are able to produce more intelligible and comprehensible speech, which ultimately strengthens their overall communicative effectiveness in real-life interactions. In addition, regular exposure to pronunciation-focused activities allows learners to become more aware of their speech patterns and make gradual improvements in their oral communication skills.

Table 10 presented the level of the Learners' Speaking Skills with respect to Grammar Accuracy.

The Grammar Accuracy obtained a weighted mean of 3.74 with a standard deviation of 0.91, interpreted as *High*. This indicated that learners exhibit a strong level of grammatical competence in spoken English, particularly in sentence construction and expression of ideas.

Among the indicators, constructing sentences with correct grammatical structure obtained the highest mean ($M = 4.04$, $SD = 0.86$), indicating that learners demonstrated strong confidence in forming grammatically correct sentences during speaking activities. On the other hand, avoiding common grammatical errors when communicating recorded the lowest mean ($M = 3.52$, $SD = 0.96$), suggesting that while learners

generally perform well, occasional difficulties in maintaining grammatical accuracy still existed in spontaneous speech.

Table 10. Level of Learners' Speaking Skills in terms of Grammar Accuracy

Statements	Mean	SD	Remarks
<i>Carrying out speaking practices, as a learner, I can...</i>			
...construct sentences with correct grammatical structure.	4.04	0.86	Agree
...use correct verb tenses when expressing my ideas.	3.70	0.95	Agree
...speak in complete and correct sentences.	3.71	0.92	Agree
...avoid common grammatical errors when communicating.	3.52	0.96	Agree
...express ideas using accurate sentence patterns.	3.72	0.97	Agree
Weighted Mean	3.74		
SD	0.91		
Verbal Interpretation	High		

In summary, these findings implied that speaking practices contributed positively to learners' grammatical development by reinforcing correct sentence formation and language structure. This aligned with recent research suggesting that meaningful interaction and communicative speaking tasks facilitate grammar development through contextualized use rather than isolated instruction (Ellis, 2018). Through regular participation in speaking activities, learners are given opportunities to apply grammatical rules in authentic communication situations. As a result, they gradually develop greater accuracy and confidence in using appropriate language structures when expressing their ideas orally.

Similarly, task-based language teaching studies emphasized that learners' grammatical accuracy improved when they were actively engaged in repeated, meaningful speaking activities that simulate real-life communication. According to Willis and Willis (2019), the integration of purposeful tasks, interaction, and corrective feedback allowed learners to notice language forms while focusing on meaning. This process helped them gradually refine their grammatical structures, leading to more accurate and effective spoken language use over time.

IV. CONCLUSION AND RECOMMENDATIONS

The study found evidence supporting the conclusion that the relationship between speaking practices and learners' speaking skills was positive, so that increased engagement with meaningful speaking had a positive influence on learners' ability to speak well. Therefore, the researchers rejected the null hypothesis which stated that there was no positive relationship between speaking practices and learners' speaking skills.

Based on the findings of the study, students demonstrated a high level of engagement in speaking practices and a strong level of speaking proficiency in English. The study further revealed that regular participation in speaking activities positively influenced learners' speaking development. However, challenges related to pronunciation, vocabulary, grammar, fluency, anxiety, and lack of confidence continued to affect learners' oral communication performance. Since both cognitive and affective factors were found to influence speaking proficiency, the following recommendations are

offered to further support the development of learners' speaking skills.

Curriculum developers and school administrators may strengthen English programs by integrating more speaking-focused and communication-based activities across the curriculum. Institutions may also support English learning initiatives such as English-speaking clubs, language workshops, debate forums, and communication-based competitions to provide learners with meaningful speaking opportunities. In addition, the integration of digital language-learning tools and multimedia resources may increase learners' exposure to authentic English and further support the development of speaking skills.

Teachers may provide structured, interactive, and learner-centered speaking activities that encourage meaningful oral communication. Activities such as role-plays, guided discussions, think-pair-share, and other communicative tasks may help learners improve their speaking skills and confidence. Teachers may also incorporate media-based and technology-based activities to increase learners' exposure to authentic language use. Furthermore, creating a supportive and low-anxiety classroom environment through positive reinforcement and constructive feedback may help learners develop both accuracy and confidence in communication.

Parents may support learners' speaking development by encouraging the use of English in daily interactions at home. Providing opportunities for simple conversations, exposure to English media such as podcasts and videos, and a supportive home environment may help learners improve their speaking skills while minimizing anxiety and fear of making mistakes.

Students may engage in regular and meaningful speaking practice both inside and outside the classroom using traditional and digital learning resources. Exposure to English media (i.e., podcasts, videos, films, and language-learning applications) may help improve vocabulary, pronunciation, and fluency. Learners are also encouraged to actively participate in speaking opportunities despite language limitations, as confidence and fluency develop through continuous practice and communication.

Lastly, future researchers may conduct further studies that explore other factors related to speaking development, such as speaking anxiety, confidence level, and willingness to

communicate. Experimental and intervention-based studies may also be conducted to determine the effectiveness of specific speaking strategies and technology-integrated approaches in improving speaking performance. In addition, similar studies may be expanded to different educational settings and grade levels to provide a broader understanding of learners' speaking development.

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