EXPLORING THE FACTORS IMPROVING TEACHER'S ENGLISH-SPEAKING SKILL: A CASE STUDY IN A PRIVATE ELEMENTARY SCHOOL IN WEST SUMATRA

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ABSTRACT

In this era of the Fourth Industrial Revolution, English has become increasingly important for people from various backgrounds. Speaking is one of the most important skills that both teachers and students strive to learn and improve. Some schools even establish "English zones," areas where students and teachers are encouraged or required to communicate only in English. This research aims to find out the factors that contribute to the improvement of teachers' English-speaking skills, with a specific focus on a private elementary school in West Sumatra. It used qualitative research by using a case study design. Data were collected by using interview question of semi-structured interview. Samples of the research were three teachers studying English in the English Conversation program, selected by cluster sampling. It was analysed by using thematic analysis. The research shows that teachers' improvement in English-speaking proficiency comes from internal and external factors. Internal factors are teacher's motivation, self-confidence, and learning habits. External factors are institutional support, peer collaboration, and resource availability. This research was limited to a private Elementary School in Padang, West Sumatra. The findings are expected to offer valuable insights into teacher professional development and contribute to broader discussions on improving the quality of English language teaching in Indonesia.
Keywords: English, Elementary School, Speaking Skill, Teachers,

ABSTRAK

Di era Revolusi Industri Keempat ini, Bahasa Inggris menjadi semakin penting bagi orang-orang dari berbagai latar belakang. Berbicara adalah salah satu keterampilan terpenting yang ingin dipelajari dan ditingkatkan oleh guru dan siswa. Beberapa sekolah bahkan membentuk "zona Bahasa Inggris", area di mana siswa dan guru didorong atau diharuskan untuk berkomunikasi hanya dalam Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang berkontribusi terhadap peningkatan keterampilan berbicara Bahasa Inggris guru, dengan fokus khusus pada sebuah Sekolah Dasar Swasta di Sumatera Barat. Penelitian ini menggunakan penelitian kualitatif dengan menggunakan desain studi kasus. Data dikumpulkan dengan menggunakan pertanyaan wawancara atau wawancara semi-terstruktur. Sampel penelitian ini adalah tiga guru yang belajar Bahasa Inggris dalam program Percakapan Bahasa Inggris, yang dipilih secara cluster sampling. Analisis dilakukan dengan menggunakan analisis tematik. Penelitian menunjukkan bahwa peningkatan kemampuan berbicara Bahasa Inggris guru berasal dari faktor internal dan eksternal. Faktor internal adalah motivasi pribadi, kepercayaan diri, dan kebiasaan belajar. Faktor eksternal adalah dukungan institusional, kolaborasi antarteman, dan ketersediaan sumber daya. Penelitian ini terbatas pada Sekolah Dasar Swasta di Padang, Sumatera Barat. Temuan ini diharapkan dapat memberikan wawasan berharga tentang pengembangan profesional guru dan berkontribusi pada diskusi yang lebih luas tentang peningkatan kualitas pengajaran bahasa Inggris di Indonesia.
Kata Kunci: Bahasa Inggris, Sekolah Dasar, Keterampilan Berbicara, Guru,

INTRODUCTION

In this era of the Fourth Industrial Revolution, English has become increasingly important for people from various backgrounds. The rapid advancement of technology and globalization has made English not only a subject taught in schools but also a key tool for communication in almost every sector of life. From education to business, from science to entertainment, the role of English continues to expand and influence how people connect and exchange knowledge globally

(Candraloka & Rosdiana, 2022). Moreover, English has also become a cultural bridge. Through movies, music, social media, and digital platforms, people are exposed to English daily. This constant exposure not only helps in learning the language but also in understanding different cultures and perspectives. In short, in this modern era, the ability to communicate in English is no longer an option but rather a necessity for many parties who wish to thrive in a rapidly changing world (Karomatunnisa et al., 2022).

In many countries, the education sector has become a central concern for governments, as it plays a crucial role in shaping human resource development and preparing societies to engage with global progress. Education is widely recognized as the foundation for cultivating knowledge, skills, and competencies that enable individuals to make meaningful contributions to national growth and competitiveness (Istiningsih, 2024). By investing in education, governments aim not only to enhance the quality of their workforce but also to ensure that citizens are equipped to adapt to the rapid changes brought about by globalization, technological advancement, and economic transformation. In this sense, education functions as both a tool for individual empowerment and a gateway for nations to face the challenges and opportunities of global development (Desianti & Rahayuningsih, 2022).

To address this challenge, many schools in Indonesia, particularly in West Sumatra, have implemented programs that promote the use of English both inside and outside the classroom. From elementary schools to universities, institutions have developed various activities such as English clubs, conversation classes, and extracurricular programs aimed at improving language proficiency. Some schools even establish "English zones," areas where students and teachers are encouraged or required to communicate only in English. These initiatives are designed not only to strengthen language skills but also to create an environment that fosters confidence, practical usage, and exposure to English as a global language. By doing so, educational institutions aim to equip students and teachers to excel in academic and professional contexts at both national and international levels (Kemal, 2020).

Speaking is one of the most important skills that both teachers and students strive to learn and improve. As a core component of communication, speaking enables individuals to express ideas, share knowledge, and engage in meaningful interactions. For teachers, the ability to speak English fluently is essential for delivering lessons effectively and serving as a model for their students. Likewise, for students, developing strong speaking skills helps them gain confidence, participate actively in classroom discussions, and prepare for future academic and professional opportunities. Due to its direct impact on communication and real-life applications, speaking often becomes the primary focus of English learning efforts in many educational settings (Putra, 2017).

Ansar, (2017) informed that English conversation is one of the programs that schools consistently prioritize to enhance students' speaking skills. This program provides structured opportunities for learners to practice real-life communication, allowing them to move beyond memorizing vocabulary or grammar rules and instead focus on using the language in authentic contexts. Through activities such as dialogue practice, role-playing, group discussions, and interactive games, students are encouraged to express their thoughts more fluently and confidently. For teachers, conversation programs also serve as a platform to model correct pronunciation, intonation, and expression. By prioritizing English conversation, schools aim to create a supportive environment where speaking becomes a natural part of the learning process, ultimately strengthening students' communicative competence in English (Qothiifah Nurul Izzah, Edwar Kemal, 2023).

Implementing English-speaking activities in elementary schools is also highly important because it brings significant benefits to schools, teachers, and students. At the school level, such programs enhance the institution's reputation by demonstrating a strong commitment to preparing students for global competitiveness. For teachers, integrating English speaking practice into early

education provides opportunities to develop their own language skills while adopting more innovative and interactive teaching methods. Meanwhile, for students, early exposure to speaking English helps build confidence, improve pronunciation, and foster positive attitudes toward language learning from a young age. Starting English-speaking practice at the elementary level, therefore, lays a solid foundation for lifelong language development and supports the overall goal of enhancing the quality of education (Nurhalimah et al., 2022).

There are some studies analysing how teachers improve their English-speaking skills. Aryal, (2024) conducted research at a secondary school level. He used an interpretative approach to gain a deeper understanding of participants' experiences. he used an interpretive approach. The research instrument was an interview question using a semi-structured interview. The samples of the research were two English teachers at a Nepalese secondary school. The interviews featured open-ended questions designed to elicit detailed responses, thereby generating rich qualitative data on the teachers' approaches and difficulties in teaching speaking. The data were later transcribed, coded, and systematically analyzed to identify recurring themes and patterns. The findings, organized into four thematic categories, provide valuable perspectives on effective teaching practices as well as the obstacles encountered in fostering students' English-speaking proficiency.

Florentina Robert & Syahtia Pane, (2020) also analysed the teacher's teaching at a junior high school. The research used a qualitative research by using case study design. Data were collected by using an interview. Samples of the research were two English teachers. The research shows that teachers employed a variety of techniques, including role-play, storytelling, social strategies, and discussions. Teachers often use more than one strategy simultaneously, as this combination makes it easier, faster, and more enjoyable for students to master vocabulary, thereby supporting the development of their speaking skills. The selection of strategies is guided by the principles of teaching speaking to motivate students and enrich their vocabulary acquisition.

Then, Rai Antara & Anggreni (2021) analysed the strategies employed by teachers in teaching English online to elementary-level students at Triatma Jaya Vocational High School. They used qualitative research, and data were collected by using interviews and observation. Samples of the research were 14 teachers. Data were analysed by using the qualitative descriptive method. The findings show that teachers implemented various strategies in online speaking classes, including interviews, role-play, discussions, games, and the use of pictures. Pictures were incorporated into multiple activities, such as storytelling, descriptive tasks, and picture-based narration. Despite these efforts, teachers faced several obstacles, including unstable internet connections, limited technological knowledge, students' tendency to imitate their peers' work, and restricted time for speaking practice in online settings.

Based on the information above, there are research gaps for the new research. One of the main gaps identified in the reviewed studies is the focus on students rather than on teachers' self-development. The works of Aryal (2024), Florentina and Pane (2020), and Rai Antara and Anggreni (2021) primarily examined the strategies teachers used to improve students' speaking skills. While these findings are valuable for understanding classroom practices, they do not provide insights into how teachers themselves work to strengthen their own English-speaking proficiency. The present research addresses this limitation by shifting the focus toward teachers' personal improvement, exploring how they enhance their speaking skills to support both professional growth and classroom effectiveness.

Another gap lies in the research context. Aryal (2024) conducted his study at the secondary school level, Florentina and Pane (2020) investigated teaching strategies in a junior high school, and Rai Antara and Anggreni (2021) examined online speaking instruction in a vocational high school setting. None of these studies focused on private elementary schools, particularly within the West Sumatran context. By situating the current research in a private elementary school, this study

provides a fresh perspective and contributes to understanding teacher development in a different educational level and geographical setting.

The third gap relates to the dimension of teachers' professional growth. Previous studies discussed how teachers managed classroom strategies but did not examine how teachers themselves engage in continuous development of their speaking ability. Aspects such as self-practice, peer collaboration, participation in training, and opportunities for authentic English use were not sufficiently addressed. This study aims to fill that gap by investigating teachers' learning processes, offering new insights into how teachers actively improve their own speaking skills as part of their professional journey.

Finally, there is also a gap in terms of case study depth. While Aryal (2024) and Florentina and Pane (2020) involved only two teacher participants each, and Rai Antara and Anggreni (2021) included 14 teachers but focused mainly on online teaching challenges during the pandemic, these studies did not explore teachers' individual motivations and personal practices in detail. The present research seeks to provide a more comprehensive and context-specific case study by examining not only the strategies used but also the motivations, challenges, and self-improvement practices of teachers in enhancing their English-speaking skills. In summary, this research addresses a clear gap by observing how teachers themselves improve their English-speaking ability within a private elementary school in West Sumatra. Unlike the reviewed studies, which focused on teaching strategies for students, this research highlights the dimension of *teacher self-improvement* and professional development, thereby offering new perspectives on language teaching practices in Indonesia.

This research aims to find out the factors that contribute to the improvement of teachers' English-speaking skills, with a specific focus on a private elementary school in West Sumatra. The study seeks to explore not only the strategies employed by teachers but also the underlying elements that support their language development. The research question was "What are the factors improving the teacher's English-speaking skills at a private elementary school in West Sumatra?". This research has significance because by adopting a case study approach, the research aims to provide a detailed and context-specific understanding of how teachers enhance their speaking proficiency in an elementary school setting. The findings are expected to offer valuable insights into teacher professional development and contribute to broader discussions on improving the quality of English language teaching in Indonesia.

METHOD

To conduct this research, a qualitative approach was applied. This approach was considered appropriate because it enables an in-depth exploration of teachers' experiences and perspectives, which are central to understanding how they develop their English-speaking skills. Through qualitative inquiry, the study seeks to generate rich, descriptive data that reveal the various factors, both internal and external, that contribute to teachers' improvement. Such an approach also allows for flexibility in capturing the complexity of teachers' learning processes within their specific educational context (Creswell et al., 2007; Cesaria et al., 2024).

This research employed a descriptive case study as its research design. A descriptive case study was chosen because it provides a detailed account of a specific phenomenon within its real-life context, allowing the researcher to capture the unique experiences of teachers in a private elementary school in West Sumatra. By focusing on a single case, this design makes it possible to describe and analyse the factors that contribute to teachers' improvement in English-speaking skills with greater depth and clarity. The case study approach also offers the flexibility to incorporate multiple sources of evidence, such as interviews and observations, thereby ensuring a comprehensive understanding of the research problem (Zainal, 2007).

The data for this research were collected through semi-structured interviews with the teachers. Semi-structured interviews were selected because they provide a balance between structured guidance and open-ended flexibility, allowing the researcher to explore key themes while also allowing participants to share their experiences in depth (Gerring, 2007). This method enabled the collection of rich qualitative data on the strategies, challenges, and personal practices teachers employ to improve their English-speaking skills. The use of semi-structured questions also made it possible to probe further into participants' responses, ensuring that important insights were not overlooked (DeJonckheere & Vaughn, 2019).

Interview questions were prepared and used during the semi-structured interviews as the main instrument for data collection. To ensure the validity and reliability of the instrument, the questions were reviewed and validated by experts in the field of English language education. Expert validation helped confirm that the interview items were clear, relevant, and aligned with the objectives of the study. This process strengthened the credibility of the data collection, as it ensured that the questions were capable of eliciting meaningful responses from the participants regarding the factors that contribute to their improvement in English-speaking skills.

The samples of this research were three teachers who were enrolled in an English conversation program at a private elementary school at Padang, West Sumatra. These participants were selected using cluster sampling, a technique that allows groups of individuals with similar characteristics to be identified and chosen as research subjects. This method was considered appropriate because the selected teachers shared a common background of actively participating in a program designed to enhance their English-speaking ability. By focusing on this cluster, the study was able to capture more specific and relevant insights into the factors that support teachers' improvement in speaking English.

The data of this research were analysed using thematic analysis. This method was chosen because it allows the researcher to identify, organize, and interpret patterns or themes that emerge from qualitative data. Through coding and categorization, thematic analysis provides a systematic way to make sense of teachers' experiences and perspectives regarding their efforts to improve English-speaking skills. It also offers flexibility in capturing both explicit statements and underlying meanings within the interview responses. By applying thematic analysis, the study was able to generate comprehensive findings that highlight the key factors influencing teachers' speaking development (Doody & Doody, 2015).

RESULT AND DISCUSSION

These research findings were derived from interview questions during a semi-structured interview. The research question was what are the factors improving the teacher's English-speaking skills? After conducting the research, it was found that two factors, external and internal, improve the teacher's English-speaking skills. Here are the following findings.

RESULT

a. Internal Factors

1. Teacher's Motivation

Motivation plays a central role in improving teachers' English-speaking skills, as it serves as the driving force that sustains their learning efforts. Highly motivated teachers are more likely to dedicate additional time and energy to practicing speaking, seeking out opportunities to use English in both formal and informal contexts. Motivation not only encourages persistence when facing difficulties, such as limited vocabulary or pronunciation challenges, but also fosters a proactive attitude toward self-development. In this sense, motivated teachers are more inclined to explore new strategies, participate in training, and engage in continuous practice, all of which significantly enhance their speaking proficiency.

The above information was supported by the teachers on their interviews. Teacher 1 (T1) stated that " *I am every helped by motivation to study English because I have liked to study English for a long time".* Then*,* T2 also argued that *if you don't have motivation to study English, you will never be able to continue the English program well.* At last, T3 informed that *although you know and learn the theories but if you are not motivated to do it, it will stop your studying sooner or later.*

The responses from the three teachers highlight the crucial role of motivation in improving their English-speaking skills. Teacher 1 (T1) emphasized that personal interest and long-standing enjoyment of English serve as a strong motivational foundation for continuous learning. This suggests that intrinsic motivation, rooted in personal interest, sustains long-term commitment. Teacher 2 (T2) reinforced this perspective by pointing out that without motivation, it is difficult to sustain participation in English learning programs. This reflects the idea that motivation functions as a prerequisite for persistence and consistency in language development. Teacher 3 (T3) further elaborated that theoretical knowledge alone is insufficient if it is not accompanied by motivation, as the absence of motivation eventually leads to disengagement and discontinuity in learning. Taken together, these views underline that motivation is not only a supportive factor but also a determining condition for teachers' success in improving their English-speaking proficiency.

2. Self-Confidence

Self-confidence is also a crucial factor in improving teachers' English-speaking skills, as it directly influences their willingness to engage in real communication. Teachers who believe in their own ability are more likely to take risks in speaking, experiment with new expressions, and actively participate in conversations without fear of making mistakes. A strong sense of confidence not only reduces anxiety but also creates a positive mindset that encourages continuous practice and interaction. Conversely, a lack of confidence may discourage teachers from using English in authentic situations, limiting their growth opportunities. Thus, self-confidence serves as both a psychological support and a practical enabler that empowers teachers to apply their language knowledge more effectively in everyday communication.

The teacher's explanation also supports the above information in relation to the self-confidence factor. T1 stated that *I realise that I am very afraid of speaking because I am not self-confident doing it in front of the public.* T2 also added that *actually, if you keep speaking without concerning the grammar, your self-confidence to use English will be high.* T3 also confirmed that *before speaking in front of the public, especially classroom, we need to build our self-confidence first.*

The teachers' responses strongly emphasize the importance of self-confidence in developing English-speaking skills. T1 admitted feeling afraid to speak due to a lack of self-confidence, suggesting that anxiety and fear of negative judgment can hinder active communication. In contrast, T2 highlighted that self-confidence can grow through consistent practice, even without focusing too heavily on grammatical accuracy. This reflects the idea that fluency and confidence often precede accuracy in language learning, and overemphasis on correctness may inhibit spontaneous communication. T3 further reinforced the need to cultivate self-confidence before speaking in front of others, especially in a classroom setting. Collectively, these statements suggest that self-confidence is both a prerequisite and a product of practice: without it, teachers may avoid speaking opportunities, but through practice and reduced fear of mistakes, confidence gradually increases. This interpretation aligns with the view that building self-confidence is a critical factor in enabling teachers to effectively improve and apply their English-speaking skills in real contexts.

3. Learning Habit

Learning habits, such as reading English materials, practicing pronunciation, and engaging in self-reflection, also contribute significantly to the improvement of teachers' English-speaking skills. Consistent exposure to English texts, whether through books, articles, or online resources, enriches

vocabulary and familiarizes teachers with authentic language use. Regular pronunciation practice helps them develop clearer articulation and greater fluency, which are essential for effective classroom communication. In addition, engaging in self-reflection allows teachers to evaluate their progress, identify weaknesses, and adjust their learning strategies accordingly. These habits, when practiced consistently, not only strengthen language proficiency but also build autonomy and responsibility in learning, making teachers more effective in both their professional development and their role as language models for students.

b. External Factors
1. Institutional Support

One of the important factors that contributes to improving teachers' English-speaking skills is positive institutional support. When schools provide opportunities such as training programs, workshops, or English conversation clubs, teachers are encouraged and equipped to enhance their language abilities in a structured manner. Institutional support also includes the availability of resources, such as English learning materials, digital tools, and access to professional development activities. Moreover, a supportive school environment, where administrators and colleagues value and promote continuous learning, can increase teachers' motivation and confidence to practice English. Such support not only facilitates teachers' personal growth but also improves the overall quality of English instruction, as teachers are better prepared to serve as role models for their students.

The above information is also supported by the teacher in their interview. T1 said that "*our school foundation has a great concern about English because we want all of our students can speak English".* T2 even added that" we *have an English conversation program every Tuesday regularly with the expert, and we implement our knowledge in the classroom.* T3 also informed that *our school has already implemented mixed languages, Indonesian language and English, during our teaching and learning process.*

The above information is further supported by teachers' interview responses. T1 emphasized that *"our school foundation has a great concern about English because we want all of our students can speak English."* This highlights the institution's vision and commitment to fostering English proficiency across the school community. Similarly, T2 noted that *"we have an English conversation program every Tuesday regularly with the expert, and we implement our knowledge in the classroom,"* indicating that the school provides structured opportunities for professional growth through continuous practice and expert guidance. Finally, T3 explained that *"our school has already implemented mixed languages, Indonesian language and English, during our teaching and learning process,"* which reflects the school's supportive policy of creating a bilingual environment to strengthen both teachers' and students' English communication skills. Taken together, these responses confirm that institutional support at SD DEK Business School plays a pivotal role in shaping teachers' speaking development by offering motivation, structured practice, and a supportive teaching culture.

2. Peer Collaboration

Peer collaboration also emerges as a valuable factor in improving teachers' English-speaking skills. Interaction with colleagues provides not only opportunities for authentic language practice but also constructive feedback that can boost both accuracy and fluency. When teachers work together, through discussions, role-play, or collaborative classroom planning, they create a supportive environment where mistakes are normalized as part of the learning process. This collegial engagement not only strengthens teachers' confidence but also enhances their motivation, as they feel encouraged and supported by their peers. In this way, collaboration fosters a culture of

continuous professional growth that goes beyond individual learning habits and institutional programs.

The teachers supported the above information during their interview. T1 described that *"Since we had learned English, we often practice our English with our friends.* T2 said that "*although our conversation is not fast and long, we are always consistent in speaking together.* T3 added that *If I don't know about an English word, my friends always help me with the diction.*

The teachers' interview responses further reinforced the importance of peer collaboration in developing their English-speaking skills. T1 explained, *"Since we had learned English, we often practice our English with our friends,"* highlighting the role of peer interaction as a consistent avenue for practice. T2 added that *"although our conversation is not fast and long, we are always consistent in speaking together,"* which illustrates the value of regular engagement, even if limited in duration or fluency. Similarly, T3 emphasized peer support by stating, *"If I don't know about an English word, my friends always help me with the diction."* These accounts demonstrate that collaboration among colleagues not only provides practice opportunities but also creates a supportive environment where teachers can rely on each other for encouragement, correction, and shared learning. This aligns with the notion that peer collaboration fosters both confidence and competence in language development.

3. **The Availability of Learning Resources**

Another important factor that supports teachers' improvement in English-speaking skills is the availability of learning resources. Access to books, multimedia materials, and digital platforms provides teachers with diverse opportunities to practice and enhance their language abilities. Printed resources, such as grammar and vocabulary books, help strengthen linguistic foundations, while multimedia tools, such as audio recordings, videos, or interactive applications, expose teachers to authentic English usage in various contexts. Similarly, digital platforms create flexible spaces for practice, allowing teachers to engage in self-learning, pronunciation exercises, or even interactive conversations beyond the classroom. The presence of these resources not only expands practice opportunities but also increases teachers' autonomy in managing their own learning. In this way, resources function as both a supplement to formal instruction and an independent tool for continuous improvement.

The above information got support from those participants. T1 argued that *we have English materials or textbooks for studying, supported by the school in the library.* T2 commented that *during our teaching and learning, we use a mixed teaching book for students.* T3 also described that "*we often play English materials such as videos, audios for teaching certain materials for students*".

The participants' interview responses further confirmed the role of learning resources in supporting their English-speaking improvement. T1 highlighted institutional support by stating, *"we have English materials or textbooks for studying, supported by the school in the library,"* which shows that access to printed resources strengthens their learning foundation. Similarly, T2 explained, *"during our teaching and learning, we use a mixed teaching book for students,"* indicating that teachers rely on varied instructional materials that provide both guidance and practice opportunities. T3 added that *"we often play English materials such as videos, audios for teaching certain materials for students,"* reflecting the integration of multimedia tools into their daily teaching. Collectively, these responses reveal that the availability of diverse resources, ranging from textbooks to digital media, creates multiple pathways for teachers to practice, enrich their vocabulary, and expose themselves to authentic English usage, thereby enhancing their speaking competence.

DISCUSSIONS

The findings of this study indicate that both internal and external factors play an essential role in improving teachers' English-speaking skills (Mahmoudi, 2015). Internally, three key aspects were identified: motivation, self-confidence, and learning habits. Motivation emerged as the driving force that sustains teachers' commitment to practicing English. This statement is supported by Fidan, (2023) stated that teachers' motivation shows a strong link with their level of engagement, commitment, persistence, and overall enthusiasm in carrying out their teaching responsibilities. However, Shakoor, (2021) stated that teachers are encouraged to make greater efforts in finding ways to motivate students, particularly through extracurricular activities such as games, drama performances, rewards, and role-playing in English. From these perspectives, it is seen that not all of the teachers have a high motivation for studying and teaching English to students. These problems could be from her knowledge and skill as a teacher.

Meanwhile, self-confidence encouraged the teachers to actively engage in communication despite potential errors. Suryanto, radhiansyah tri , Galuh Rofanda Imelia, (2025) also confirmed that teachers' professional identity, encompassing pedagogical, emotional, and reflective competencies, plays a crucial role in shaping a supportive classroom environment and in building students' confidence to use English. Arianto et al., (2023) also informed that teachers must implement a range of activities designed to enhance students' confidence in speaking English. It is seen that although it is quite difficult for the teacher to have self-confidence in teaching or exploring their English, this factor should be implemented to enable the students could speak English as well.

Learning habits, such as consistent reading, pronunciation practice, and self-reflection, further reinforced teachers' progress by embedding English use into their daily routines. Tawali & Kamarudin, (2021) stated that to enable the students could speak in English, the teacher must make English a habit and use it frequently in communication. Together, these internal factors demonstrate that teachers' personal attitudes and efforts are central to their speaking development.

Externally, three major supports were found to be equally significant: institutional support, peer collaboration, and the availability of learning resources. Institutional support from the school, such as structured conversation programs and the use of bilingual classroom practices, provided teachers with regular opportunities to enhance their skills. Seno & Paglinawan, (2024) argued that a significant positive relationship was identified between instructional quality, institutional support, and content relevance, underscoring the importance of these factors in ensuring effective teaching practices. It shows how important institutional support is for improving the English interaction in the school.

Peer collaboration created a supportive environment where teachers could practice together, exchange feedback, and learn collectively. Winarsih, (2018) supported that engaging in peer collaboration enables teachers and student teachers to recognize and reflect on their learning gaps. Such collaboration contributes to the development of teaching competencies, while enhanced clarity and understanding are regarded as valuable outcomes of the process. Wen & Li, (2022) stated that when properly supervised, the collaborative process can significantly enhance the quality of students' work, boost their confidence in learning, and foster an inductive environment that supports second language learning. Additionally, access to resources, ranging from textbooks and teaching materials to multimedia and digital platforms, broadened opportunities for practice and exposure to authentic English input. It is in line with the Cummins, (2016) stating that access to resources is one important factor for improving their social status and ability.

CONCLUSION

Teachers' improvement in English-speaking proficiency is the result of a dynamic interaction between internal and external factors. Teachers' motivation, confidence, and consistent learning

habits are strengthened by institutional programs, peer collaboration, and resource availability. This suggests that efforts to enhance teachers' speaking abilities should not only encourage self-driven learning but also be supported by a conducive institutional environment and collaborative culture.

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