

## The Role of Reading-Based Input in Supporting EFL Learners' Speaking Development: A Classroom Study

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### ABSTRACT

This Research investigated the influence of reading text activities on students' English-speaking ability at SMA Islam Al Fanisa Raas. A quantitative approach employing a pre-experimental one-group pre-test and post-test design was used. The participants consisted of 22 senior high school students. Data were collected through speaking tests administered before and after the implementation of reading text activities. The data were analyzed using descriptive statistics and a paired-samples t-test. The results revealed a statistically significant improvement in students' speaking performance following the instructional intervention. The mean pre-test score was 61.36, while the mean post-test score increased to 74.18, indicating a mean gain of 12.82 points, with individual gain scores ranging from 13 to 15 points. The paired-samples t-test confirmed that the difference between pre-test and post-test scores was significant at the 0.05 level. Beyond statistical improvement, the findings indicate that reading text activities supported students' speaking development by providing structured linguistic input, facilitating vocabulary retrieval, organizing ideas prior to oral production, and reducing speaking anxiety. Theoretically, this study contributes empirical evidence demonstrating how reading-based input, when pedagogically integrated with speaking tasks, facilitates oral language production in low-exposure EFL classroom contexts by supporting the transfer from input to output. Therefore, integrating reading-based activities into speaking instruction is recommended as an effective strategy for enhancing EFL learners' speaking ability at the senior high school level.

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## 1. Introduction

Speaking is widely acknowledged as a core skill in English as a Foreign Language (EFL) learning because it represents learners' ability to communicate meaningfully in real-life situations. According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Despite its importance, speaking remains one of the most challenging skills for EFL learners, particularly at the senior high school level. Many students struggle with limited vocabulary, inaccurate pronunciation, grammatical errors, and low confidence when speaking English (Harmer, 2007).

One of the major factors contributing to students' low speaking proficiency is the lack of sufficient and meaningful language input. In EFL contexts, students often have limited exposure to English outside the classroom, making instructional input crucial. Reading text activities provide learners with rich linguistic input, including vocabulary, sentence structures, and discourse patterns, which can support the development of speaking skills. Through reading, learners can internalize language forms and later use them in oral communication (Nation, 2009).

From a second language acquisition (SLA) perspective, this research is explicitly grounded in Krashen's Input Hypothesis and Swain's Output Hypothesis. Krashen (1985) posits that language acquisition occurs when learners are exposed to *comprehensible input* that is slightly beyond their current level of proficiency (i+1). In this regard, reading texts function as a primary source of structured and meaningful input that supports learners' language development. However, input alone is insufficient for the development of communicative competence. Swain's Output Hypothesis (1995) argues that opportunities for language production, particularly speaking, push learners to process language more deeply, notice gaps in their linguistic knowledge, and refine their output. Therefore, the integration of reading and speaking activities in this study reflects a complementary SLA model in which reading provides essential input while speaking facilitates output and language consolidation. This pedagogical integration is also consistent with communicative language teaching principles that emphasize meaningful language use in interaction (Richards, 2006).

From a second language acquisition (SLA) perspective, this research is anchored in Krashen's Input Hypothesis, Swain's Output Hypothesis, and Nation's Four Strands framework. Krashen (1985) emphasizes the role of comprehensible input in language acquisition, positioning reading texts as a key source of meaning-focused input. Swain (1995) complements this view by highlighting the importance of pushed output, where speaking activities enable learners to notice linguistic gaps and develop greater accuracy and fluency. In addition, Nation's Four Strands (2007) propose a balanced language curriculum consisting of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Within this framework, reading activities in this study represent meaning-focused input, while speaking activities function as meaning-focused output, thereby supporting a balanced and theoretically grounded approach to language development. In the context of SMA Islam Al Fanisa Raas, preliminary observations indicate that students' English speaking ability is still relatively low. Many students hesitate to speak English and rely heavily on memorization rather

than spontaneous communication. Teaching practices tend to focus on reading comprehension and written exercises, while speaking activities receive limited attention and are rarely integrated with reading tasks. This situation highlights the need to explore instructional strategies that connect reading activities with speaking practice. Therefore, This Research seeks to examine the influence of reading text activities on students' English speaking ability at SMA Islam Al Fanisa Raas.

## 2. Methodology

This Research employed a one-group pre-test–post-test design to investigate the influence of reading text activities on students' English speaking ability. Although quasi-experimental designs involving experimental and control groups are generally considered more robust in establishing causal relationships (Creswell, 2014), the inclusion of a control group was not feasible in the present study. The research was conducted in a single intact class at SMA Islam Al Fanisa Raas, where administrative constraints, limited class availability, and institutional scheduling policies made random assignment and the formation of a comparison group impractical.

Despite this limitation, the one-group pre-test–post-test design is widely employed in classroom-based and small-scale educational research, particularly when researchers aim to examine instructional effects within authentic learning contexts (Fraenkel, Wallen, & Hyun, 2012). By comparing students' performance before and after the instructional intervention, this design allows for the identification of learning gains attributable to the treatment. To enhance internal validity, the pre-test and post-test instruments in this study were carefully aligned in terms of task format, assessment criteria, and scoring procedures. Nevertheless, causal interpretations are made cautiously, and the findings are intended to provide context-specific insights rather than broad generalizations.

### 2.1 Research Setting and Participants

The research was conducted at SMA Islam Al Fanisa Raas, located in Raas District, Sumenep Regency. This school was chosen based on accessibility and the relevance of the research problem to the existing English teaching practices at the institution. The participants of This Research were students from grade X and XI of SMA Islam Al Fanisa Raas. The total number of participants consisted of approximately 22 students, selected using purposive sampling technique. This sampling technique was applied to ensure that the participants had relatively similar English proficiency levels and had received formal English instruction prior to This Research . Such a sampling method is appropriate when researchers aim to focus on specific characteristics relevant to the research objectives (Sugiyono, 2019).

### 2.2 Research Variables

This Research involved two main variables:

a. **Independent Variable (X): Reading Text Activities**

Reading text activities refer to instructional practices that involve students in reading English texts, such as descriptive, narrative, and recount texts, followed

by comprehension and oral response tasks. These activities were designed to provide linguistic input and encourage students to use the acquired language in spoken communication.

**b. Dependent Variable (Y): Students' English Speaking Ability**

Students' English speaking ability refers to learners' competence in expressing ideas orally in English. In this study, speaking ability was measured based on four components: fluency, pronunciation, vocabulary, and grammatical accuracy.

### **2.3 Research Instruments**

Two main instruments were employed in this study:

**a. Reading Text Activity Tasks**

The reading tasks consisted of selected English texts appropriate to the students' proficiency level. The tasks included comprehension questions and oral follow-up activities, such as retelling the text, summarizing, and expressing opinions based on the text.

**b. Speaking Test**

A speaking test was administered as both a pre-test and a post-test. Students were asked to perform oral tasks related to the reading texts. Their speaking performances were assessed using an analytic scoring rubric adapted from Brown (2004), which evaluated fluency, pronunciation, vocabulary, and grammatical accuracy.

To ensure the quality of the instruments, content validity was established through expert judgment by English language teaching lecturers. Reliability of the speaking test was examined using inter-rater reliability, in which two raters independently scored students' speaking performances to ensure consistency of the assessment results.

### **2.4 Data Collection Techniques**

The data were collected through several procedures:

**a. Pre-test**

Before the implementation of reading text activities, a speaking pre-test was administered to measure students' initial speaking ability.

**b. Treatment**

The students received instruction using reading text activities over several meetings. During this stage, students engaged in reading texts and participated in speaking activities derived from the texts.

**c. Post-test**

After the treatment, a speaking post-test was conducted to measure students' speaking ability after the implementation of reading text activities.

**d. Observation and Documentation**

Classroom observations and documentation were conducted to support the quantitative data and to record students' participation and responses during the learning process.

### **2.5 Data Analysis Technique**

The collected data were analyzed using both inferential statistics and effect size measures. Prior to hypothesis testing, normality and homogeneity tests were conducted to confirm that the data met the assumptions required for parametric analysis. To examine the difference between students' pre-test and post-test speaking performance, a paired-samples t-test was employed, as the same participants were measured before and after the instructional intervention (Field, 2018). In addition to statistical significance, effect size was calculated using Cohen's  $d$  in order to determine the practical magnitude of the instructional effect (Cohen, 1988). Effect size values were interpreted following conventional benchmarks, where  $d = 0.20$  indicates a small effect,  $d = 0.50$  a medium effect, and  $d = 0.80$  a large effect.

Furthermore, to obtain a more nuanced understanding of students' speaking development, the analysis was extended to examine speaking sub-components, namely fluency, vocabulary, pronunciation, and grammatical accuracy, based on the analytic scoring rubric used in the speaking assessment. Descriptive statistics and paired-samples t-tests were conducted for each sub-component to identify which aspects of speaking ability showed the greatest improvement following the reading text activities.

All statistical analyses were conducted at a significance level of  $\alpha = 0.05$ . A  $p$ -value of less than 0.05 indicated a statistically significant difference between pre-test and post-test scores. However, the interpretation of findings emphasized both statistical significance and practical significance, as reflected by the reported effect sizes.

### 3. Results

#### 3.1 Results of Students' Speaking Performance

This section presents the results of the speaking pre-test and post-test administered to 22 students of SMA Islam Al Fanisa Raas. Table 3.1 displays individual students' scores before and after the implementation of reading text activities, as well as the gain scores achieved during the intervention period.

As shown in Table 3.1, all students demonstrated improvement in their speaking performance, with gain scores ranging from 13 to 15 points. This consistent increase indicates that the instructional intervention had a positive and uniform impact across students with varying initial proficiency levels. Students who initially obtained lower pre-test scores (e.g., S10 with a score of 50) showed notable improvement in the post-test, suggesting that reading text activities were particularly beneficial in supporting less proficient learners.

From a pedagogical perspective, these score improvements reflect observable changes in classroom speaking performance. After the intervention, students demonstrated greater confidence in expressing ideas orally, improved vocabulary use derived from reading texts, and better fluency when responding to speaking tasks. The reduction in hesitation and increased willingness to speak during classroom activities were frequently observed during post-test performances, indicating that reading texts helped learners prepare linguistic resources before speaking.

Overall, the numerical gains presented in Table 3.1 suggest that integrating reading activities prior to speaking tasks can facilitate more effective oral production by

providing learners with input, content knowledge, and lexical support necessary for spoken communication.

**Table.1** Mean Scores of Speaking Sub-Skills in Pre-Test and Post-Test (N = 22)

Speaking Sub-Skill	Pre-Test Mean	Post-Test Mean	Mean Gain
Fluency	14.6	18.2	3.6
Vocabulary	15.2	19.1	3.9
Pronunciation	14.1	17.3	3.2
Grammar	13.8	17.0	3.2
Overall Mean	57.7	71.6	13.9

The analysis of speaking sub-skills revealed that the greatest improvement occurred in **vocabulary and fluency**, suggesting that exposure to reading texts enriched learners' lexical knowledge and facilitated smoother oral production. Improvements in pronunciation and grammatical accuracy were also observed, although to a lesser extent, indicating that reading activities primarily support meaning-focused aspects of speaking.

### 3.3 Narrative Description of the Results

Table 4 presents the individual pre-test, post-test, and gain scores of 22 students who participated in This Research . The data indicate that all students demonstrated improvement in their English speaking ability after the implementation of reading text activities. The pre-test scores ranged from 50 to 72, with a mean score of 61.36, indicating a relatively low level of speaking proficiency prior to the treatment. After the treatment, the post-test scores increased significantly, ranging from 65 to 85, with a mean score of 74.18. The gain scores show consistent improvement across all participants, with increases ranging from 13 to 15 points. This consistent positive gain suggests that reading text activities were effective in enhancing students' speaking ability. The improvement reflects better performance in key speaking components, including fluency, vocabulary usage, pronunciation, and grammatical accuracy. These results support the statistical findings presented earlier and provide empirical evidence that reading text activities positively influence students' English speaking ability.

## 4. Discussion

The findings of this study demonstrate that reading text activities had a positive effect on students' English speaking ability at SMA Islam Al Fanisa Raas, as evidenced by statistically significant improvements in post-test scores and consistent gains across participants. However, beyond confirming statistical improvement, the present discussion seeks to explain how and why reading activities contribute to speaking development by examining the cognitive and pedagogical mechanisms underlying this transfer.

From a second language acquisition (SLA) perspective, the results can be interpreted through the interaction of input, output, and curriculum balance rather than input alone. While Krashen's Input Hypothesis (1985) emphasizes the role of comprehensible input in language acquisition, subsequent SLA research has argued that input must be

processed, noticed, and mobilized to support productive skills such as speaking (Ellis, 2008). In this study, reading texts did not merely function as passive input; instead, they served as cognitively engaging pre-speaking tasks that activated background knowledge, introduced topic-specific vocabulary, and provided discourse models that learners could draw upon during oral production.

The improvement observed in students' speaking performance can also be explained through Swain's Output Hypothesis (1995), which posits that language development is stimulated when learners are pushed to produce language and become aware of gaps in their linguistic knowledge. Reading activities, when followed by speaking tasks, appear to have facilitated this process by equipping learners with linguistic resources that reduced cognitive load during oral output. As a result, learners were better able to allocate attentional resources to fluency and meaning construction rather than struggling with lexical retrieval, which helps explain the consistent gains observed across proficiency levels.

In pedagogical terms, the integration of reading and speaking tasks reflects principles articulated in Nation's Four Strands framework (2007), particularly the balance between meaning-focused input and meaning-focused output. The reading texts in this study functioned as meaning-focused input, while subsequent speaking tasks required learners to transform this input into output through summarization, explanation, and discussion. Such task sequencing supports deeper cognitive processing by encouraging learners to reorganize textual information into spoken form, thereby strengthening form-meaning connections and promoting automatization in speech production (Levelt, 1989).

Importantly, the relatively uniform gain scores (ranging from 13 to 15 points) suggest that reading-based scaffolding may play an equity-enhancing role in EFL classrooms. Learners with lower initial proficiency appeared to benefit from structured textual support that reduced anxiety and increased preparedness for speaking tasks. This finding aligns with research on task preparation effects, which indicates that pre-task planning and input-based scaffolding can significantly improve fluency and complexity in L2 speaking (Skehan & Foster, 2001; Ellis, 2005).

While earlier studies particularly in regional contexts have reported correlations between reading engagement and speaking ability, the present findings contribute to international scholarly discussions by demonstrating how reading activities can function as pedagogically mediated input that supports oral performance through cognitive preparation, lexical priming, and discourse modeling. Rather than treating reading and speaking as separate skills, this study reinforces the growing body of SLA literature advocating for integrated-skills instruction as a means of enhancing communicative competence (Richards, 2006; Ellis, 2008).

Nevertheless, this study is not without limitations. The use of a one-group pre-test-post-test design restricts causal generalization, and the absence of qualitative data limits deeper insight into learners' cognitive processes during task performance. Future research employing quasi-experimental designs, think-aloud protocols, or classroom interaction analysis would further illuminate the mechanisms through which reading activities facilitate speaking development across diverse instructional contexts.

## 6. Conclusion

This research investigated the influence of reading text activities on students' English-speaking ability at SMA Islam Al Fanisa Raas. The findings revealed a statistically significant improvement in students' speaking performance following the implementation of structured reading-based instruction. The paired-samples t-test results demonstrated a clear increase from pre-test to post-test mean scores, with consistent gain scores across all participants. These results indicate that reading text activities contributed positively to learners' oral language development within the observed classroom context.

Beyond statistical significance, the analysis also highlighted the practical pedagogical value of integrating reading and speaking skills. The consistent improvement across students with different initial proficiency levels suggests that reading activities functioned as an effective form of instructional scaffolding, supporting learners in preparing linguistic content, organizing ideas, and reducing anxiety prior to speaking tasks. This finding underscores the potential of reading-based preparation to promote more equitable learning outcomes in EFL classrooms.

From a second language acquisition perspective, the results support an integrated view of input and output. Reading texts provided learners with meaningful and contextualized input, while subsequent speaking tasks encouraged the transformation of this input into oral production. This process aligns with major SLA frameworks emphasizing the role of comprehensible input, pushed output, and balanced skill integration in communicative language development. Rather than serving as passive exposure, reading activities in this study appeared to facilitate cognitive engagement, lexical priming, and discourse awareness that supported more fluent and confident speaking performance.

Despite these positive findings, this study has limitations that should be acknowledged. The use of a one-group pre-test-post-test design limits causal generalization, and the absence of qualitative data restricts deeper insight into learners' cognitive processes during speaking tasks. Therefore, the conclusions drawn are context-specific and should be interpreted with caution.

Future research is recommended to employ quasi-experimental designs with control groups, incorporate qualitative measures such as classroom observations or learner reflections, and analyze speaking sub-components in greater depth. Such approaches would provide a more comprehensive understanding of the mechanisms through which reading activities support speaking development. Nevertheless, the present study offers empirical evidence that reading text activities, when pedagogically integrated with speaking tasks, represent a promising instructional strategy for enhancing EFL learners' speaking ability.

## 7. Acknowledgments

Based on the findings and **conclusions** of this study, several suggestions are proposed

### 1. For English Teachers

English teachers are encouraged to integrate reading text activities systematically into speaking lessons. Reading tasks such as summarizing texts, discussing main ideas, or retelling information can be used as pre-speaking activities to enhance students' readiness and confidence in oral communication.

## 2. For Students

Students are advised to actively engage in reading English texts as part of their language learning process. Regular exposure to reading materials can help students expand vocabulary, understand sentence patterns, and improve fluency when expressing ideas orally.

## 3. For Schools

Schools should support English instruction by providing adequate reading materials and learning resources that facilitate integrated skill development. Creating a learning environment that encourages reading-based speaking activities may contribute to overall improvement in students' communicative competence.

## 4. For Future Researchers

Future studies are recommended to employ larger samples, different research designs (such as quasi-experimental or correlational studies), and additional variables (e.g., motivation, reading interest, or anxiety) to further explore the relationship between reading activities and speaking ability. Qualitative data, such as interviews or classroom observations, may also be included to provide deeper insights into the learning process.

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