

Systematic Literature Review of Learning Strategies For Arabic Speaking Skills Among Non-native Speakers

(Sorotan Literatur Bersistematis Strategi Pembelajaran Kemahiran Bertutur Bahasa Arab Dalam Kalangan Bukan Penutur Jati)

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ABSTRACT

Arabic as a second language is an essential component of modern education. Speaking abilities are a crucial aspect of language mastery and play a crucial role in ensuring effective communication. However, there are still a significant number of students who are unable to adequately master speech skills. This issue has prompted numerous researchers to investigate strategies for acquiring abilities to speak. However, few scholars place a systematic literary emphasis on this subject. In order to resolve the identified issues, the purpose of this article is to examine the emphasis of systematic literature on recent studies concerning Arabic-speaking skills learning strategies among non-native speakers. This SLR writing procedure has referenced the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) writing standard. Four primary databases, Web of Science, Scopus, SAGE, and ERIC, were used to locate the articles and related resources included in this SLR. Based on thematic analysis, there are four primary themes in this SLR: 1) Cognitive 2) Teaching aids 3) Communication Strategy, and 4) Behavior. In order to improve speaking skills to a high level, the study recommends the use of learning strategies for speech skills practised in learning.

Keywords: Systematic literature review Arabic, speaking skills, learning strategies, non-native speakers

ABSTRAK

Mempelajari bahasa Arab sebagai bahasa kedua merupakan elemen penting dalam pendidikan masa kini. Kemahiran bertutur sebagai komponen utama penguasaan bahasa dan ia memainkan peranan penting dalam memastikan komunikasi yang berkesan. Namun begitu masih ramai pelajar tidak dapat menguasai kemahiran bertutur dengan baik. Isu ini menyebabkan ramai penyelidik melakukan kajian berkenaan strategi pembelajaran bagi mengatasi masalah dalam kemahiran bertutur. Walau bagaimanapun, tidak ramai penyelidik yang melakukan sorotan literatur bersistematis ke atas isu ini. Oleh itu, bagi mengatasi masalah yang dinyatakan, artikel ini bertujuan untuk mengkaji sorotan literatur bersistematis ke atas kajian yang lepas berkaitan strategi pembelajaran kemahiran bertutur bahasa Arab dalam kalangan bukan penutur jati. Proses penulisan SLR ini telah merujuk standard penulisan PRISMA (Preferred Reporting Items for Systematic Review and Meta Analysis). Bagi mencari artikel dan sumber berkaitan disertakan dalam SLR ini, tiga pangkalan data utama iaitu Web of Science, Scopus, SAGE dan ERIC telah digunakan. Berdasarkan analisis tema yang dilakukan, SLR ini mempunyai 4 tema utama iaitu 1) Kognitif 2) Bahan bantu mengajar 3) Strategi Komunikasi dan 4) Tingkah laku. Kajian ini mencadangkan penggunaan strategi pembelajaran dalam kemahiran bertutur dipraktikkan dalam pembelajaran agar dapat meningkatkan kemahiran bertutur di tahap yang tinggi.

Kata kunci: Sorotan literatur bersistematis, Bahasa Arab, Kemahiran bertutur, Strategi pembelajaran, Bukan penutur jati

INTRODUCTION

Arabic learning has become an essential component of modern education. Speaking skills are a crucial aspect of language mastery, and they play a crucial role in ensuring effective communication. Additionally, speaking abilities are necessary for communicating with others in a variety of social and cultural settings. It enhances confidence and facilitates communication with native speakers. It is not enough to be able to produce sounds and words in a second

language to have effective speaking skills. It is comprised of references, intonation, vocabulary, grammar, and fluency (Mohd Din & Seman 2019). It requires a comprehensive understanding of phonology, syntax, and semantics.

Speaking in a second language is difficult to practise, particularly for non-native speakers. One of the greatest challenges is overcoming the fear of making errors or not understanding what to say (Hama, Ahmed & Ahmed 2018; Afandi, Nik Mohd Rahimi & Harun 2019; Nurwaina & Zawawi 2019; Sudarmaji, Amaliyah Anwar & Mulyana

2021; Seraj & Habil 2021; Akzam, Supriandy & Alfitri 2021). This can lead to anxiety and agitation during communication, which can hinder speech fluency. Previous scholars have often discussed the lack of vocabulary. This is because a lack of vocabulary causes a person unable to organising words and, subsequently, incapable of communicating (Sadighi & Dastpak 2017; Izzah Syakirah & Rosni 2020; Alfadil 2020; Solimando 2022). In addition, the failure of an appropriate approach or strategy can hinder the development of speech skills. The majority of educators continue to employ conventional methods of teaching (Seraj & Habil 2021), because an inability of an effective approach and strategy can prevent someone from speaking effectively.

Students can utilise a variety of strategies to develop their speaking skills. Co-training with native speakers or classmates who are also studying the language is a popular strategy. However, this strategy could not be implemented if the student was surrounded by non-native speakers. In addition, role play activities (Masyitoh & Kaseh 2018), conversation, and storytelling (Eissa 2019) assist students in communicating with greater ease in the target language. Similarly, exercises such as listening to and emulating native speakers may assist in the development of reference and intonation.

Low or under-stimulating achievement in speaking skills (Al-Eiadeh et al. 2016; Aliyu, Nurazan, Siti Salwa 2018; Afandi et al. 2019; Seraj & Habil 2021) is a factor that motivates researchers to investigate Arabic speaking skills learning strategies among non-native speakers in more depth. Despite the need for systematic literature review (SLR), the volume of studies on this topic is less stimulating and less widespread. Numerous studies on speaking skills learning strategies are undeniable. However, investigation of Arabic ability to speak are conducted. Literature highlighting is a comprehensive, structured, and systematic technique for emphasising essential points.

In conclusion, speaking skills are an essential aspect of language mastery and are necessary for effective communication in a second language. Fear and anxiety can be overcome through the implementation of effective strategies or approaches, which are necessary for the development of speech skills. It may be difficult to learn a second language, but having effective speech skills promotes cultural awareness and improves communication. In this study, the researchers focused on strategies for learning speech skills among non-native speakers. Non-native speakers are people who do not speak Arabic, such as Malays.

RESEARCH OBJECTIVE

The main objective of this SLR is to conduct systematic, comprehensive, and regular literature reviews of recent research on non-native speakers' strategies for learning Arabic speaking skills.

METHODS

The author consulted PRISMA (Preferred Reporting Items for Systematic Review and Meta-analysis) to create this SLR. PRISMA is an extensively utilised standard publication in the fields of medicine and public health. (Moher, Liberati & Tetzlaff 2009) PRISMA has 27 steps that can be followed in the formation of SLR. Although this SLR is in the social sciences, PRISMA is still an appropriate reference because it helps formulate a distinct research question and facilitates systematic literature searches. In addition, PRISMA reduces various biases and helps authors in conducting an accurate research synthesis. (Buckley et al., 2019).

Research questions are constructed using mnemonics or RQDT (Research Questions Development Tool) such as PICO, PICO, PICOM, PICOT, and SPIDER. The first stage in developing this SLR is to formulate an appropriate research question. The researchers stated, based on the focus of this SLR, which relates to the learning strategy for Arabic-speaking skills among non-native speakers:

1. What are the strategies of learning Arabic speaking skills among non-native speakers?

IDENTIFICATIONS

Identification is the process of identifying and diversifying the keywords used in the SLR article search or reference procedure. Keywords are required for the search procedure and can improve the accuracy of articles or references obtained for SLR references. Based on the aforementioned research questions, the following four keywords have been selected: Arabic, speaking skills, learning strategies, and non-native speakers. For the purpose of diversifying usable keywords, similar, related, and variants of the primary keyword were researched. This search was conducted using an online thesaurus, previous research keywords, and the WoS, Scopus, SAGE, and ERIC databases, as well as obtaining expert opinions. The outcomes of this identification procedure are listed in Table 1:

Table 1. Search string

Database	Search string
WoS (n=67)	TS= (('learn" OR "study*" OR "review") AND ('strategy*" OR "tactic*" OR "plan") AND ("Arabic" OR "second language" OR "foreign language") AND ("speak" OR "communicate") AND ("skill*" OR "expertise" OR "competence" OR "ability"))
Scopus (n=20)	TITLE-ABS-KEY(('learn" OR "study*" OR "review") AND ('strategy*" OR "tactic*" OR "plan") AND ("Arabic" OR "second language" OR "foreign language") AND ("speak" OR "communicate") AND ("skill*" OR "expertise" OR "competence" OR "ability"))
SAGE (n=14)	"Learning Strategies For Speaking Skills"
ERIC (n=1)	"Learning Strategies For Speaking Skills"

The article or reference search was conducted in four main databases, namely WoS, Scopus, SAGE, and ERIC, using the selected keyword. All of these databases were chosen based on the benefits they offer. First, according to a study conducted by Gusenbauer and Haddaway (2019), WoS (Web of Science) and Scopus are superior to all other databases in terms of comprehensive searches, stable search results, and advanced search functions. In their study, Martin-Martin et al. (2018) also highlighted the benefits of WoS and Scopus in terms of quality control and a systematic indexing system. The search method used to locate articles or references in this database (Web of Science and Scopus) is sophisticated searching employing fundamental features such Boolean Operator (AND, OR), phrase searching, truncation, wild card, and field codes function (Table 1). In addition to this method, manual searches were conducted using the handpicking and snowballing methods on the chosen articles in the SAGE and ERIC databases.

This database (Web of Science and Scopus) uses advanced searching with fundamental functions such as Boolean Operator (AND, OR), phrase searching, truncation, wild card, and field codes function to locate articles and references. (Table one). In addition to this technique, manual search using handpicking methods in the SAGE and ERIC databases, as well as the snowballing method, have been implemented on selected articles.

On the basis of keywords, databases, and search techniques, a total of 67 WoS, Scopus 20, SAGE 14, and ERIC 1 articles or references were effectively obtained, and all 102 articles and references will undergo the second stage of a systematic search strategy, namely screening.

SCREENING

Through the screening process, a total of 102 items successfully obtained during the identification procedure were being examined. Screening is the process by which an inclusion or exclusion criterion is established and used to select an article or reference that corresponds to the SLR to be created. (Shaffril et al. 2020). The first criterion utilised in this SLR is the publication year, with selections made from the last five years (2019 to 2022). The selection of this period is based on multiple justifications. To begin with, it is consistent with the concept of study maturity discussed by Kraus et al. (2020), in which many relevant articles were effectively obtained during this time period. Next, for the purpose of quality control, this SLR only selects journal articles, and to prevent misunderstandings in reading and comprehension, only English-language articles are chosen. Next, only articles with relevant empirical data can be included in the SLR; articles in the form of reviews cannot be included because the main objective of this SLR is to know and identify the findings of past studies, not to review past studies. Another inclusion criterion is the focus of the findings; the selected article should focus on speech skill learning strategies. If an article states that their research focuses on writing and reading skills, it will be removed. This is essential so that all selected articles can provide findings relevant to the SLR to be formulated (refer Table 2).

After the screening process, a total of 79 articles were removed because they did not satisfy the established requirements, leaving 22 articles ready for the next phase.

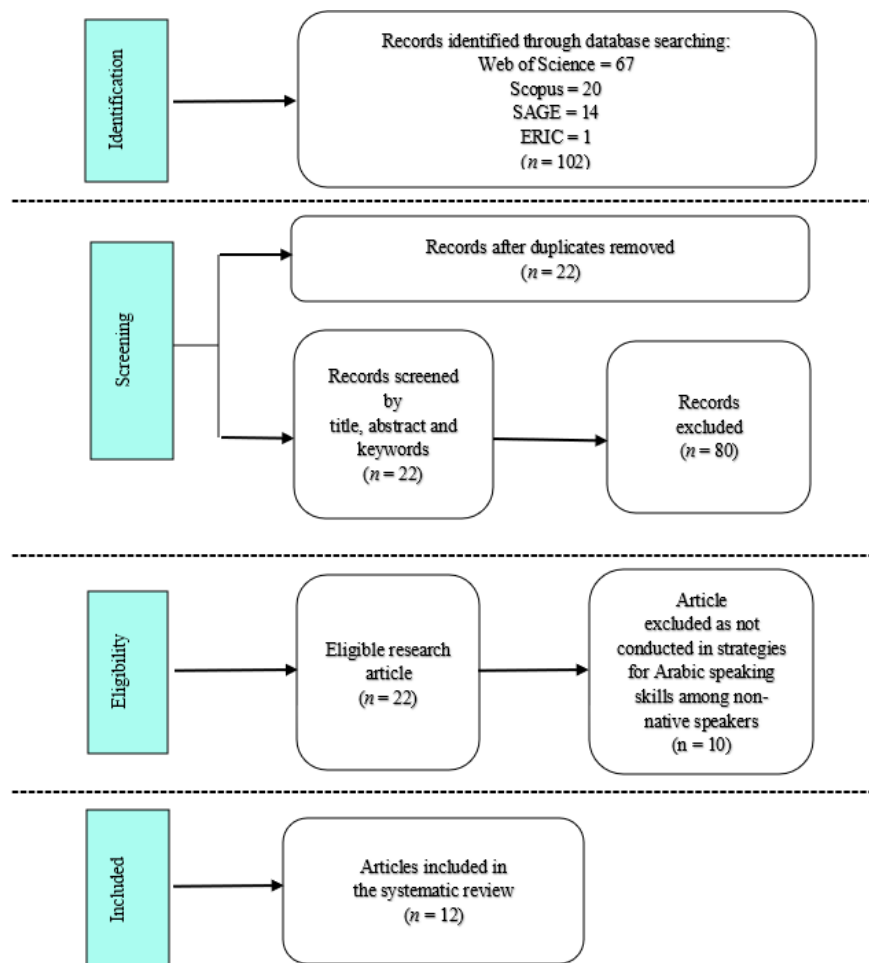
Table 2. Inclusion and exclusion criteria

Inclusion Criteria	Exclusion Criteria
Studied conducted between 2019 until 2023	Studied conducted before 2019
Articles from journal	Review paper, proceeding paper, book chapter, editorial material, meeting abstract
The text written in English	The text not written in English
Related to strategies for Arabic speaking skills among non-native speakers	Not related to strategies for Arabic speaking skills among non-native speakers

ELIGIBILITY

All selected articles will be subjected to a second screening process known as eligibility. Eligibility ensures that all selected articles are genuinely applicable and relevant to this SLR. This is accomplished by referencing the article’s title and abstract. If, after reviewing the title and abstract of the study, it is still unclear whether the selected article is relevant or not, the methodology, results, and discussion sections of the article will be consulted. Due to the fact that Arabic-speaking skills learning strategies are not the primary focus, eleven articles have been published. The article was published, focusing on reading and writing skills rather than speaking skills; the study focussed on the effects of writing skills and non-speech skills; and review articles rather than findings were utilised. Based on this process, 12 articles were chosen for the next quality assessment process.

Table 3. Flow diagram for systematic reviews which included searches of databases and registers only



EVALUATION OF THE ARTICLES' OR REFERENCES' QUALITY

It is necessary to evaluate the content of the selected article or reference in order to minimise bias and detect articles that may have weaknesses in their methodology. For the objectives of this evaluation, three assessors have been selected from among the researchers. Due to the fact that SLR incorporates articles or references from various study designs (quantitative + qualitative + mixed methods), evaluators have used MMAT (Mixed Method Appraisal Tools) to help in the assessment process. (Hong et al. 2019). Each article or reference will be evaluated using two general criteria and five specific criteria (based on the article or reference evaluation rubric). The initial step in this procedure is to evaluate the grade of the article based on two fundamental criteria:

1. Is the research question stated clearly?
2. Is the collected data capable of answering the specified research questions?

Before proceeding to the next stage, the evaluated article must contain both of these elements. It will then be separated according to the study design (qualitative, quantitative, or mixed methods) and evaluated using five distinct criteria. For each criterion, the evaluator will be presented with three answer options: Yes or No, and Can't tell if uncertain or ambiguous about the evaluation. In order to evaluate each article, the three evaluators must reach consensus on each evaluation, and if they cannot, they will receive a second opinion. Only articles or references that meet at least three of the five criteria can be regarded high-quality and added to the SLR (Table 4). Ten of the twelve evaluated articles have met at least four criteria and have been included in this SLR. Two articles, Musso et al. (2022) and Bibauw, François and Desmet (2019), have been removed for failing to satisfy the minimum criteria established.

Table 4. Quality evaluation of qualitative articles

Basic/Study Criteria	Alqurashi and Althubaiti (2021)	Yurisa et al. (2022)	Bibauw, François and Desmet (2019)	Kehing and Yunus (2021)
Are the research question state clearly?	Y	Y	Y	Y
Can the obtained data answer the stated research question?	Y	Y	Y	Y
Qualitative studies	Y	Y	C	Y
Is the qualitative approach suitable for answering the research question?	Y	Y	C	Y
Is the method of qualitative data collect sufficient to answer the research question?	Y	Y	Y	Y
Are the study's findings obtained from sufficient data?	Y	Y	Y	Y
Can the interpretation of the study's findings be supported by data?	Y	Y	Y	Y
Is there continuity between the qualitative data source, collection, analysis, and interpretation?	Y	C	N	Y
Results	Included	Included	Excluded	Included

Y- Yes; N- No; C- Cannot tell

Table 5. Quality evaluation of quantitative articles

Basic/Study Criteria	Panahzadeh and Asadi (2019)	Alabdullah (2021)	Musso et al. (2022)	Lowe et al. (2022)	Qing (2022)
Are the research question state clearly?	Y	Y	N	Y	Y
Can the obtained data answer the stated research question?	Y	Y	N	Y	Y

continue ...

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Quantitative studies	Y	Y	Y	Y	Y
Is a sampling strategy relevant to answer the research question?	Y	Y	Y	Y	Y
Is the selected sample representative of the studied population?	Y	Y	Y	Y	Y
Is the measurement used appropriately?	Y	C	C	Y	C
Is the risk of nonresponse bias low?	C	Y	C	Y	Y
Is the statistical analysis used appropriate to answer the research question?	N	Y	Y	Y	Y
Results	Included	Included	Excluded	Included	Included

Y- Yes; N- No; C- Cannot tell

Table 6. Quality evaluation of mixed method articles

Basic/Study Criteria	Eissa (2019)	Yakut and Bada (2022)	Peterson et al. (2021)
Are the research question state clearly?	Y	Y	Y
Can the obtained data answer the stated research question?	Y	Y	Y
Mixed method studies	Y	Y	Y
Is a sampling strategy relevant to answer the research question?	Y	Y	Y
Is the selected sample representative of the studied population?	Y	Y	Y
Are the results of the combined qualitative and quantitative study interpreted accurately?	Y	Y	Y
Are the differences and inconsistencies between qualitative and quantitative research findings effectively managed?	C	C	C
Did the different parts of the study satisfy the quality criteria for each study design?	Y	C	Y
Results	Included	Included	Included

Y- Yes; C- Cannot tell

DATA EXTRACTION AND ANALYSIS

Next is the process of extracting data from the article whose quality has been evaluated. Two investigators conducted the procedure. Since the focus of this SLR is a review of previous research findings concerning strategies for learning speaking skills to non-native speakers, the data extraction process will be centred on three major sections of the article: the abstract, the study results, and the study discussion. If necessary, other sections of the article that contain relevant information will also be read. The extracted data are arranged in a table in order to facilitate the analysis process. After relevant data has been extracted,

the next stage is data analysis. Since this SLR is an integrative review that incorporates multiple study designs (quantitative + qualitative + mixed methods), qualitative synthesis is the most appropriate method of analysis (Whittemore & Knafelz 2005). According to Flemming et al. (2018), thematic analysis is one of the finest quantitative synthetic techniques for analysing findings from diverse study designs. Theme analysis is an analysis that attempts to determine the structure of a previous study based on the similarity or correlation of the extracted research findings. In order to acquire a suitable theme, each extracted find has been examined individually, and if it has similarities or correlations, it will be included in a set of data. This group will then be assigned an appropriate theme. There

are four identified themes in the process: 1) Cognitive 2) Use of teaching aids 3) Communication strategies and 4) Behavior. Then, the findings acquired for each of these themes were reexamined for the process of sub-theme formation, and this process led to the formation of the training subtheme in the cognitive main theme section.

Then, all of these themes and sub-themes were validated by two specialists in SLR and speaking skills. Both experts concur that all four major themes and one subtheme correspond and are relevant to the specified research questions (see table 7):

Table 7. The main themes and subthemes

No.	Methodology	Cognitive (Exercise)	Use of Teaching Aids	Communication Strategies	Behavior
1	QN			/	
2	QL				/
3	MX		/		
4	QN	/			
5	QL		/		
6	MX			/	
7	MX	/			
8	QN			/	
9	QL			/	
10	QN	/			

FINDINGS

SELECTED ARTICLE BACKGROUND IN SLR

This section will concentrate on the background of the article or reference chosen for the SLR before analysing the main finding. Two of the ten selected articles or references were published in 2019, four in 2021, and four

in 2022. In addition, three of the ten selected articles were published in the Arab World English Journal, and seven more were published in journals such as Applied Linguistics Research Journal, Ijaz Arabi Journal of Arabic Learning, Journal of Teaching English For Specific and Academic Purposes, International Journal of Chinese Education, Autism & Developmental Language Impairments, Child Language Teaching and Therapy, Eurasian Society of Educational Research.

Table 8. Publications found according to journal and year

Journal/Reference	2019	2020	2021	2022	2023
Applied English Journal	1				
Arab World English Journal	1		2		
Ijaz Arabi Journal of Arabic Learning				1	
Journal of Teaching English for Specific and Academic Purposes				1	
International Journal of Chinese Education				1	
Autism & Developmental Language Impairments			1		
Child Language Teaching and Therapy				1	
Eurasian Society of Educational Research			1		

MAIN FINDINGS

Cognitive themes are among the themes formed. Practise is the subtheme of the cognitive theme. According to a study by Peterson et al. (2021) and Kehing and Yunus (2021) exercise is a strategy for enhancing cognitive

speaking skills among non-native speakers. This is because cognitive (mental) development occurs as a result of mental processes such as memory, attention, and information processing that occur during speech. These three factors are essential for delivering information more effectively and clearly. A person with excellent cognitive abilities is

capable of comprehending, processing, and remembering communicated information. In studies conducted by Peterson et al. (2021) and Xie (2022), students who practised writing notes and speech practise performed better than those who did not. This statement is also supported by Alabdullah (2021), who states that non-native speakers are able to communicate well when teachers provide them with structural input activities.

The second theme is use the teaching aids. Teaching aids are instruments or media used by teachers or instructors to facilitate the communication of information and instruction. Teaching aids are available in both physical and digital formats. The physical manifestations include books, tools, and devices like tablets, playing cards, and photographs. In digital forms such as video, radio, and computing devices. According to Eissa (2019), Digital Storytelling (DST) is a pedagogy that can help students develop their speech skills. DST is a method of communicating a narrative through speech and body language. In addition, it is an active medium for communicating the meaning of discourse. A study conducted by Eissa (2019) on students with difficulty speaking demonstrates that DST helps in the improvement of their speaking skills. Moreover, Yurisa et al. (2022) concurred with him that the use of teaching aids such as concept maps encouraged students to think critically and speak more frequently. This is due to the fact that a study conducted by Yurisa et al. (2022) on strategies to improve students' speaking skills through indirect critical thinking has been proved successful.

The third theme of the strategy for speaking skills is communication strategy. A communication strategy is a means of conveying information or intent for a particular objective. A small number of pupils in the Panahzadeh and Asadi (2019) study, use direct and indirect methods. The direct method involves the explicit transmission of a message or command. In contrast, to communicate indirectly is to do so unclearly. Indirectly, the strategy relies on tone of voice, facial mimicry, and body language to convey the message. According to Panahzadeh and Asadi

(2019) research, female students are more adept at indirect strategies than male students who employ direct strategies.

The next communication strategy is the achievement strategy divided into two, namely the first-language (L1) approach strategy, i.e. 1) code conversion 2) literal translation. While the second language reach strategy (L2) is 1) the attachment of meaning and sound 2) the appeal of explanation of creation 3) the appeals of repetition 4) the declaration of incomprehension 5) the stating of comprehension 6) the avoidance of messages 7) the arrangement of words (paraphase) 8) the repetition of words 8) the avoiding of topics 9) the leaving of messages. According to the Yakut and Bada (2022) study, students use all of the above strategies in different situations. It means that students use the entire communication strategy mentioned above according to their needs and circumstances. The most frequently used strategy is code repetition and conversion. In addition, Lowe et al. (2022) study, also applied several communication strategies in the vocabulary such as phonological, semantic, literal, independent word and cross-category strategy in speech. Studies have shown that teachers prefer to use teaching approaches using phonological, semantic and free-word strategies to develop vocabulary.

The final topic is behavioral strategy. This approach focuses on human behavior. This behavior is the consequence of social interactions between humans. According to the research of Alqurashi and Althubaiti (2021) students' readiness to communicate is important. However, his investigation revealed that the lack of availability was the reason why students did not wish to speak. This is because the students' behavior indicates that they are uncertain, fearful, and anxious if their speech is misunderstood, which is worse than if the intended meaning is not conveyed. This strategy is appropriately referred to as behavior, which is associated with human behavior such as willingness, anxiety, and fear. Here are the findings of the study based on the 10 articles listed above:

Table 9. Findings of the study based on the 10 articles

No	Study	Title	Aim	Methodology	Findings
1	Panahzadeh and Asadi (2019)	An Investigation into Iranian High School Students' Use of Request Speech Act	Evaluating the efficacy of high school textbooks in developing language proficiency and suitability by analysing the most frequently used speaking strategies by Iranian students	The survey was distributed to 142 secondary school students, consisting of 78 males and 64 females	Studies have found that female students use 'indirect strategies' better than male students. Next they face the problem of determining the effectiveness of a suitable textbook

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2	Alqurashi and Althubaiti (2021)	The Role of Language Proficiency in Willingness to Communicate: A Case Study of Saudi EFL Learners	The study investigates the interaction between foreign graduate students who study English with teachers in the classroom	Through the implementation of triangulation strategies that include focus group discussions and individual interviews, qualitative data is collected	According to studies, students are unwilling to speak English due to a lack of vocabulary and a fear of making errors; consequently, their intended meaning is misunderstood
3	Eissa (2019)	Pedagogic Effectiveness of Digital Storytelling in Improving Speaking Skills of Saudi EFL learners	The study aims to determine why Arab students are unable to communicate a foreign language. (English language). Next, evaluate Digital Story Telling (DST) as a pedagogical tool for teaching English as a second language	Collected data through surveys. Students enrolled in English courses at universities in Saudi Arabia were taught with DST and its efficacy was evaluated	According to studies, using DST as a pedagogy helps students with difficulty speaking English develop their speech skills while helping teachers in the classroom
4	Alabdullah (2021)	Structured Input vs. Structured Output Task's Effects on the Acquisition of the English Causative Forms: Discourse-Level. Structured Input vs. Structured Output Task's Effects on the Acquisition of the English Causative Forms: Discourse-Level	This study aims to examine the effect of structured input and output tasks on the acquisition of the English causative form. This investigation is founded on Van Patten's theory of input processing. (1996). This investigation's choice of vocabulary is influenced by a processing strategy known as the 'Principle of First Name'	This article provides an empirical investigation of experimental quasics. Arab students between the ages of 12 and 13 who studied English as a second language in Kuwait participated. In this study, pre- and post-test procedures have been utilised. Two types of instruction have been developed: structured input and structured output. In research evaluating the efficacy of both instructional treatments, structured input tasks and structured outputs are employed. Results analyzed using descriptive statistics and ANOVA	Studies shows the use of structured input tasks to help Arab (L1) students educate to produce and produce appropriate words in English as a second language (L2)
5	Yurisa et al. (2022)	Student's Perceptions of Buzan and Edward's Concept Map Strategy For Teaching Arabic	The purpose of this study is to describe the use of concept map strategies, the barriers encountered by students, and student perceptions	The research employs a qualitative descriptive method and a case study design. Indonesia's Malang State University and Maulana Islamic State University Malik Ibrahim, Malang were the centers of the investigation. Statistical data obtained through observations, interviews, and document analysis. According to Miles and Huberman, researchers use models for data analysis techniques, which include collecting data, data determination, data presentation, and conclusion	The results of the study indicate that students' perceptions of concept map strategies train them to think critically and speak frequently

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6	Yakut and Bada (2022)	Interlanguage Development of Turkish Speakers of English: Exploring Oral And Written Communication Strategies	The purpose of this study is to examine the effect of exposure to English as a foreign language on the communication strategies employed by non-speakers (Turkish)	Twenty Turkish students were selected in the preliminary round. They were instructed to describe and compose the selected topic. Their presentation is evaluated at the beginning, middle, and end of the academic year in order to determine the effectiveness of their communication strategies	In their speech and writing exercises, participants utilized a variety of communication strategies, as determined by intensity. In each tests, a variety of strategies were employed. Use of target language (L2) that is adaptable and persuasive has a significant impact on communication strategy
7	Peterson et al. (2021)	Speaking like a scientist: A multiple case study on sketch and speak intervention to improve expository discourse	The study aims to study the impact of note-taking, oral training and reporting skills on three students who face language disorders	Four nine-year-old fourth grade students and an eleven-year old sixth grade student with a language disorder were selected for this study. This intervention test was conducted for 20 minutes over nine minutes by a speaking pathologist at the school. Students learn to write and take pictographic notes from the expository text and formulate them orally. To see achievement, students are tested before and after (pre and post) learning	Student intervention tests were effective, according to studies. Students are able to take notes and perform oral exercises regularly and without difficulty. Pre- and post-test results demonstrated improvements in note-taking, oral training, and reporting skills among students
8	Lowe et al. (2022)	Teaching vocabulary to adolescents with language disorder: Perspectives from teachers and speech and language therapists	The purpose of the study was to identify the most effective strategies used by speech therapists and secondary school teachers to teach adolescents with language disorders vocabulary	The questionnaire has been distributed online to language speakers and high school teachers. A total of 127 therapists and 47 school teachers responded to the survey	Studies show that therapists are more inclined to teach phonology and semantic character analysis to develop vocabulary skills than high school teachers. The next inputs showed that both experts, therapists and secondary school teachers, used literacy strategies and free speech learning strategies
9	Kehing and Yunus (2021)	A Systematic Review on Language Learning Strategies for Speaking Skills in a New Learning Environment	The purpose of the study is to identify the speaking strategies employed by students in a new environment	The study reviews the strategies that students frequently use in learning speech skills. The articles were reviewed from 2017 to 2021 across two databases, ERIC and Google Scholar. PRISMA 2020 methodology used in audits	The approaches illustrate metacognitive and cognitive strategies that are frequently used to acquire speech skills. The least utilised strategy is the most memorable and effective strategy
10	Xie (2022)	Using task-based approach in business English courses for English-majors at a Chinese university	In the research, 145 Chinese students participated (majoring in English). This study aims to examine the need for communication learning and the efficacy of task-based approaches. The study then investigates how English teachers enhance their approaches to teaching	This survey used a two-way survey of Chinese students who took English as a major course and English teacher	Studies have found that students require speech, translation and interpretation skills strategies compared to other skills. Meanwhile, a task-based approach has a positive impact on the student

DISCUSSION

Overall, findings show that speaking skills learning strategies can enhance speech abilities among non-native speakers. Cognitive strategy is one of the central themes of this SLR. This SLR found that the subtheme of the training improved students' speaking skills (Alabdullah 2021; Peterson et al. 2021; Kehing & Yunus 2021; Xie 2022). This study describes various types of training, including structured input training, taking notes or writing exercises, oral training, reporting training, and task-based training. The entirety of the described exercise assists L1 students in producing and pronouncing appropriate and fluid words in the second language (L2) (Alabdullah 2021), leading to a positive effect in speech. Recent studies (Alabdullah 2021; Peterson et al. 2021; Xie 2022) have shown that regular exercise helps students improve their speech abilities (Alabdullah 2021; Peterson et al. 2021; Xie 2022).

Next, the second theme in this SLR is the use of teaching materials. The use of teaching materials has been found to help improve the student's speaking skills. Teaching materials in this SLR study include the use of digital story telling (DST) (Eissa 2019) and concept maps (Yurisa et al. 2022).

The third theme in SLR is communication strategy. This SLR study finds communication strategies such as direct strategy, indirect strategy (Panahzadeh 2019), first language achievement strategy (L1) second language achieving strategies (L2) (Yakut & Bada 2022) and communication strategy in vocabulary (Lowe et al. 2022) strategies remembering and effective strategies can improve student speaking skills among non-native speakers. According to a study Panahzadeh (2019), Yakut and Bada (2022), Lowe et al. (2022) the use of important learning strategies to develop student speech skills, further affects student achievement in a better direction.

The final topic is behavior. Mentally and physically prepared students (Alqurashi & Althubaiti 2021) are able to speak well, according to SLR research indicating that behavior themes are important for students. Recent research indicates that dread, anxiety, and uncertainty are significant obstacles that prevent students from speaking. Eissa (2019), Afandi et.al (2019), Nurwaina & Zawawi (2019), Sudarmaji et.al (2021). However, the behavioral strategy of preparedness is one of the vital components of the ability to survive.

CONCLUSIONS

In its formula, this SLR presents several language skills learning strategies such as cognitive strategy,

communication strategy, teaching aid strategy and behavioral strategy. The overall strategy helps to improve the student's speech skills if practiced and implemented in speech learning among non-native speakers.

The study suggests that sustainable research and research should be carried out towards more effective speaking skills learning strategies among non-native speakers. This is because to improve speaking skills some strategies need to be practiced such as acting, simulation, storytelling, singing and debate. Next, speech skills can be enhanced with exercises that match the skills and level of development of students. In addition, teachers need to investigate factors that influence non-speaking students in order to help them overcome the challenge of not speaking. In this way speaking skills can be improved, then speaking achievement is at a high level.

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