



## The Implementation of Language Experience Approach (LEA) in Teaching Speaking: A Case Study

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### Abstract

*This study examines the implementation of the Language Experience Approach (LEA) in teaching speaking to junior high school students. This study was conducted in response to students' common experiences in using this approach to overcome their barriers in speaking English, such as low participation, nervousness, and speaking difficulties. LEA is considered an efficient strategy because it allows students to learn more actively based on their experiences, which makes them more actively involved in speaking in class. The purpose of this study is to investigate how LEA is implemented in English speaking lessons and to describe the stages, procedures, and responses of teachers and students' experiences when using this approach. The sampling technique used was purposive sampling. Data collection techniques used were observation, interviews with teachers and students, and documentation. The instruments used were observation sheets, interview guides, audio recordings, and media documentation notes developed based on relevant indicators related to LEA implementation. For data analysis, this study used the Triangulation analysis model by Miles and Huberman, with data reduction, data presentation, and closing by drawing conclusions. The results of this study are expected to provide insight into a clear picture of its implementation.*

## 1. Introduction

Speaking is one of the most essential skills in language learning because it enables students to communicate ideas, information, and feelings orally. In English language learning, speaking is considered an active process in which learners use language meaningfully to interact with others. The ability to speak English effectively is important for students because it supports communication competence and helps them participate actively in both academic and social contexts. However, many students in English as a Foreign Language (EFL) contexts still experience difficulties in developing speaking skills. Problems such as low confidence, nervousness, limited vocabulary, lack of speaking practice, and inappropriate teaching methods often hinder students from communicating effectively in English. In addition, teachers also face challenges in creating interactive classroom environments that encourage students to speak actively.

In the Indonesian EFL context, speaking instruction is often dominated by teacher-centered learning, where students have limited opportunities to express ideas orally. As stated by (Uswati and Itaristanti 2017), language learning in Indonesian schools still tends to emphasize material delivery rather than encouraging students to actively practice listening, speaking, reading, and writing skills. This condition makes speaking activities less meaningful and reduces students' participation during classroom interaction. Furthermore, students in EFL contexts generally have fewer opportunities to use English outside the classroom because English is mainly learned as a school subject rather than as a communication tool (Suban 2021). As a result, many students become passive during speaking activities and lack motivation to practice English orally.

Based on observations conducted in class 8C at Al Kautsar Middle School, the teacher implemented descriptive text activities through the Language Experience Approach (LEA). In the learning process, students were asked to write simple descriptions based on their own experiences, translate them into English with past tense, and present them orally in front of the class. Although several students demonstrated relatively good language abilities, many students showed low motivation and limited participation during speaking activities. Only a few students actively engaged in classroom interaction, while others tended to remain passive and hesitant to speak. These classroom conditions indicate that implementing speaking instruction in Indonesian EFL classrooms remains challenging and requires appropriate teaching approaches that can encourage active student participation.

One approach that has the potential to support speaking instruction is the Language Experience Approach (LEA). LEA is a learning approach that integrates students' personal experiences into language learning activities. Through LEA, students use their own experiences as the basis for speaking, reading, and writing activities, allowing learning to become more meaningful and contextual. Previous studies have shown that LEA contributes positively to language learning. (Mustapha et al. 2022) found that students taught using LEA performed better than students taught using conventional methods because LEA helped connect students' background knowledge with learning materials.

Similarly, (Rafika 2023) stated that LEA helped students improve vocabulary mastery, communication skills, and writing ability while reducing nervousness during speaking activities because students shared personal experiences in their own words. In addition, (Kosasih, Nurmahanani, and Iskandar 2023) revealed that the integration

of LEA with sequential pictures significantly improved students' narrative writing skills. (Huang 2013) also emphasized that LEA utilizes students' vocabulary, language patterns, and personal experiences as the foundation for meaningful language learning, where students first express ideas orally before transforming them into written texts.

Other studies have also demonstrated the effectiveness of LEA in improving literacy-related skills. (Alvina Nurul Janah, Dianasari 2024) found that LEA supported by Digital Scrap Book media successfully improved students' early reading skills and increased learning engagement. (Zahra 2021) concluded that LEA effectively improved students' beginning writing skills while increasing their learning motivation and participation. Furthermore, (Thongchai 2024) explained that LEA enables students to acquire language meaningfully through authentic experiences and student-generated content. However, the study also highlighted challenges such as limited learning resources and insufficient teacher training in implementing LEA effectively.

Although previous studies have demonstrated the effectiveness of LEA in improving language learning, most studies mainly focus on reading and writing skills, elementary school contexts, or ESL learners who use English as a second language. Research investigating the implementation of LEA in speaking classes for Indonesian junior high school EFL students remains limited. In particular, there is still a lack of qualitative classroom-based analysis examining how LEA is implemented in speaking instruction, how teachers and students interact during the learning process, and what challenges emerge during implementation. Therefore, this study attempts to address this gap by investigating the implementation of LEA in an Indonesian EFL speaking classroom at the junior high school level.

This study is also grounded in Social Constructivism theory proposed by Jean Piaget and Lev Vygotsky. Social Constructivism emphasizes that learning occurs actively through experience, interaction, and social communication. (Piaget Jean 2014) argued that children's language develops from their experiences and their internal need to express reality. This perspective aligns closely with LEA because LEA encourages students to use personal experiences as the basis for language production. Meanwhile, Vygotsky, as explained by (Michael Cole and Sylvia Scribner 1978) emphasized that knowledge is constructed socially through interaction with others. In speaking instruction, this theory supports the idea that students develop speaking ability through communication, collaboration, and classroom interaction. Therefore, LEA is considered compatible with Social Constructivism because it promotes active participation, meaningful communication, and collaborative learning during speaking activities.

Based on this background, this study aims to investigate the implementation of the Language Experience Approach in teaching speaking to eighth-grade students at SMP Al Kautsar, particularly in class 8C. This study focuses on describing the implementation process, the teacher's role, students' responses, classroom dynamics, and challenges encountered during the application of LEA in speaking instruction. Using a qualitative case study design, this research is expected to provide a deeper understanding of how LEA is implemented in an actual EFL classroom context. Furthermore, this study is expected to contribute theoretically and practically by providing insights for English teachers, particularly in Indonesian junior high schools, regarding the implementation of LEA to support students' speaking development and classroom participation.

## 2. Method

The researcher used qualitative methods to complete this research. According to (Creswell 2018), qualitative research methods are a way to understand and obtain information by collecting data from individuals or groups. Qualitative methods are used to describe phenomena experienced by research participants, such as processes, opinions, struggles, responses, and other phenomena that occur. (Creswell 2018) A case study is a qualitative research approach that focuses on the in-depth exploration of a limited system in its real-life context using multiple data sources. This research employed a qualitative case study design to investigate the implementation of the Language Experience Approach (LEA) in teaching speaking at Al Kautsar Middle School.

According to (Creswell 2008), in purposive sampling, researchers select individuals who best assist them in understanding the research problem and research questions. According to (Creswell 2012), purposive sampling is a sampling technique in which researchers deliberately select participants or research locations based on specific considerations, namely those deemed most capable of providing in-depth information about the phenomenon being studied. Researchers sample individuals or locations because they can help researchers generate or discover specific theories or concepts within those theories. In this study, researchers used purposive sampling. The subjects of this study were 8th-grade students of Al Kautsar Junior High School, Bandar Lampung, in the 2025/2026 academic year, focusing on class 8C, totaling 33 students.

These students represented diverse English language abilities and learning motivations. The participating teacher was an English teacher experienced in teaching junior high school students and taught using a student-centered learning approach, specifically the Language Experience Approach (LEA). They were selected as subjects for purposive sampling because the Language Experience Approach (LEA) was implemented in their speaking classes.

In this study, researchers used observation and interviews as data collection methods. The researcher visited the school and observed class 8C, which was learning English with a teacher who implemented the Language Experience Approach. Observations were conducted from the beginning of the learning process to the end. Observations were conducted three times to ensure a clear understanding of the process, classroom dynamics, and student responses. An observation checklist and observation notes were also used in data collection. The researcher also conducted interviews with a teacher and five students in the class, each with ten questions related to their and the students' opinions, experiences, obstacles, and expectations when teaching or being taught using the Language Experience Approach. The researcher also audio-recorded the participants' responses. At this stage, the researcher conducted structured interviews. The interviews were open-ended, with the researcher providing prepared questions that encompassed all the findings obtained and further explored with follow-up questions.

The teacher interview instrument was designed to explore the implementation of the Language Experience Approach (LEA) in teaching speaking. For example, the question *"How do you usually start your speaking lesson when using the LEA method?"* helps the researcher understand how the teacher begins the lesson and introduces LEA stages in the classroom. In addition, the question *"What challenges do you face when applying LEA in the classroom?"* was intended to identify the difficulties experienced by the teacher during the implementation process, such as limited vocabulary, time constraints, or classroom management issues. Another question, *"How do you support students when they face difficulties in learning speaking through LEA?"* provides information about the

teacher's role in guiding students, giving feedback, and helping students improve their speaking skills. These questions help the researcher answer the research objectives related to the implementation process, teacher strategies, and challenges in using LEA in speaking classes.

Meanwhile, the student interview instrument was used to explore students' experiences, participation, and responses toward LEA-based speaking activities. For instance, the question *"How do you practice speaking in class?"* helps the researcher identify the speaking activities carried out by students during the learning process, such as storytelling, dialogue practice, or presentations. The question *"How do you feel when you have to speak in front of the class?"* was used to examine students' confidence, motivation, and emotional responses during speaking activities. Furthermore, the question *"What difficulties did you face during the class?"* helps the researcher discover problems faced by students, including difficulties in vocabulary, pronunciation, or grammar. Through these questions, the researcher could gain deeper understanding about students' engagement, learning experiences, and challenges during the implementation of LEA in teaching speaking.

In this study, data analysis was conducted using the Miles and Huberman procedure, which involves three main components: data reduction, data presentation, and drawing conclusions with verification. Initially, the researcher organized the collected data into a structured descriptive format, supported by tables derived from the observations to enhance clarity. The next step involved refining the data by sorting, coding, and focusing on relevant information obtained from the observation and interview transcripts, guided by the research objectives and issues identified during the study, including method implementation, teacher engagement, and student participation in classroom activities. Finally, conclusions were developed and validated through cross-source comparisons, particularly between observation notes and interview data, to ensure consistency and reliability. Furthermore, ethical considerations were upheld by maintaining the anonymity of all participants, including teachers and students, to protect their privacy.

The researcher used three coding stages in analyzing the data: open coding, axial coding, and selective coding. In the open coding stage, important statements from interviews and observations were identified and labeled with initial codes. In the axial coding stage, similar codes were grouped into categories such as teacher roles, speaking activities, classroom interactions, and challenges. Finally, in the selective coding stage, these categories were developed into broader themes to explain the implementation of the (LEA) in teaching speaking.

### **3. Result**

In this section, the study results will present the procedures for using LEA during the learning process, student responses in class while being taught using LEA, student interactions, and the challenges faced by students and teachers while implementing the Language Experience Approach (LEA). The results were obtained from observations and interviews conducted by the researcher during direct classroom research. During the data collection process, the researcher acted as a non-participant. Interviews with students were conducted after the researcher conducted classroom observations and after the students were taught using LEA.

The findings are based on interviews conducted with five students and a teacher who taught LEA in the class: with participants with the initials AA (a teacher), RN (first student participant), AS (second student participant), ZN (third student participant), AN

(fourth student participant, ZV (fifth student participant)). The data obtained were obtained from the results of observations and interviews that had previously been conducted. The following is a clear description of the results of the research findings.

*Procedures for using LEA during class lessons*

From the findings of the observation results, the implementation of the Language Experience Approach in the classroom has been carried out according to procedures, with the following stages: the teacher explains the material to be brought and informs the learning objectives, the teacher then tells experiences to attract students' attention to listen to stories based on experience, the teacher forms small groups in the class, the teacher gives students assignments to write stories based on their real experiences in several sentences, students who are paired in groups practice speaking alternately with their partners, students each give suggestions and input to each other, the teacher monitors student activities while giving criticism and suggestions, then the teacher appoints several groups to come forward to talk to their partners, in the final stage the teacher gives suggestions and returns the material he brought.

Table 1.1 Observation Result of LEA Implementation

No.	Aspect of Observation	Indicator	Score	Notes
1.	Implementation of LEA stages	Teacher applies LEA stages based on procedures.	3	LEA implemented clearly with relevant topics and guidance
2.	Students' engagement	Students actively participate during storytelling, reading, and speaking activities.	3	Students active during speaking activity, only some students not really active
3.	Teacher's guidance	Teacher facilitates, gives feedback, and supports students' speaking practice.	2	Teacher guides well, but support not evenly distributed
4.	Classroom interaction	Students interact, cooperate, and communicate with peers during LEA activities.	2	Class interactive, but some students remain passive
5.	Challenges and learning atmosphere	Difficulties and class atmosphere during implementation.	1	Limited time , the material and uneven participation become main challenges

The description of observation rating scale (0-3);

✓ 0 = Behavior not seen

- ✓ 1 = Behavior rarely seen
- ✓ 2 = Behavior sometimes seen
- ✓ 3 = Behavior often seen

The table above presents the results of the observation checklist used to observe the implementation of LEA in speaking activities. The observation checklist focused on five aspects: the implementation of LEA stages, students' engagement, teacher's guidance, classroom interaction, and challenges during the learning process. Each aspect was assessed using a rating scale from 0 to 3, where 0 indicated behavior not seen, 1 rarely seen, 2 sometimes seen, and 3 often seen. In addition, observation notes were used to provide additional descriptions of classroom conditions and students' participation during the learning process.

Table 1.2 Interview Result of LEA Implementation

<i>Themes</i>	<i>Codes</i>
Implementation of LEA	Use of media as introduction; translation and repetition activities; speaking practice through reading, writing, dialogue, and presentation; modified implementation of LEA stages.
Teacher Role	Providing instructions, sentence examples, guidance, feedback, correction, and motivation during speaking activities.
Speaking Activity	Sharing personal experiences; dialogue and group discussion; speaking practice and classroom presentation.
Class Dynamics	Individual and group work; peer interaction during discussion; active and passive student participation.
Challenges	Nervousness and lack of confidence; difficulties in vocabulary, grammar, and pronunciation; challenges in designing engaging activities.
Student's Responses	Positive interest in speaking activities; increased confidence; students helped by teacher examples; expectation for more speaking practice.

The themes and codes for LEA Implementation based on interview result above are explained in more detail as follows:

### *Teacher Role and Class Dynamics*

The findings revealed that the teacher played an important role in guiding and supporting students during the implementation of the Language Experience Approach (LEA) in speaking activities. Before students started the speaking tasks, the teacher provided clear instructions, explained the material, and gave sentence patterns to help students construct their spoken responses more confidently. The teacher (AA) stated, *"I provide sentence patterns first, then students follow and repeat."* In addition, the teacher provided feedback during practice sessions by correcting mistakes, giving examples, and encouraging students to speak more confidently. The teacher explained, *"I help by correcting mistakes, giving examples, and encouraging students to be more confident."*

Students' responses also confirmed the importance of teacher guidance during speaking activities. Student AN stated, *"The teacher gives correct sentence examples and helps when I ask questions,"* while student RN explained, *"The teacher helps by correcting pronunciation and giving examples."* These findings indicate that teacher support helped students participate more actively because they received guidance in sentence construction, pronunciation, and speaking practice.

The implementation of LEA also created interactive classroom dynamics through both individual and group activities. According to the teacher, students worked individually and in small groups consisting of two to four students. During the learning process, students interacted with peers to solve difficulties related to vocabulary, grammar, and speaking performance. Several students explained that they frequently asked classmates for help before consulting the teacher. This finding suggests that peer interaction became an important support system during speaking activities.

Observation findings strengthened these interview results by showing that classroom interaction occurred actively during LEA implementation. Students participated in speaking practice, discussion, and reading activities. However, participation was not evenly distributed among all students. Observation notes indicated that although students were generally active during speaking activities, some students remained passive and less involved in classroom interaction. This finding suggests that the implementation of LEA encouraged participation, but student engagement varied depending on individual confidence and speaking ability.

Furthermore, observation results revealed that teacher support, although generally effective, was not distributed equally among all students. More active and confident students tended to participate more frequently and interact more with the teacher, while less confident students participated less during classroom activities. This condition appears to be related to students' nervousness and lack of confidence when speaking in front of the class. As a result, some students dominated classroom interaction, while others remained passive despite the collaborative nature of LEA activities.

Overall, the findings demonstrate that the implementation of LEA created supportive and interactive classroom dynamics through teacher guidance, peer interaction, and collaborative activities. Nevertheless, both interview and observation findings consistently indicate that participation remained uneven because psychological factors, particularly nervousness and lack of confidence, affected students' willingness to engage actively in speaking activities.



Figure 1.1 Class Dynamics During LEA Implementation

Based on the interview findings, the teacher played a crucial role in guiding and supporting students during speaking activities. The teacher (AA) explained that before starting the speaking activity, they provided instructions and explained the material clearly. The teacher also gave examples of sentence patterns to help students construct their sentences, stating that *"I provide sentence patterns first, then students follow and repeat"*. In addition, the teacher guided students during practice and provided feedback, such as correcting mistakes and encouraging students. The teacher mentioned that *"I help by correcting mistakes, giving examples, and encouraging students to be more confident"*.

This was supported by students' responses. Student AN stated that *"The teacher gives correct sentence examples and helps when I ask questions,"* while student RN said that *"The teacher helps by correcting pronunciation and giving examples"*. These findings show that the teacher had an active and supportive role in facilitating students' speaking development.

#### *Challenges (Students' and Teacher's Difficulties in LEA Implementation)*

The findings revealed that students experienced several psychological and linguistic challenges during the implementation of the Language Experience Approach (LEA) in speaking activities. One of the most dominant challenges was nervousness and lack of confidence when speaking in front of the class. Several students reported feeling anxious during speaking performances. Student AN stated, *"I feel nervous at first when speaking in front of the class,"* while student RN explained, *"I still feel nervous when speaking."* Similarly, student AS mentioned, *"I feel nervous, but I become more confident."* These findings indicate that although LEA helped students become more confident through personal experience-based activities, feelings of nervousness still affected students' participation during speaking activities.

Observation findings also showed that nervousness influenced classroom participation. Some students actively participated and interacted confidently during speaking tasks, while others remained passive and avoided speaking opportunities. This uneven participation appears to be closely related to differences in students'

confidence levels and speaking ability. Students who felt more confident tended to dominate classroom interaction, whereas less confident students participated less frequently. Therefore, psychological barriers became one of the main factors affecting the effectiveness of LEA implementation in speaking activities.

In addition to psychological challenges, students also experienced linguistic difficulties related to vocabulary, grammar, sentence construction, and pronunciation. Vocabulary limitation became a significant problem, particularly during translation activities in which students were required to express personal experiences in English. One student explained, *"The difficulty occurs when translating because I sometimes forget the correct vocabulary,"* while another student stated, *"Sometimes I am confused about the vocabulary I should use."* These findings suggest that limited vocabulary reduced students' ability to express ideas fluently during speaking activities. Grammar and pronunciation difficulties also affected students' speaking performance. Several students reported difficulties in using verbs, arranging sentences, and pronouncing English words correctly. These linguistic problems often reduced students' confidence because students were afraid of making mistakes when speaking in front of others. As a result, some students became hesitant to participate actively during classroom interaction.

Observation findings strengthened these interview results. The "Challenges and learning atmosphere" aspect received the lowest observation score, indicating that several factors limited the effectiveness of speaking activities. Observation notes highlighted that limited time, uneven participation, and learning difficulties became the main classroom challenges. Limited speaking practice opportunities reduced students' chances to improve fluency and confidence, while uneven participation showed that not all students were equally engaged during classroom activities.

Besides students' difficulties, the teacher also experienced challenges during the implementation of LEA. The teacher (AA) explained, *"The main challenge is in designing learning activities to be more interesting."* This finding indicates that the success of LEA depends not only on the implementation of its learning stages but also on how teachers create engaging and interactive speaking activities. Observation findings also showed that although the implementation process was generally conducted well, classroom engagement was not fully optimal because some students still remained passive during activities.

Overall, the findings demonstrate that the challenges in implementing LEA were influenced by psychological, linguistic, and instructional factors. Nervousness, lack of confidence, limited vocabulary, grammar difficulties, and pronunciation problems affected students' willingness to participate actively in speaking activities. At the same time, limited time and difficulties in designing engaging classroom activities also influenced the effectiveness of LEA implementation. These findings suggest that successful implementation of LEA requires not only meaningful speaking activities, but also teacher strategies that can increase students' confidence and encourage more equal classroom participation.

#### **4. Discussion**

##### *Implementation of LEA*

The findings of this study show that the implementation of the Language Experience Approach (LEA) in teaching speaking created an interactive learning environment through individual activities, group discussions, and peer interaction. Students were encouraged to express ideas based on their personal experiences, which increased their engagement during speaking activities. This supports Nessel's (Nessel 2008) view that LEA connects language learning with learners' own experiences, making learning more meaningful and communicative. The interaction among students during discussions, peer assistance, and collaborative speaking practice also reflects (Lev S. Vygotsky 1978) sociocultural theory, particularly the idea that learning develops through social interaction.

The implementation of LEA also demonstrated how collaborative learning can support students' speaking development. Through group interaction, students were able to exchange ideas, receive feedback, and practice speaking in a less formal atmosphere. This process helped several students become more confident when expressing their ideas orally. In this context, LEA can reduce speaking anxiety because students talk about familiar experiences rather than unfamiliar topics, allowing them to focus more on communication than on generating ideas. Familiar content also helped students participate more naturally in speaking activities. This finding strengthens Brown's perspective that affective factors such as anxiety and self-confidence strongly influence speaking performance.

However, the implementation of LEA was not fully optimal because student participation remained uneven. While some students actively contributed during discussions and speaking tasks, others tended to stay passive and relied heavily on more active classmates. This condition indicates that interaction alone does not automatically ensure equal participation. (Lev S. Vygotsky 1978) concept of the Zone of Proximal Development (ZPD) explains that students require appropriate scaffolding to achieve their learning potential. In this study, teacher guidance and support were not distributed evenly, causing some students to receive more opportunities and assistance than others. As a result, students with lower confidence or weaker language ability participated less actively in speaking activities.

Overall, the findings indicate that LEA has significant potential to improve speaking skills by creating meaningful, experience-based communication and increasing student interaction. However, the effectiveness of LEA depends greatly on the teacher's ability to provide balanced support, manage classroom interaction, and ensure that all students are actively involved in speaking activities. This study also contributes theoretically by showing that LEA not only promotes speaking practice through personal experiences but also helps reduce students' anxiety and encourages collaborative learning.

##### *Challenges in LEA Implementation*

The findings revealed that both students and the teacher experienced several challenges during the implementation of LEA in teaching speaking. From the students' perspective, psychological factors such as nervousness, fear of making mistakes, and lack of confidence became major obstacles during speaking activities. These findings align with Brown's theory that affective factors significantly influence students' speaking performance. Although LEA encouraged students to speak based on personal experiences, some learners still felt anxious when expressing ideas orally in English.

In addition to psychological barriers, students also faced linguistic difficulties related to vocabulary, grammar, and pronunciation. These problems limited their ability to communicate ideas fluently and confidently. This supports Harmer's argument that speaking competence requires not only confidence but also mastery of language components. Another challenge emerged from the translation process used during LEA activities. Many students first developed ideas in their first language and then translated them into English, which increased cognitive demands and often reduced speaking fluency.

From the teacher's perspective, the major challenge involved designing engaging and effective learning activities within limited classroom time. The teacher needed to manage classroom interaction, provide scaffolding, and encourage equal participation simultaneously. However, uneven participation among students remained a problem because some learners were more dominant while others stayed passive. In addition, some learning materials were considered less challenging, which reduced opportunities for deeper speaking practice. These findings support Richards' view that teachers play an important role as facilitators in organizing meaningful communicative activities and creating supportive learning environments.

Despite the challenges, LEA still demonstrated potential to support speaking development through meaningful communication and collaborative interaction. However, the findings suggest that successful implementation requires sufficient teacher support, appropriate scaffolding, and learning activities that address both students' psychological and linguistic difficulties.

This study also has several limitations. The research was conducted in one classroom context with a limited number of participants, so the findings may not fully represent broader educational settings. In addition, the study focused mainly on classroom observation and interviews, which may not capture long-term improvements in students' speaking ability. Future studies are recommended to involve larger participant groups and examine the long-term effects of LEA on speaking performance and learner confidence.

#### *Relation to Previous Study*

The findings of this study show that the implementation of the Language Experience Approach in teaching speaking encourages active student participation through both individual and group activities, as well as meaningful interaction among students. This finding is in line with (Mustapha et al. 2022) and (Rafika 2023) who found that LEA creates a more engaging learning environment by connecting students' personal experiences with the learning material. In this study, students were actively involved in sharing their ideas and presenting their descriptions, which indicates that LEA supports speaking development by providing a natural and meaningful context for communication.

In addition, this study found that LEA helps students improve their confidence and participation in speaking activities, although some students still experience difficulties such as limited vocabulary and hesitation during presentations. This finding supports (Rafika 2023), who stated that LEA can reduce students' anxiety by allowing them to express ideas based on their own experiences. However, the presence of challenges in this study also aligns with (Thongchai 2024), who highlighted that limitations such as student readiness and classroom conditions can affect the effectiveness of LEA implementation. Therefore, while LEA has the potential

to improve speaking skills, its success depends on how the teacher manages the classroom and supports students during the learning process.

Furthermore, although many previous studies such as (Kosasih et al. 2023), (Zahra 2021), and (Alvina Nurul Janah, Dianasari 2024) focus on reading and writing improvement, this study extends their findings by showing that LEA is also applicable in developing speaking skills. Unlike those studies that emphasize learning outcomes quantitatively, this research provides a deeper understanding of the implementation process, including classroom dynamics, student interaction, and challenges faced during speaking activities. Thus, this study not only supports previous findings but also contributes new insights into how LEA functions specifically in speaking classrooms.

## 5. Conclusion

This study concludes that the implementation of the Language Experience Approach in teaching speaking supports more active student participation and meaningful classroom interaction by encouraging learners to express ideas based on their own experiences. The findings indicate that LEA contributes to improving students' confidence and engagement in speaking activities, although challenges such as limited vocabulary and uneven participation still occur.

Theoretically, this study reinforces the importance of meaningful, experience-based learning in developing speaking skills, while practically it highlights the need for effective teacher guidance in facilitating activities and supporting students. However, the findings are limited to one classroom context and a restricted research timeframe, which shapes how the results should be interpreted.

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