

FROM SOUND TO SPEECH: HOW INTERACTIVE SPEAKING SHAPES PRONUNCIATION SKILLS

Dinar Dipta, Dian Nashrul Munif, Hanifa Maisaroh

Universitas Darussalam Gontor, Indonesia

dinardipta@unida.gontor.ac.id

Abstract

Interactive speaking skills encompass abilities such as agreeing, disagreeing, expressing opinions, clarifying statements, responding to challenges, offering suggestions, reinforcing ideas, and providing accurate information. However, a preliminary study revealed a lack of interactive engagement during English lessons, leading to minimal student participation. This research examines how teachers utilize interactive speaking strategies for effective pronunciation instruction and evaluates students' pronunciation skills. Conducted as a qualitative case study with eighth-grade English teachers, data were collected through classroom observations, interviews, and documentation. The analysis was descriptive, with results presented in narrative form rather than numerical data. Triangulation methods helped verify the trustworthiness of the data. The findings indicate that, although the teacher assigns dialogue-based tasks aimed at promoting interaction, several key elements of interactive speaking theory are not implemented, limiting classroom interaction. This shortcoming diminishes the effectiveness of pronunciation teaching and negatively affects the overall quality of English language education.

Keywords: *Classroom interaction, Interactive speaking, Student engagement, Teacher practices*

I INTRODUCTION

Speaking is essential in learning second and foreign languages, acting as the main form of verbal communication in both academic and real-life situations. It is often seen as the most challenging language skill because it combines grammar, vocabulary, fluency, and pronunciation (Ghafar & Raheem, 2023). In English as a Foreign Language (EFL) class, developing speaking abilities is a primary teaching goal. However, many students find it hard to achieve communicative competence due to few practice opportunities and limited exposure to authentic language contexts (Yan et al., 2024). Among speaking skills, pronunciation is especially important for being understood and communicating effectively, as it influences how easily others can understand the speaker (Bakar & Abdullah, 2015).

Recent research highlights the importance of interactive speaking as a method to enhance both fluency and pronunciation (Bella et al., 2025; Murti & Jabu, 2022; Zega et al., 2023; Zuo, 2024). Interactive speaking involves real-time, two-way communication where learners exchange ideas, ask and answer questions, express agreement or disagreement, and negotiate meaning (Low, 2018). These interactions imitate real-life communication and help learners internalize correct pronunciation patterns within context (Nguyen & Bao, 2024). Numerous studies have examined the benefits of interactive speaking, especially in online learning environments, where tools like video conferencing and digital media promote student engagement (Aisy et al., 2025; Atmazaki et al., 2021; Blyzniuk & Kachak, 2024; Vindiyasari et al., 2022). This body of research underscores the growing interest in interactive approaches as a way to improve speaking skills in EFL settings.

However, despite the growing focus on interactive speaking in the literature, much of the current research centers on online or digital platforms, leaving a notable gap regarding how interactive speaking strategies are used in offline, face-to-face classroom settings, especially for teaching pronunciation. This gap is especially clear in junior high schools, where curriculum restrictions and limited teacher training often prevent the adoption of communicative teaching methods.

Preliminary observations at MTs At-Taqwa Bondowoso, an Islamic junior secondary school in Indonesia, indicated that English instruction remains mostly teacher-centered, with little focus on interactive speaking. Teaching primarily involves textbook-based dialogue reading aligned with the national curriculum, without promoting spontaneous student-teacher interactions or pronunciation practice. Consequently, students rarely get chances to build speaking confidence or improve their pronunciation in real communicative settings.

Given this background, this study addresses an important issue: the underuse of interactive speaking strategies in teaching pronunciation in offline classroom settings. While interactive speaking has proven to be effective in developing speaking skills, its practical use in traditional classrooms, where many teachers still depend on passive learning methods, remains limited.

The novelty of this study lies in its focus on the in-person, classroom-based implementation of interactive speaking aimed at improving pronunciation. Unlike previous research that explores digital or remote settings (Mingyan et al., 2025; Tauchid et al., 2024; Zein et al., 2020), this study examines how an EFL teacher employs interactive speaking strategies, such as guided dialogues and peer interviews, to promote pronunciation development among eighth-grade students. As a qualitative case study, it investigates not only the instructional techniques used but also the challenges and successes of incorporating interactive speaking into a conventional teaching environment to improve students' pronunciation.

By examining how interactive speaking strategies are implemented in a real-world EFL classroom, this study offers practical insights to the growing conversation on communicative language teaching. It also gives pedagogical recommendations for teachers, curriculum developers, and policymakers aiming to improve pronunciation instruction through learner-centered, interactive methods.

1.1 INTERACTIVE SPEAKING

In learning English, interactive speaking is vital for the teaching and learning process between teachers and students because it allows teachers to evaluate students' speaking abilities (Tiwari, 2023). This type of speaking involves engaging in extended interactive activities like role plays, interviews, discussions, and oral presentations (Brown, 2003). Consequently, interactive speaking is crucial for helping students articulate their learned ideas and motivates them to think more broadly, all while enhancing their English-speaking skills (Henisah et al., 2023).

Interactive speaking is a form of interaction that results in a dialogue (Abdusyukur, 2024). It naturally occurs between two or more people. This relates to the methods individuals use to try to convey their points to others. As a result, the main goal of speaking for interaction is to communicate clearly with others using words and to deliver messages accurately (Sundari, 2018).

Students should engage in more interactive speaking activities, as this demonstrates that the teacher is attempting to comprehend the meaning behind the words (Eisenring & Margana, 2019). During communication, especially when engaging with interlocutors, students participate in the process of negotiating meaning, which entails understanding the messages exchanged. Therefore, when educators facilitate student interaction in English, it enables students to perceive and comprehend meaning through interpersonal engagement, thereby fostering more natural speech production.

Brown (2003) highlights that interactive speaking skills encompass activities such as agreeing or disagreeing, sharing opinions, requesting opinions, clarifying statements, responding to attacks, suggesting actions, reinforcing ideas, and exchanging accurate information. From this, interactive speaking involves not only teacher-student interactions but also demonstrates how teachers can effectively deliver information and support students in pronunciation through these interactions (Mutmainnah, 2022).

Interactive teaching encompasses bidirectional communication between educators and learners, as well as among students themselves (Cebelleros & Buenaventura, 2024). Educators must observe and comprehend students' thought processes to support continuous learning by structuring the pedagogical flow and fostering concentration on the subject matter, thereby assisting students in analyzing the significance of these concepts. Moreover, classroom interaction includes all manners of communication, such as exchanges between educators and pupils during instruction (Azizi & Halimi, 2024). Consequently, bilateral interaction is vital for enhancing existing ideas and understanding the manner in which students articulate the concepts they have acquired.

Teaching interactive speaking in the classroom can take various forms. It includes interpersonal tasks and more transactional types of communication (Nggawu & Thao, 2023). Brown (2003) states that interactive speaking involves extensive interactive discourse, such as interviews, role plays, discussions, and games.

Interactive speaking is vital in English learning as it promotes meaningful communication and lets teachers assess students' speaking skills. Activities like role plays, interviews, and discussions enable learners to practice clear messaging, negotiate meaning, and speak naturally (Murti & Jabu, 2022). These exchanges help students express opinions, clarify ideas, and respond appropriately, improving pronunciation. Effective interactive teaching involves purposeful two-way communication that encourages students to think and articulate ideas, enhancing their overall speaking ability (Omar et al., 2020). This theoretical perspective is directly relevant to the findings of the present study, which show that limited use of interactive speaking in the classroom results in reduced student participation and limited pronunciation development. By grounding the analysis in these established concepts, the research

highlights the importance of consistently applying interactive speaking strategies to enhance students' pronunciation outcomes.

1.2 TEACHING PRONUNCIATION THROUGH INTERACTIVE SPEAKING

Pronunciation is essential in speaking because correct articulation, stress, rhythm, and intonation determine if a listener can properly understand a speaker's message (Lasi, 2020). It emphasizes the importance of segmental features (vowels and consonants) and suprasegmental features (stress, rhythm, intonation) in achieving understandable speech (Datu, 2025). Mastering these features requires contextualized practice, not just mechanical repetition. Effective pronunciation instruction helps learners produce clear sounds, communicate meaning accurately, and speak confidently (Reid & Mihaľová, 2025). However, pronunciation cannot be mastered through isolated practice alone; it needs genuine, meaningful interaction.

This is where interactive speaking becomes essential. Interactive speaking activities, such as role plays, interviews, discussions, and peer dialogues, provide learners with repeated opportunities to practice pronunciation features in real communicative contexts (An & Hien, 2024). During interaction, students negotiate meaning, adjust their spoken output based on listener feedback, and apply pronunciation concepts (stress, rhythm, phonology, and intonation) in spontaneous speech (Loewen & Isbell, 2017).

Interactive speaking enhances pronunciation learning by enabling learners to produce authentic speech, receive corrective feedback, and practice pronunciation patterns in meaning-focused communication (Darcy, 2018). The theory also supports the idea that pronunciation mastery progresses through stages, from unclear production to fully intelligible speech, which aligns with the pedagogical need for consistent interactive practice.

These activities mirror natural language use, enabling learners to progress through levels of pronunciation mastery, from being misunderstood, to being partly understood, to achieving clear and accurate speech. For teachers, interactive speaking serves as a practical tool to observe students' pronunciation challenges and scaffold their improvement through modeling, corrective feedback, and meaningful communication (Seemab et al., 2024). Thus, teaching pronunciation and interactive speaking are inseparable: pronunciation provides the linguistic foundation for clear communication, while interactive speaking offers the contextual practice necessary for learners to internalize and refine their pronunciation in authentic, dynamic, and socially meaningful ways.

II METHODS

This study employed a qualitative case study methodology to examine the implementation of interactive speaking as a pronunciation teaching strategy for eighth-grade students at MTs At-Taqwa Bondowoso. The qualitative approach was selected to facilitate a comprehensive analysis of instructional practices within their authentic classroom settings, with the researcher serving as the primary instrument for data collection and analysis (Dzogovic & Bajrami, 2023).

The research was conducted at MTs At-Taqwa Bondowoso and involved three English teachers as the main participants, supported by relevant classroom documents. The study used primary data collected through non-participant classroom observations and semi-structured interviews with the teachers, as well as secondary data, including lesson plans, teaching materials, and institutional records.

Data collection methods included three techniques: observation to see how interactive speaking strategies were used during pronunciation lessons, which is supported by photographic documentation; interviews to understand the teachers' insights on teaching challenges and decision-making; and review of documents to support and expand on the observational and interview findings.

Data were analyzed through the Miles & Huberman's (2014) interactive analysis model, which includes data reduction, display, and conclusion drawing. This framework helped identify recurring patterns and themes related to using interactive speaking in pronunciation teaching.

To ensure the rigor of the research, trustworthiness procedures were implemented through the triangulation of data collection methods and the verification of findings with the participant to confirm the accuracy and credibility of the interpretations.

III FINDINGS AND DISCUSSION

The findings encompass three primary aspects: the teachers' application of interactive speaking strategies, the challenges encountered during their implementation, and the extent to which these strategies contribute to the enhancement of students' pronunciation skills.

3.1 TEACHING PRONUNCIATION THROUGH INTERACTIVE SPEAKING

The data results for the first research question are presented as observational findings, where the researcher uses non-participant observation to gather data. During English learning, the teacher implemented an interactive speaking strategy in teaching pronunciation by using role-play and dialogue.

3.1.1 ROLE-PLAY

When implementing the interactive speaking strategy, the teacher employed role-play during the pronunciation class to discuss the material titled "suggestion." Based on observations, the researcher saw the teacher engaging in interactive speaking through role-play, performing several actions, including:

- (a). The teacher prepares the material titled "suggestion"
- (b). The teacher explains the material titled "suggestion".
- (c). The teacher allows students to ask questions about material they don't understand.
- (d). The teacher provides examples of statements and responses to those statements related to the material that has been taught.
- (e). The teacher provides several statements related to the material taught to students.
- (f). The teacher allows students to ask questions based on the statements provided.
- (g). The teacher then provides corrections on their work.

The teacher demonstrates the concept of "suggestion" through classroom activities, using a statement and a question as examples, such as:

The topic being covered is: "Suggestion: Shall and How About."

Example:

A: The classroom is dirty.

B: Should we clean the classroom?

C: How about cleaning the class?

During the English teaching and learning phase, the teacher engaged students in interaction. However, students provided limited feedback on the teacher's instructions. This was evident when the teacher asked students to formulate questions based on given statements. Observations showed that students offered few arguments or ideas related to the questions. This was due to their limited vocabulary, ideas, and confidence in speaking English. Evidence from the observation transcript includes, such as:

When the teacher states, "*Our friend gets a headache*," the designated student is unable to answer and remains silent. The teacher then points to another student, and the same result occurs: they cannot answer. Finally, the teacher helps to answer the second sentence, "*Shall we pick him up at the UKS?*"

After explaining, the teacher divides the group into one group of two people. After dividing the groups, the teacher asks the two students who come forward to the front of the class to continue reading the dialogue so the teacher can assess their pronunciation. The teacher gives feedback on pronunciation, but the students are confused about the word "sandwich." One student says it as (sanwih), but the correct pronunciation is (san(d)wiCH). Similarly, for the word "lunch," the student says (lanch), but the correct pronunciation is (lən(t)SH). Here, the teacher does not give perfect correction.

In this case, the teacher's role-play demonstrates an effort to use interactive speaking strategies when teaching the topic "Suggestion: Shall and How About." By preparing materials, explaining concepts, eliciting questions, modelling examples, and offering corrections, the teacher aimed to create a structured environment that encourages students to practice spoken English. However, observations show that student interaction remained limited. Many students hesitated or stayed silent when responding to prompts, mainly due to limited vocabulary, lack of ideas, and low confidence. This reduced the activity's effectiveness, as students couldn't answer the prompts without the teacher providing the responses. These instances suggest that students were not yet ready to engage spontaneously with the target language.

Meanwhile, pronunciation practice took place through role-play, but the corrective feedback was incomplete. Mispronunciations were addressed inconsistently, leaving students unsure about correct pronunciation. This shows that while role-play can incorporate pronunciation practice into meaningful communication, its effectiveness relies on clear, consistent corrective feedback. Therefore, although role-play was used as an interactive speaking strategy, it did not fully meet its goals for communication or pronunciation. Limited student readiness and inadequate feedback reduced its impact, indicating a need for stronger vocabulary support, response scaffolding, and more precise pronunciation correction.

3.1.2 DIALOGUE

Interactive speaking involved using dialogue in the classroom, with the teacher guiding based on the English book. Observations showed that the teacher engaged in interactive speaking through dialogue, performing several actions, including:

- a. The teacher instructs students to read the dialog provided as demonstrated by the teacher.
- b. The teacher selects one student to come to the front of the class to partner in reading the conversation in the English book.
- c. The teacher divides a group of two people to read the dialogue that has been exemplified according to their role in turn.
- d. The teacher provides time for students if they have questions about the material.
- e. The teacher ends the lesson by reading the greeting.

The dialog contains:

Jack: Should we make a sandwich for lunch?

Sara: That's a good idea.

Jack: How about a chicken sandwich?

Sara: Okay, good.

Jack: Should we have some salad with that?

Sara: Yes, please. I like chicken with salad.

In the final stage, the teacher conducted a dialogue in the English book. The steps of the dialogue are: when the teacher gives an example to the students, the students then follow what the teacher has modelled, and they read the dialogue aloud in front of the class in turn. This evaluation stage results in interactions between teachers and students or students and teachers, with students repeating what the teacher has modelled and following along.

The teacher's method of using dialogue reading functions as a structured form of interactive speaking, designed to help students become familiar with target expressions and provide opportunities for oral practice. Observational data indicate that the teacher followed a sequence, from demonstrating the dialogue to having students read it in pairs, which matches typical structured oral practice used in EFL classrooms.

Despite this structured approach, the interaction promoted through dialogue remained very mechanical and reliant on the teacher. Students mainly repeated what they read rather than engaging in spontaneous conversation, as their speaking was limited to reciting pre-written lines from the textbook. This restricted the development of authentic communicative skills, since students were not asked to create original responses or negotiate meaning beyond the scripted text.

Furthermore, the teacher's method of selecting individual students to read the dialogue in front of the class focused on performance rather than interaction. While this gave opportunities for the teacher to assess pronunciation, it did not promote peer-to-peer communication or allow students to use language creatively. The lack of extended questioning, elaboration, or follow-up discussion also limited the depth of interaction.

Although the teacher allotted time for student questions, observations showed minimal student inquiry, indicating that students may not have fully understood the material or felt confident participating beyond the scripted content. This supports earlier findings about students' limited vocabulary and low confidence in speaking English.

The evaluation stage, where students repeat the modelled dialogue, reflects a traditional audio-lingual approach more than an interactive speaking method. While repetition can help improve pronunciation accuracy, it is not enough for developing communicative pronunciation skills, which require learners to use language in different and unpredictable situations.

Therefore, the dialogue activity provided basic oral practice and some pronunciation modelling but lacked genuine interaction and spontaneous language use. As implemented, it did not fully align with the principles of interactive speaking, which focus on negotiation of meaning, learner independence, and authentic communication. Improving dialogic tasks with open-ended responses, more questioning, and interactive extensions could make them more effective in supporting pronunciation development.

3.2 THE TEACHER'S CHALLENGES IN IMPLEMENTING INTERACTIVE SPEAKING STRATEGIES IN TEACHING PRONUNCIATION

The second analysis examines the teacher's challenges in implementing interactive speaking strategies for teaching pronunciation skills. Data were collected through interviews. The results show that the teacher struggles with applying interactive speaking due to several factors, which are:

- (a) The students have a limited vocabulary.

According to this statement, the observed results while teaching English indicate that the teacher has taught English pronunciation to the students. There is one word in a sentence that is in Indonesian and written in Indonesian, which is the word "UKS." Here, students imitate the word "UKS" but do not recognize its English meaning. Interviews with teachers confirm that the main obstacle in using interactive speaking is pronunciation and the students' limited vocabulary. Therefore, it is essential to effectively teach English pronunciation to help students understand, since the subject matter is in English.

- (b) The students' problem with both the segmental and suprasegmental features of pronunciation.

The pronunciation difficulties observed in this study were specific and recurrent. Students struggled with both segmental and suprasegmental features. At the segmental level, they mispronounced consonant clusters and vowel sounds, as seen in words such as sandwich /'sænd.wɪtʃ/, which students pronounced as /sanwih/, and lunch /lʌntʃ/, pronounced as /lanch/. These errors indicate difficulty producing the /ʌ/ vowel and the final affricate /tʃ/. At the suprasegmental level, students showed inconsistent stress placement and flat intonation patterns when reading dialogues, resulting in speech that sounded unnatural and sometimes unclear. These pronunciation issues made students hesitant to speak and reduced their confidence during interactive activities.

- (c) Issue with students' confidence when they are afraid to speak English after the teacher directly corrects their pronunciation.

The problem of self-confidence arises when students mispronounce words. In the second problem, when the teacher directly corrects the pronunciation of 'sandwich,' it causes students to hesitate and fear pronunciation mistakes. However, when students mispronounce 'lunch,' the teacher does not correct them directly.

The problems in implementing interactive speaking are those four that cause students to be passive in the classroom and less likely to answer questions the teacher asks.

The learning process in the classroom that uses interactive speaking strategies must face challenges, as the respondent mentioned above regarding how interactive speaking strategies are implemented in the classroom. The researcher understands the process that has been carried out and the challenges the teacher encountered. The respondent argues that:

"Firstly, students do not understand the vocabulary, and they have little understanding of it. This lack of vocabulary creates a significant obstacle in interacting with students."

There are challenges associated with using interactive speaking, as the respondents mentioned. When facing these challenges, the researcher asked the respondents about practical approaches or strategies teachers can use to overcome issues related to employing interactive speaking strategies for teaching pronunciation skills. The respondents argued:

"The existing problems are the need for more understanding of vocabulary and problems in pronunciation because between writing and pronunciation, there is a difference, so with the current problems, the strategy or approach used is undoubtedly many ways. It varies from classical to direct recognition in context, for example, from classical such as memorization (table = meja, pen = pena). According to the context, the child is invited to make a sentence from an existing picture and for pronunciation, there must be continuous practice, listening to how to pronounce it and giving them the opportunity to students because this is teaching speaking, if teaching speaking who talks a lot is not the teacher, but the student and we as teachers give the most expansive space for them to speak English and practice it."

The issue with used interactive speaking for pronunciation is that there are mistakes in pronunciation, so the researcher asked the respondent whether the teacher can see the student's pronunciation in terms of intonation, fluency, etc., or only in terms of pronunciation mistakes. The respondent argued:

“If I see this student's practice, if there is a mistake at first, there are times when I let it go because I think 'the child dares to practice even though it is wrong, it is good'. After all, he already has the confidence to say it. There are also times when I immediately give the correct example because correcting directly has its risks; for example, imagine we see from the student's point of view that he was first afraid to speak English, then he once spoke English and was blamed, so he was immediately down, so that's why the teacher is competent, there are times when he immediately corrects, there are times when he has to listen first and see what kind of confidence he has.”

The analysis reveals that the teacher faces significant challenges in implementing interactive speaking strategies for pronunciation instruction. The main obstacles include students' limited vocabulary, frequent mispronunciations caused by inconsistencies between spelling and sounds, and low confidence when speaking English, especially when corrected directly. These factors collectively reduce students' willingness to participate, resulting in passive classroom engagement and minimal interaction. Although the teacher employs various methods such as contextual practice, memorization, and selective correction to address these issues, these efforts often do not fully support students' pronunciation development. The findings suggest that overcoming these challenges requires consistent scaffolding, increased exposure to clear pronunciation models, and careful management of corrective feedback to boost student confidence while improving accuracy.

3.3 THE IMPACT OF USING INTERACTIVE SPEAKING STRATEGIES ON ENHANCING PRONUNCIATION SKILLS

In used interactive speaking, the teacher observed students' pronunciation, and the researcher noted that the teacher engaged in several classroom activities related to pronunciation. Based on the results of this study, the teacher assessed students' pronunciation through:

- (a) When students follow the teacher's instructions regarding the dialog in the English book.
- (b) The teacher observes from the role play that students perform when reading a conversation aloud in front of the class.
- (c) The teacher observes when assigning students to answer a given statement.

Among the three methods the teacher observes students' pronunciation, the third method involves the teacher correcting a student's pronunciation immediately when they notice an error. This occurs when the teacher asks the student to answer a question, and at that moment, they correct the incorrect word from the student's speech.

To clarify the teacher's perspective on improving pronunciation skills, the researcher asked the respondent to explain the strategies used to support pronunciation development in the eighth-grade English class. This statement is included because it provides direct evidence of the teacher's pedagogical reasoning, complementing the observational findings and helping to explain why certain classroom practices, such as role-play and dialog reading, were consistently used during instruction. Understanding the teacher's rationale is essential for interpreting the effectiveness and limitations of the interactive speaking strategy observed in this study. The teacher stated:

“I use it as often as possible to interact with students or outside the context, and I always provide practice in learning English. I also often use role-play in teaching, which I relate to the dialogue in the book, such as there is a dialogue model first after I read it, and I tell them to read it themselves, as I did in class yesterday. Two people came forward to the front of the class and continued to read the dialogue according to their role, and this is how I used this role-play.”

All of the above quotations are provided with the teacher's consent and follow ethical research procedures. All respondent input is anonymized, and no personal identifiers are revealed. The teacher was informed that their responses would be used exclusively for academic purposes, and participation was

voluntary. Therefore, including this statement does not breach confidentiality and helps strengthen the analysis of the findings.

However, this finding indicates that interactive speaking gave the teacher multiple chances to evaluate students' pronunciation, especially by reading dialogues, engaging in role-plays, and responding to prompts. The most direct assessment took place when students responded to teacher-made statements, enabling immediate correction of mispronunciations.

Although these activities encouraged students to practice spoken English, their effect on improving pronunciation was limited. The teacher's feedback mainly focused on individual word mistakes and did not consistently address wider pronunciation aspects such as stress, intonation, or rhythm. Additionally, many speaking tasks remained controlled and repetitive, relying heavily on imitation rather than spontaneous communication.

Therefore, interactive speaking increased students' exposure to English and provided basic pronunciation practice, but its effectiveness was limited by inconsistent corrective feedback and a lack of diverse communicative tasks. Improving feedback quality and expanding speaking activities would enhance its impact on pronunciation development.

3.4 DISCUSSION

The findings show how interactive speaking was used in the classroom, the challenges faced during its implementation, and how the teacher evaluated students' pronunciation through dialogic tasks. These findings become clearer when compared with previous research.

Türkben (2019) demonstrated that interactive teaching strategies significantly improved learners' speaking skills when systematically implemented through controlled experimental procedures. In contrast, the current study did not involve an intervention but observed the natural use of interactive speaking. Unlike Türkben's findings, student participation here remained limited, indicating that interactive speaking has not yet been fully utilized to promote active engagement.

Similarly, Vindiyasari et al. (2022) identified multiple interaction patterns: teacher-student, student-student, teacher-class, in online speaking classes, highlighting the significance of interaction quality. The current study shares similarities, especially in the limited teacher-student feedback. However, unlike her online setting, this research shows that limited interaction also exists in face-to-face environments, leading to fewer chances for continuous pronunciation practice.

Meanwhile, Atmazaki et al. (2021) found that dialogic-interactive media in online learning increased student participation and enhanced speaking performance. The present study differs by focusing on face-to-face pronunciation classes that do not use digital media. Nonetheless, both studies aim to boost student activity and communicative competence, although the current research specifically evaluates pronunciation outcomes through teacher-led interaction.

Henisah et al. (2023) found that role-play effectively enhances interactive speaking skills by promoting active learner engagement. In this study, role-play was also employed, but in a more controlled way linked to textbook dialogues, which restricted spontaneous communication. This indicates that although role-play can support pronunciation and speaking abilities, its effectiveness depends on how flexibly it is applied.

Marzuki et al. (2016) concluded that interactive teaching strategies such as storytelling through role-play positively influence overall EFL speaking skills. While Marzuki emphasized general speaking proficiency, the current study narrows the focus to pronunciation and shows that vocabulary limitations, inconsistent corrective feedback, and low confidence restrict the effectiveness of interactive speaking strategies in this context.

Thornbury (2005) emphasizes that effective speaking instruction requires meaningful interaction and scaffolding to reduce learner hesitation and enhance fluency. The limited responses in this study support Thornbury's argument that learners need structured support, such as pre-task vocabulary building, before they can participate confidently in interactive speaking activities.

Furthermore, Seemab et al. (2024) emphasizes that pronunciation development improves when learners participate in communicative tasks that require real-time negotiation of meaning. However, he notes that scripted dialogues, if used too often, limit authentic interaction. This aligns with current findings, where students relied heavily on textbook dialogues, resulting in less spontaneity and fewer pronunciation improvements.

These comparisons with previous studies indicate that interactive speaking has strong potential to support pronunciation development; however, the degree of success depends on how the strategy is implemented in the classroom. The findings of this study show that although the teacher attempted to use

interactive speaking through role-play and dialog reading, student participation remained limited due to vocabulary constraints, weak control of segmental and suprasegmental features, and low confidence when being corrected.

Some of those previous studies showed improved speaking outcomes when interactive strategies were supported by structured scaffolding and systematic feedback. In contrast, the present study found that feedback was inconsistent and mostly focused on isolated word errors, which limited students' ability to develop clearer pronunciation patterns.

Similarly, they highlighted the importance of strong interaction patterns and meaningful communicative tasks. However, the current findings show that classroom interaction was mainly teacher-led and focused on imitating textbook dialogues. Overall, these differences show that interactive speaking can improve pronunciation only when students have enough linguistic support, chances for spontaneous communication, and corrective feedback that balances accuracy with confidence-building. These elements were not fully present in the observed classroom.

IV CONCLUSION

The study shows that although interactive speaking strategies were used at different stages, their effect on pronunciation was limited due to low student engagement, vocabulary challenges, pronunciation difficulties in both segmental and suprasegmental features, and a lack of confidence. These issues hindered meaningful communication and decreased the effectiveness of role-play and dialogue activities, which mainly depended on imitation. The results indicate that interactive speaking can enhance pronunciation only if learners are linguistically prepared and receive consistent scaffolding and timely feedback. It is recommended that teachers build vocabulary before tasks, diversify speaking activities beyond scripted dialogues, and provide balanced feedback to support accuracy without discouraging participation. Increasing speaking time, including listening models, and fostering a supportive classroom environment may further boost pronunciation through interactive speaking.

REFERENCES

- Abdusyukur, M. R. (2024). Exploring EFL classroom interactions in an online setting: A case study in Indonesia. *SALEE: Study of Applied Linguistics and English Education*, 5(2), 411–426. <https://doi.org/10.35961/salee.v5i2.1347>
- Aisy, G. R., Imani, A., Kurniawati, N., Sulaeman, D., & Rohaedi, T. (2025). Interactive teaching strategies for online english speaking classes: Engaging primary students. *Journal of English Language Teaching and Literature (JELITA)*, 6(1), 193–203. <https://doi.org/10.56185/jelita.v6i1.672>
- An, T. H., & Hien, N. T. (2024). A study on peer collaboration and its effects in teaching speaking to first-year students at a University in Hanoi. *International Journal of Social Science and Human Research*, 7(07). <https://doi.org/10.47191/ijsshr/v7-i07-75>
- Atmazaki, A., Ramadhan, S., Indriyani, V., & Nabila, J. (2021). Dialogic-interactive media: Alternative learning media to improve speaking skills. *KEMBARA: Journal of Scientific Language Literature and Teaching*, 7(2), 286–296. <https://doi.org/10.22219/kembara.v7i2.16402>
- Azizi, M. R., & Halimi, S. S. (2024). An analysis of english classroom interactions: Teacher talk, students' responses, and students' opinions. *Ethical Lingua: Journal of Language Teaching and Literature*, 11(2). <https://doi.org/10.30605/25409190.764>
- Bakar, Z. A., & Abdullah, M. R. T. L. (2015). Importance of correct pronunciation in spoken english: Dimension of second language learners' perspective. *Pertanika Journal of Social Sciences & Humanities*, 23(S), 143–158.
- Bella, M. S., Triana, J., & Masykuri, E. S. (2025). The effectiveness of interactive learning method toward students' speaking ability. *Scripta: English Department Journal*, 12(1), 111–121. <https://doi.org/10.37729/scripta.v12i1.6358>
- Blyznyuk, T., & Kachak, T. (2024). Benefits of interactive learning for students' critical thinking skills improvement. *Journal of Vasyl Stefanyk Precarpathian National University*, 11(1), 94–102. <https://doi.org/10.15330/jpnu.11.1.94-102>
- Brown, H. D. (2003). *Teaching by Principles: An Interactive Approach To Language Pedagogy*. Wesley Longman.
- Cebelleros, A. G., & Buenaventura, V. P. (2024). Learning environment and teacher communication behavior as determinants of student engagement. *American Journal of Education and Technology*, 3(4), 1–13. <https://doi.org/10.54536/ajet.v3i4.3543>

- Darcy, I. (2018). Powerful and effective pronunciation instruction: How can we achieve it? *The CATESOL Journal*, 30(1), 13–45. <https://doi.org/10.5070/B5.35963>
- Datu, Y. A. (2025). Achieving speaking proficiency for professionals: Segmental and suprasegmental challenges. *IOSR Journal of Humanities and Social Science*, 30(1), 40–48. <https://doi.org/10.9790/0837-3001024048>
- Dzogovic, S. A., & Bajrami, V. (2023). Qualitative research methods in science and higher education. *Journal Human Research in Rehabilitation*, 13(1), 156–166. <https://doi.org/10.21554/hrr.042318>
- Eisenring, M. A. A., & Margana, M. (2019). The importance of teacher – students interaction in communicative language teaching (CLT). *PRASASTI: Journal of Linguistics*, 4(1), 46. <https://doi.org/10.20961/prasasti.v4i1.17052>
- Ghafar, Z. N., & Raheem, B. R. (2023). Factors affecting speaking proficiency in english language learning: A general overview of the speaking skill. *Journal of Social Science (JoSS)*, 2(6), 507–518. <https://doi.org/10.57185/joss.v2i6.107>
- Henisah, R., Margana, M., Putri, R. Y., & Khan, H. S. (2023). Role play technique to improve students' speaking skills. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2(3), 176–182. <https://doi.org/10.56855/ijcse.v2i3.618>
- Lasi, F. (2020). A study on the ability of supra-segmental and segmental aspects in English pronunciation. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(2), 426–437. <https://doi.org/10.30605/25409190.222>
- Loewen, S., & Isbell, D. R. (2017). Pronunciation in face-to-face and audio-only synchronous computer-mediated learner interactions. *Studies in Second Language Acquisition*, 39(2), 225–256. <https://doi.org/10.1017/S0272263116000449>
- Low, G. (2018). Interactive Activities for Promoting Speaking. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (1st edn, pp. 1–8). Wiley. <https://doi.org/10.1002/9781118784235.eelt0248>
- Marzuki, M., Prayogo, J. A., & Wahyudi, A. (2016). Improving the EFL learners' speaking ability through interactive storytelling. *Dinamika Ilmu*, 16(1), 15–34. <https://doi.org/10.21093/di.v16i1.307>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third edition). SAGE Publications, Inc.
- Mingyan, M., Noordin, N., & Razali, A. B. (2025). Improving EFL speaking performance among undergraduate students with an AI-powered mobile app in after-class assignments: An empirical investigation. *Humanities and Social Sciences Communications*, 12(1), 370. <https://doi.org/10.1057/s41599-025-04688-0>
- Murti, P., & Jabu, B. (2022). Students' English speaking difficulties and teachers' strategies in English teaching: A case study at SMA Negeri 10 Gowa. *PERFORMANCE: Journal of English Education and Literature*, 1(1), 50–63.
- Mutmainnah, N. (2022). Academic interaction between teacher and students in online english as foreign language (EFL) classrooms at Politeknik Pelayaran Barombong. *PINISI: Journal of Art, Humanity and Social Studies*, 2(6), 241–252.
- Nggawu, L. O., & Thao, N. T. P. (2023). The impact of communicative language teaching (CLT) approach on students' speaking ability in a public indonesian university: Comparison between introverts and extrovert groups. *International Journal of Language Education*, 7(3). <https://doi.org/10.26858/ijole.v7i3.50617>
- Nguyen, C. N. D., & Bao, T. L. N. (2024). Exploring communication strategies in English speaking skills: A study of students at the University of Danang-University of Foreign Language Studies, Vietnam. *Journal of English Language Teaching and Applied Linguistics*, 6(2), 58–72. <https://doi.org/10.32996/jeltal.2024.6.2.8>
- Omar, S. F., Nawi, H. S. A., Tengku Shahdan, T. S., Mee Mee, R. W., Pek, L. S., & Che Yob, F. S. (2020). Interactive language learning activities for learners' communicative ability. *International Journal of Evaluation and Research in Education (IJERE)*, 9(4), 1010. <https://doi.org/10.11591/ijere.v9i4.20605>
- Reid, E., & Mihaľová, D. (2025). Exploring pronunciation teaching: A case study of practices and perceptions in an English classroom. *Athens Journal of Education*, 12, 1–20. <https://www.athensjournals.gr/education/2025-6748-AJE-Reid-02.pdf>
- Seemab, S., Azhar, B., & Iftikhar, S. (2024). An investigation into the role of pronunciation apps in speaking improvement: A comprehensive analysis. *Bulletin of Business and Economics (BBE)*, 13(1). <https://doi.org/10.61506/01.00219>

- Sundari, H. (2018). Analyzing interaction practices in a typical EFL classroom setting: A case of Indonesia. *LEARN Journal: Language Education and Acquisition Research Network*, 11(2), 181–192. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/163644>
- Tauchid, A., Seftika, Zumrudiana, A., & Suwandi, E. (2024). Speaking with distance: Exploring the effectiveness of remote practice. *SALEE: Study of Applied Linguistics and English Education*, 5(2), 427–446. <https://doi.org/10.35961/salee.v5i2.1359>
- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Educational Limited.
- Tiwari, H. P. (2023). Techniques used by college level english teachers to assess interactive speaking: A phenomenological study. *Nepal Journal of Multidisciplinary Research*, 6(1), 1–13. <https://doi.org/10.3126/njmr.v6i1.53783>
- Türkben, T. (2019). The effects of interactive teaching strategies on speaking skills of students learning Turkish as a second language. *Dil ve Dilbilimi Çalışmaları Dergisi*, 15(3), 1011–1031. <https://doi.org/10.17263/jlls.631546>
- Vindyasari, R., Ivone, F. M., & Wijayati, P. H. (2022). Classroom interaction in an online speaking class. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 7(1), 1. <https://doi.org/10.17977/jptpp.v7i1.15183>
- Yan, W., Lowell, V. L., & Yang, L. (2024). Developing English language learners' speaking skills through applying a situated learning approach in VR-enhanced learning experiences. *Virtual Reality*, 28(4), 167. <https://doi.org/10.1007/s10055-024-01061-5>
- Zega, S. J. Y., Tarigan, K. E., & Ginting, F. Y. A. (2023). The influence of interactive method toward the students' speaking skills at the SMP Santo Thomas 3 Medan. *Journal of English Language Learning*, 7(1), 384–399. <https://doi.org/10.31949/jell.v7i1.6360>
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, 53(4), 491–523. <https://doi.org/10.1017/S0261444820000208>
- Zuo, X. (2024). Enhancing fluency through fun: The role of interactive activities in enhancing adult language proficiency. *Advances in Social Behavior Research*, 14(1), 57–62. <https://doi.org/10.54254/2753-7102/2024.20042>

