

Factors Professional English Teaching Strategy for Speaking Skill on Tertiary Level of Vocational Education in 2013-2023: Systematic Literature Review

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Abstract

Background - English communication skills are an essential asset for vocational students to prepare for professional careers and the global workforce. Therefore, appropriate teaching strategies are needed to develop their English speaking skills at the tertiary level.

Purpose - This study aims to identify professional English teaching strategies used to enhance speaking skills at the tertiary level of vocational education from 2013 to 2023.

Method/approach - This study employed a Systematic Literature Review (SLR) using the PRISMA framework. A total of 64 articles were identified through searches of major academic databases, and 24 articles remained after applying the inclusion and exclusion criteria. Following quality assessment, 17 articles were selected for analysis through narrative synthesis and keyword visualization using VOSviewer.

Findings - The findings show that the teaching strategies can be categorized into media-based and non-media-based strategies, with 12 of the 17 studies employing media-based strategies and 5 employing non-media-based strategies. The VOSviewer analysis also identified interconnected themes related to communication skills, professional English communication, multimedia learning, business English teaching, vocational colleges, and Education 4.0.

Conclusions - Technology-based strategies have become prominent in developing vocational students' English speaking skills. However, effective speaking development also requires authentic speaking practice, two-way communication, peer feedback, and self-reflection. Therefore, lecturers need to select strategies according to students' needs, readiness, and classroom conditions.

Novelty/Originality/Value - This study provides an overview of professional English teaching strategies for speaking skills in tertiary vocational education over a ten-year period. It highlights the growing role of technology while emphasizing the importance of contextualized communication practice in developing vocational students' English-speaking skills.

Keywords: teaching strategy; speaking skills; tertiary level vocational education

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INTRODUCTION

Every vocational education institution always requires their students to take English as an obligatory. The example of this requirement is the English preparatory subject that students of Yildiz Technical University need to assign (Akpur et al., 2016). Based on them, the students have the obligatory to pass and improve their English during the class. Even after completing preparatory classes or graduating from universities, students are still in pursuit of improving their language skills.

Several research (Siahaan et al., 2021; Sidabutar et al., 2021; Syakur et al., 2020; Zhang et al., 2020) believe that vocational tertiary level students need to have proficient English-speaking abilities in today's interconnected global economy as business and communication concerns. Proficiency in English enables students to effectively engage with a diverse range of stakeholders, including colleagues, clients, and international partners. Moreover, many vocational fields require students to access and understand English-language resources, such as research papers, technical manuals, and industry reports.

In fact, vocational students are typically driven by a clear career goal. They enroll in vocational programs to gain the skills and qualifications necessary for a specific occupation or industry, with the intention of securing employment in their chosen field (Tursunovich, 2023). If they are given inappropriate teaching method, they will get difficulties to enhance their English-speaking skill. Therefore, educators in vocational tertiary level institution need to decide the appropriate and effective strategy to teach English speaking to their students. This should be based on not only the needs and the proficiency of students, but also the fields and sectors the students are learning. According to Porres et al. (2020), Arafah (2019), and Zahruni et al. (2020), the English used in professional behalf for vocational education does not involve daily expressions and vocabularies. This fact leads to the obstacles students and educators face.

To help educators discovering the appropriate strategy to teach vocational tertiary level students, systematic literature review (SLR) needs to be conducted. According to Kuckertz & Block (2021) and Shahrol et al. (2020) SLR provides a comprehensive overview of existing research on a particular topic or research question. By synthesizing a wide range of studies, it helps researchers and practitioners develop a deep understanding of the subject. Thus, SLR is expected to give viewpoints of appropriate methods by exploring the effective methods used to enhance vocational tertiary level students' professional English.

Dang et al. (2023) conducted the systematic literature review regarding the professional learning opportunities, the believes that have been applied, and problems educators face in implementing English-medium-instruction for higher education. This research can discover the misalignments between challenges facing educators and formal professional learning on offer. It even highlights the importance of informal ongoing professional learning and educators' agency in orchestrating their learning. From the research, it emphasizes that SLR would discover the outline from the applied research to find the best recommendation to be applied in English language & teaching.

However, no systematic literature review exploring the professional English methods that have been implemented in tertiary level of vocational education to enhance students' speaking skill is conducted. Therefore, this research will be conducted to discover the methods used in professional English course to enhance speaking skill on tertiary level of vocational education in the year of 2019 to 2023. To accomplish this aim, the researchers arise three research questions, such as:

Q1: What are the strategies used in English teaching to enhance the professional communication skill of tertiary level students in vocational education from 2013-2023?

Q2: Are the strategies effective in enhancing the professional communication skill of tertiary level students in vocational education from 2013-2023?

Q3: What problems do educators face in applying the strategies used in English teaching to enhance the professional communication skill of tertiary level students in vocational education from 2013-2023?

This research is expected to explore the professional English teaching strategies used to enhance

speaking skill so that educators are able to implement the methods to teach professional English in vocational university students.

METHODS

This study used a systematic literature review approach, which is a systematic way to collecting, critically evaluating, integrating, and presenting findings from multiple research studies on a research question or topic of interest. This approach allows relevant research to be distinguished from less relevant research, good quality research from poor quality research, thus ensuring that decisions are based on the best available evidence (Andrews & Harlen, 2006). The PRISMA flow diagram used as the protocol of guiding the research (Identification, Screening and Included).

Data Collection

In October 2023, the reviewers carried out a search process and reviewed all relevant articles. Searches were conducted on various major educational databases including Google Scholar, Taylor and Francis, Science Direct, Wiley, ERIC, etc. to find articles published in highly reputable journals. As the topic of Professional English Teaching Strategy for Speaking Skill on Tertiary Level of Vocational Education is limited, some terms with similar meaning were also used in the selected keywords. Eventually this resulted in the following combination of search terms: 1. Speaking skill (oral skill/performance, communication skill); AND 2. Vocational Education (Vocational College/University, Technical College/University); AND 3. Teaching strategy (teaching method, learning strategy). To get up-to-date research, the range of years was customized between 2013 to 2023.

Inclusion and Exclusion Criteria

To identify articles that were highly relevant in answering the research questions, all articles were extracted (screened) using the inclusion and exclusion criteria listed in Table 1.

Table 1. Inclusion and Exclusion Criteria		
Criteria	Inclusion	Exclusion
Publisher	Published in reputable journals	Published in not reputable journals
Language	Articles are written in English	Articles are written in other than English
Literature Type	Articles	Other than articles (book, thesis, dissertation, proceedings)
Year of Publication	2013-2023	Before 2013
Field of the Study	Tertiary Level of Vocational Education	Vocational School
Language Skill	Speaking skill and sub of speaking skill	Other than speaking skill (listening, writing, reading), curriculum

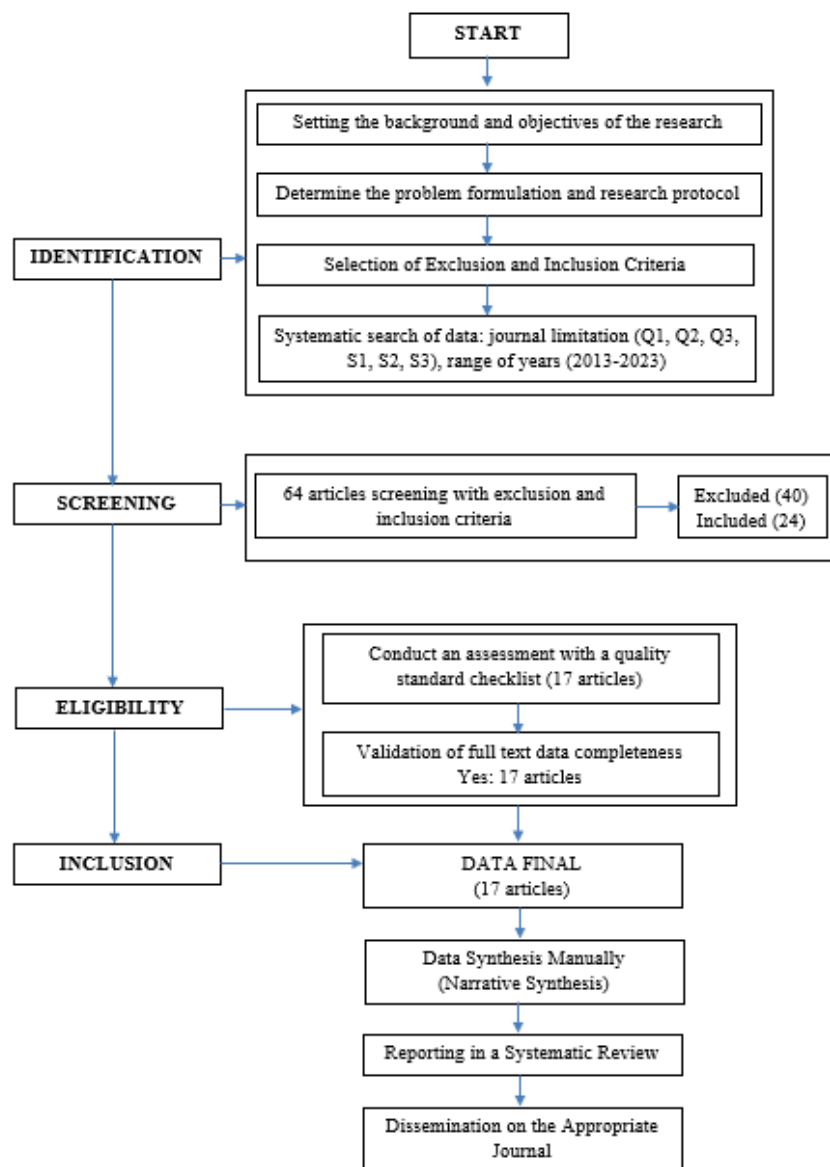
Quality Assessment for Eligibility

Was the paper published in a reputable journal between 2013 and 2023?

Did the paper explain the strategy use of professional speaking learning?

Was the paper included the vocational education in tertiary levels?

Then, for each of the questions above, each article will be marked in the table with an answer as follows: - Y= Yes (if it compatible the questions), and - N= no (if it did not compatible the questions). There are 17 articles with the Y dominant answers as the final data.

Data Selection: PRISMA Flow Diagram**Figure 1.** The PRISMA flow diagram

The flow diagram in Figure 1 outlines the comprehensive steps of the Systematic Literature Review (SLR) process as follows: (1) In the initial phase, identification, the objectives are clarified, followed by the development of a review protocol, and then establishing the study's conceptual boundaries. Subsequently, a systematic search of reputable journal articles published between 2013 and 2023 within the field of vocational education is conducted. (2) During the screening phase, 64 articles are initially identified, and after applying inclusion and exclusion criteria, articles are removed, leaving 24 articles for the next step. (3) In the eligibility step, the remaining articles are validated and reviewed. (4) Finally, 17 articles meet the inclusion criteria for full-text analysis through narrative synthesis. From 17 articles provided, the points of main findings of this research are visualized into eight dots to represent the keywords of strategy that can enhance English communication skill (*Figure 2*).

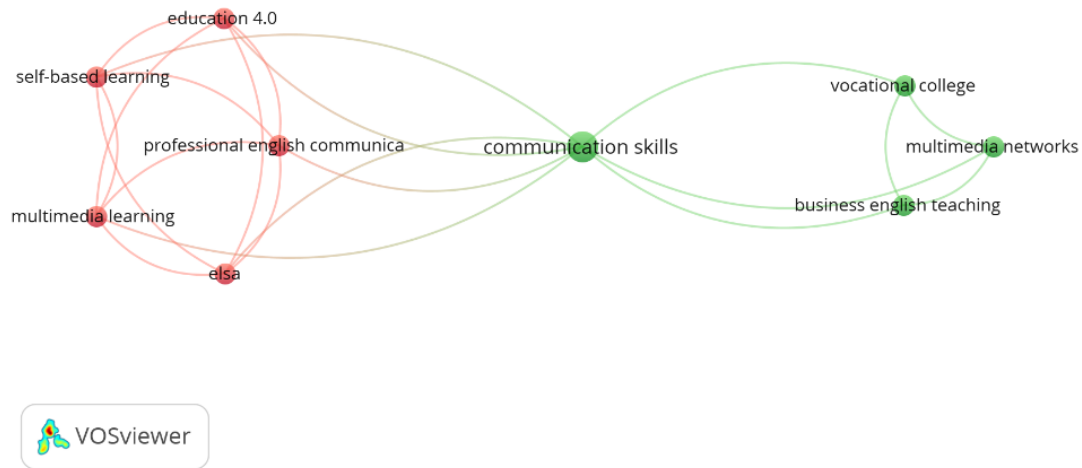


Figure 2. Keywords of Main Findings from Selected Articles

Data Analysis

When the included studies are heterogeneous, the narrative synthesis used. As cited in the book “Systematic Reviews in the Social Sciences” by Petticrew & Roberts (2008), it is the process of synthesizing primary studies and exploring heterogeneity in a non-statistical way, focusing on a descriptive approach. In another chapter of the book, it mentioned that there are three steps in doing the narrative data synthesis: (i) organizing the description of the studies into logical categories; (ii) analyzing the findings within each of the categories; and (iii) synthesizing the findings across all included studies.

RESULTS AND DISCUSSION

After through the systematical review, this research then synthesizes the main findings from selected articles. Subsequently, the synthesis stage involves the integration and interpretation of the key insights derived from the selected articles, aiming to distill a coherent understanding of the research landscape. This process allows the researchers to draw meaningful conclusions, identify patterns, and contribute to the existing body of knowledge by presenting a consolidated overview of the main findings gleaned from the reviewed literature. From the results of synthesizing, this research shows the comprehensive data in Table 2.

Table 2. Main Findings of Selected Articles

No.	Articles	Method	Strategical Category		Strategical Main Keywords
			Media Technology	Non-Media Technology	
1.	Indrayanti (2021)	Quantitative	√		Multimedia Presentation or PPT; GENIALLY
2.	Dhivya et al. (2023)	Cross-sectional Survey Design	√		Multimedia Learning; ELSA (English Language Speech Assistance) app.
3.	Gao (2019)	Case Study (Mix-method)		√	The international program; International experiences via the co-designed course materials, foreign teachers' instruction, and opportunities to go overseas for the third-year study.
4.	Cheng & Liu (2021)	Mix-method	√		Multimedia networks; audio; video; images; animation; text; student centered; task based; field based; broadcast.
5.	Sari & Wahyudin (2019)	Mix-method	√		Social Network Instagram; Blended Learning

No.	Articles	Method	Strategical Category		Strategical Main Keywords
			Media Technology	Non-Media Technology	
6.	Liu (2022)	Mix-method	√		Gamified Mobile Learning; English blockade-running game apps; collaborative learning
7.	Mu & Yu (2023)	Mix-method	√		Intercultural language teaching approach
8.	Jao et al. (2022)	Mix-Method	√		Video dubbing; CA (Cognitive Apprenticeship) framework
9.	Idek et al. (2014)	Mix-Method		√	Consciousness-raising (CR) tasks
10.	Sari (2023)	Qualitative Descriptive	√		Vlogging
11.	Fang et al. (2018)	Quasi- experimental Design	√		Mobile-assisted reciprocal peer feedback
12.	Pinar (2019)	Mix-Method	√		Multimodal; TED Talks
13.	Fang et al. (2021)	Quantitative	√		Mobile Supported Task-based language teaching (TBLT); Information Gap (IG) activities
14.	Simbolon (2015)	Action Research		√	CBI (content-based instruction) Method; Teacher-student interaction; student-student interaction.
15.	Simbolon (2021)	Case Study	√		WhatsApp and Google Classroom application
16.	Buphate & Esteban (2022)	Mix-Method		√	Ideation Discussion Activities
17.	Berry (2021)	Mix-Method	√		Spaceteam ESL Video Game
Total			12	5	
			17		

RQ1. The strategies used in English teaching to enhance the professional communication skill of tertiary level students in vocational education from 2013-2023

As in Table 2, the strategies used can be classified into two categories, using media technology and non-media technology. From the results of this study, it appears that the most common strategy applied in this context is using media technology. As [Keshav et al. \(2022\)](#) stated that the digital world is currently developing at a very fast pace, and technological advancements are constantly advancing to meet the needs of the globe. In the following, we will discuss the two categories in turn.

First, Media Technology Strategies. Thirteen of the seventeen studies that were included in the analysis were used different media technology strategies, including games, social media, multimedia networks, and multimedia learning. The primary goal of all these studies is to enhance communication or speaking skills through the application of speaking practice techniques in authentic settings. As stated by [Rao \(2019\)](#), the modern world demands the need for communication skills for learners and requires English teachers to teach ELLs the necessary skills that will improve their ability to speak and perform well in real-life situations.

In the use of games as media, students are formed in teams to collaborate. As two included studies completed through the English blockade-running game apps in [Liu \(2022\)](#) and the Spaceteam ESL Video Game in [Berry \(2021\)](#). In the practice of the games, students' abilities to interact with their peers can be enhanced through collaboration, and as they converse with one another, their confidence increased. Students learned leadership and problem-solving techniques within the framework of games. Critical thinking and coping skills are encouraged because solving problems in the game can have an impact on the team's survival. Students are further motivated to work in teams when they observe their peers who are strong communicators as called self-reflection. Through an engaging and useful approach, all of these advantages help students develop their speaking skills. As cited in [Faican & Jaen \(2020\)](#), the collaborative version of their game exhibited high levels of communication and interaction during the

planning phase, indicated that problem-solving learning scenarios could be an effective means of promoting socialization and communication among learners.

Besides gaming media, the use of social media is also considered effective for vocational students. There is no denying that social media use has become an integral part of daily life. Instagram, YouTube, and WhatsApp, as the three main social media platforms, were involved in the three studies covered in this research respectively (Sari, 2023; Sari & Wahyudin, 2019; Simbolon, 2021). The strategy used in two of the three studies was to post presentation videos or video blogs on the social media accounts of the students themselves. It was also expected of them to offer criticism and remarks on the videos made by their peers. By allowing students to comment on or exchange ideas about the teacher's provided material, the WhatsApp application enabled them to improve their vocabulary, which in turn supported their communication skills. Furthermore, according to the study year, this online social media learning was conducted during the COVID-19 pandemic, even though two of the three studies did not specifically state this. For circumstances involving distance learning, this method shows to be an effective and relevant tactic. These strategies in line with Namaziandost & Nasri (2019) that social media shortens distances and gives time, which makes it easier for students to converse openly and share their thoughts without worrying about looking foolish or lacking confidence. As a result, they assist the students in overcoming numerous speaking challenges and improving their speaking skills.

Furthermore, there is a strategy of using multimedia networks in the study by Cheng & Liu (2021) that aimed as an internship preparation program, which is held online due to the impact of the Covid-19 pandemic. For vocational students, real-world practice is very important. This strategy is very useful because it involves various aspects, where students are asked to live broadcast a company presentation in an online chat room. Meanwhile, for offline sessions, they are required to practice speaking by recording videos. Afterwards, they will receive feedback, and the final stage is to undergo a live internship program. The integration of multimedia networks and practical experience in this study appears to be a thoughtful response to the challenges faced due to the pandemic. The emphasis on real-world applications and the use of diverse learning modules demonstrates a comprehensive approach to overcome the limitations of conventional learning methods. This innovative strategy not only ensures continuous learning but also prepares students for the evolving dynamics of the business world.

Moving forward, in the context of multimedia learning technologies, the focus is not on entertainment as is the case with social media, but on educational content and learning. Of the twelve studies conducted, six of them used these tools, and two of them were researcher-created applications, so they are not as recognizable as other media. The apps focused on aspects such as peer feedback in Fang et al. (2018), vocabulary and grammar in Fang et al. (2021). In addition, there is also a multimedia presentation tool, Genially in Indrayanti (2021), which aimed to increase students' self-confidence. Since the implementation took place during the COVID-19 pandemic, students were asked to present topics related to technological developments during the pandemic using Genially presentation tool.

In the multimedia learning tools used in these six studies, some of them provide access for students to a variety of audio and video materials that can be accessed anywhere, allowing them to play back topics that need to be repeated or relearned. Examples of apps used involve TED Talks in Pinar (2019), ELSA in Dhivya et al. (2023), and Mofunshow apps Jao et al. (2022). Using the available videos, students in the included studies not only practiced with speaking skills but also learned common facial expressions and body language used by native speakers when speaking. In included studies involving the use of these media, teachers assigned students to watch or listen to some content, which is then dubbed using an English-level-appropriate app. The learning app's features include the capacity for peer feedback among classmates and/or automatic feedback on speaking performance, which included the ability to identify mispronunciations then encouraged self-reflection on the part of the user.

Non-Media Technology Strategies. There are other strategies for learning English besides using media technology tools. Out of the 17 studies that are included, four of them demonstrated that non-media technology strategies are also helpful for vocational college students who are learning English as a second language in terms of improving their speaking abilities. First, Collaboration in a China-Canada

university partnership explored by [Gao \(2019\)](#). This is a strategy wherein an educational institution works jointly with another educational institution overseas, resulting in curriculum, lesson plans, and learning procedures that are products of that collaboration. The teachers involved also include foreign English teachers. Additionally, in their senior year, students have the option to continue their education abroad. Given that learning environments for students are designed in an English-speaking context, those elements have been recognized as critical to the development of students' English-speaking skills.

Second, Consciousness-raising Tasks. This strategy used by one of the included studies, [Idek et al. \(2014\)](#), for enhancing students' grammar skills through Consciousness-raising Tasks using sentences supported by visual media/picture. In order to complete the task, students need to categorize, examine, and explain why the intended form of the verb "be" in affirmative, negative, and interrogative sentences was incorrect. [Mukhrib \(2020\)](#) supported the use of this strategy that the majority of students believed in using CRT improved their pragmatic competence and highlighted the significance of grammatical structures and lexical items. Added by [Fazlali & Shahini \(2019\)](#), consciousness-raising instruction had a significant effect on increasing both lexical and grammatical collocation knowledge of Iranian EFL learners.

Third, in [Simbolon \(2015\)](#), the Content-Based Instruction (CBI) method was used as one of the language teaching strategies. This instructional approach engages students with materials that are interesting and relevant to their interests. This study investigated the interaction between students and between teachers and students. The teacher adopted a theme-based CBI approach to design lessons, incorporating topics such as fish species and water types collected from internet sources. By introducing interactive elements, the teacher encouraged students to formulate questions, creating information gaps that increased student engagement, teacher-students interaction occurred. The research identified negotiation of meaning, facilitated through role-playing exercises, as a key element that encouraged student interaction. In addition, the teacher's use of IRF (Initiation-Response-Response) based questioning was also highlighted as an additional factor that encouraged and enhanced meaningful student interaction.

Fourth, Ideation Discussion Activities Design Thinking as one of strategy used by [Buphate & Esteban \(2022\)](#) of the included studies. Ideation, a phase of Design Thinking, merged with discussion activities is one innovative tool to encourage learners to speak and think critically towards a given topic. Students need to brainstorm and discuss ideas and critically analyze them as alternative solutions for an existing problem in the process. They are given some activities to cultivate their critical thinking ability, and later on, their speaking capacity to offer solutions to problems for innovation purposes. [Cleminson & Cowie \(2021\)](#) which was conducted in an EFL classroom in Japan, it was found out that Design Thinking could enhance collaborative engagement and communicative competence of learners. For EFL learners, the greater challenge rests on how they convey their ideas to each other using another language which is English, not their native language.

All strategies implemented in this non-media technology category are focused on optimizing the potential of engaging students in discussion, interaction, awareness of language use, and increasing students' understanding of English in the context of their field of study using relevant topics or materials so that students can communicate effectively in their work fields.

RQ 2. Effectivity of teaching strategy in enhancing the professional speaking skill of tertiary level students in vocational education from 2013-2023

The strategy to enhance students' English communication skill does not only require the chosen method, but this needs to acquire the effective strategy in maximizing the teaching strategy for vocational college students. This statement is supported by [Yew & Goh \(2016\)](#) & [Yates et al. \(2021\)](#) that stated without the effective strategy, the teaching and learning activities may not get any influence to the students. Effectiveness leads to the degree to which something achieves its intended purpose or produces the desired results ([Krizanova et al., 2019](#); [Shafiq et al., 2020](#)). In this research, the effectiveness aims to decide the strategy to enhance English communication skill of students in tertiary

level of vocational education. To decide this, English instructions in vocational college are able to apply the correct strategy to the

According to Ramdani et al. (2021), Ehsan et al. (2019), and Lu (2020), one of the indicators that can determine whether the strategy is effective is it involves the significant different scores between students, either before and after the applied strategy or between groups. From the existing articles, three articles are indicated effective based on this indicator and one research is not. The three articles show the different scores with p-value is less than 0.05 ($p=.0122$ (Idek et al., 2014); $p=.001$ (Fang et al., 2018); $p=.032$ (Buphate & Esteban, 2022)). Moreover, according to ..., effective teaching strategy should involve oral communication during classes. It is identified from Buphate & Esteban (2022), Fang et al. (2021), and Idek et al. (2014) that they also implement strategy that can improve argumentative skills to enhance the English communication skill of vocational students. However, research conducted by Indrayanti (2021) who stated that the implementation of the teaching strategy does not involve significant different score between pre and post-test of Power-point usage between male and female students. This can be pointed that the use of media without the appropriate teaching methods will not have the effect for students to enhance their English communication skill (Namaziandost & Nasri, 2019).

In addition, Karsudianto (2020), Sugiarto et al. (2020), and Nadiah (2019) stated that effective strategy to enhance speaking skill should encourage students' self-confidence to speak. Dhivya et al. (2023), Gao (2019), Cheng & Liu (2021), Jao et al. (2022), Sari (2023), and Pinar (2019) could create the situation where students can boost their self-confidence. Fostering self-confidence empowers students to actively engage in spoken communication without fear of making mistakes (Noni & Basri, 2019). This psychological shift is pivotal in language learning, as it creates an environment where students feel comfortable experimenting with new vocabulary and sentence structures. By mitigating anxiety around language use, students are more likely to express themselves freely, leading to increased fluency and a deeper understanding of English communication patterns (Cheng & Liu, 2021; Dhivya et al., 2023; Gao, 2019; Pinar, 2019). Those strategies effectively enhance students' English communication skill.

According to Rao (2019), to enhance students to speak English, teachers need to create opportunity for students to speak English. As stated by Chien et al. (2020) that students need forcing from their teachers to speak English because they do not have motivation to speak it. Sari & Wahyudin (2019), Mu & Yu (2023), Simbolon (2015), Simbolon (2021), Liu (2022), Berry (2021) created the communication opportunity by creating the situations where students can interact each other. This enables students to get a force to speak to their friends using English to finish the problems given by their lecturers. Then, their lecturers also need to give feedback due to students' English-speaking skill and encourage students to have better English communication skill afterwords (Fang et al., 2018). This will enhance the opportunity in speaking English for students. Therefore, these strategies are concluded as one of the effective strategies to enhance vocational tertiary level students' English communication skill.

RQ 3. Problems faced in applying the strategies used in English teaching for professional communication skill of tertiary level students in vocational education from 2013-2023

In implementing strategy, obstacles and problems might occur due to its differences among students' needs and class situation (Ferri et al., 2020; Nartiningrum & Nugroho, 2020). These problems and obstacles need to be analyzed to find the appropriate strategy to decrease the probability of problems exist. According to Rojabi (2020), problems that might occur during teaching and learning activities consist of practical and technological problems. Technical challenges often revolve around disruptions related to the tools and technologies employed in educational settings (Drane et al., 2021); for instance, technical malfunctions, such as issues with audio-visual equipment, projectors, or computers. On the practical side, challenges may stem from the dynamic and diverse nature of classroom environments. These can include variations in students' learning styles, abilities, and backgrounds, necessitating adaptable teaching strategies (Yunos et al., 2016).

The technical problems occurred during the English-speaking teaching in vocational tertiary level

were experienced in Dhivya et al. (2023), Sari & Wahyudin (2019), and Berry (2021). The technical problems occur were caused by the limited facility students have. For example, Dhivya et al. (2023) stated that there exist connectivity and software compatibility issues. This happened because the use of ELSA app needs comprehensive network connection and pc software. This made the learning did not run well because they have to wait for the software synchronization. In addition, Sari & Wahyudin (2019) and Berry (2021) also found the probability of network stability and internet availability during learning. Therefore, it is recommended to adapt teaching methodologies for teachers to ensure that students are not distracted by multimedia and that personalized learning experiences are effectively delivered (Dhivya et al., 2023; Garcia & Revano, 2021).

In addition to technical problems, practical problems often happen from students. As stated by Indrayanti (2021), Sari & Wahyudin (2019), and Sari (2023), the lack of confidence from the students makes the teaching and learning activities do not find its maximum quality. For example, students feel worry and fear of making mistakes in using vocabulary and grammar (Indrayanti, 2021). This feeling can cause students do not have confidence and nervous to speak English (Sari, 2023) then they also find uneasy to ask directly to the lecturer about their misunderstanding from teaching materials given (Sari & Wahyudin, 2019). Furthermore, Liu (2022) also stated that students sometimes feel isolated and helpless during the process, especially when working individually. This because they have to deal with themselves but they do not have encourage to ask their teachers. For these problems, the appropriate ways to solve are engaging students to encourage themselves in speaking English more. This will build their confidence and enable them to have better English communication skill.

CONCLUSION

Essentially, it is imperative for educators to adopt strategies that enhance the English-speaking performance of vocational students at the university level. In a broader perspective, the prevalent strategies in the last decade have focused on technology-based approaches, which are constantly evolving with the times. Therefore, teachers' skills need to be constantly updated regarding technological strategies and media in speaking skill development. However, prior to their implementation, teachers are expected to consider potential barriers, such as connectivity constraints and students' level of readiness in adopting such technological media.

Regardless of the strategies adopted, the included studies confirmed that to improve speaking skills, practicing speaking skills in the context of social reality is a must. Hence, two-way communication becomes critical to optimize learning effectiveness. In addition, the implementation of peer feedback and self-reflection are also fundamental aspects to evaluate students' progress in the development of speaking skills, especially in the use of English language. However, regardless the effectiveness of the strategy explained, lecturers need to determine the class needed. It will maximize the use of strategy and maximally enhance vocational tertiary level students' English communication skill.

This research only involves the implementation of teaching strategy in English communication skill; thus, other skills need to be conducted to enhance vocational students' English skills as a basic asset for global work. In addition, this research focuses on tertiary level of vocational education; thus, future researchers should involve another level of vocational students. This aims to enrich the vocational education insight in English communication teaching for their professional aims.

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