

Teaching Strategy in English Speaking Class

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Abstract: This study aimed to explore the lecturer's teaching strategies in the speaking class at Universitas Palangka Raya. This study used a qualitative research design, specifically adopting a case study to generate a comprehensive and nuanced understanding of how teaching strategies were implemented. The participant in this study was one of the lecturers who taught in the Intermediate English-Speaking Class during the 2nd semester. The instruments used were a field note and an interview guide. The data analysis was conducted through the Iterative Model proposed by Miles et al. (2014), encompassing three interconnected stages: data condensation, data display, and conclusion drawing with verification. The study found that the lecturer employed various strategies to teach speaking skills, depending on the topic of the day. The lecturer employed seven strategies throughout the class activity. In the opening, the lecturer would use icebreakers as a warm-up. In the core activity, the lecturer would employ techniques such as brainstorming, drilling, pair work, role-playing, and group work. At the end of the class, the lecturer would play a game named "Exit Ticket". This study goes beyond simply describing classroom activities. It highlights the importance of sequencing and contextual adaptation in teaching speaking. The lecturer showed how matching strategies to different lesson stages and topics can increase students' participation and confidence. The study provides a useful reference for lecturers and teachers who want to improve their speaking instruction in similar EFL classroom.

Keyword: *English Speaking Class; Classroom Activities; Higher Education; Speaking Skill; Teaching Strategy*

INTRODUCTION

In global communication, proficiency in English is essential. English-speaking skills are beneficial to use in many fields globally. According to Rao (2019), English is used as a common language and a global language to maintain worldwide relationships in various fields, including science, technology, commerce, education, travel, and tourism. Therefore, mastering English speaking skills will undoubtedly enable people to connect across cultures and borders. Moreover, one's English-speaking skills determine one's success in communication. With good speaking skills, one can easily engage and convey their ideas and thoughts to a large audience (Gangal, 2012). However, despite its importance, many learners struggle to achieve success in speaking.

Many students find it challenging to speak the English language. The significant challenge for learners' speaking skills comes from language-related barriers. According to Abrar et al. (2018), in their study, they found that mastering components in speaking skills, including vocabulary, pronunciation, grammar, and fluency, poses the most significant challenge to students. It is challenging for students to speak, as they often have a limited vocabulary, poor pronunciation, inadequate knowledge of grammar, and frequently stutter when trying to speak. Moreover, all the components affect each other. Therefore, if students lack one of the components, other components might be affected. For example, a lack of vocabulary might

affect their fluency, as it is difficult for them to choose the correct word to express their ideas and thoughts, leading to stuttering whenever they have to speak in English. Additionally, learners' psychological factors also become an obstacle to speaking English. According to Qureshi et al. (2020), their study found that psychological factors, including lack of motivation, low self-confidence, low self-esteem, anxiety, shyness, and fear of making mistakes, affect students' oral performance. These challenges can lead to students' frustration in learning the language.

Teachers play a crucial role in developing students' speaking abilities. During speaking activities, teachers need to play different roles. According to Harmer (2007), teachers can play the roles of prompter, participant, and feedback provider in English-speaking classes. As a feedback provider, teachers must give considerate feedback and avoid overcorrection during students' speaking performances. This way, it will help students overcome their fears and increase self-confidence. Teachers also suggest conducting interactive activities, such as role-plays, group discussions, and presentations, to enhance student engagement and learning. It can provide students with opportunities to practice speaking in meaningful contexts and improve their speaking ability. A teacher's ability to identify individual strengths and weaknesses and adapt their teaching strategies accordingly is key to fostering growth in students' speaking skills.

Teachers can use many strategies to enhance students' speaking skills. Harmer (2007) suggests that teachers can use many strategies during speaking activities. They are engaging in various activities, including scripted communication games, discussions, prepared talks, questionnaires, simulations, and role-plays. Richards (2015) argues that a good teaching strategy is based on its purpose. If the purpose is to enable students to develop routines for handling transactions, practice turn-taking, and learn fixed expressions, role-play is the option. Nevertheless, if the purpose is to develop students' ability to express opinions and justify choices, ranking activities are the best speaking activities. He also adds some valuable strategies to teach speaking, such as small talk, conversation, presentation, transaction, and discussion. Each of the strategies still needs to be considered when applied, taking into account the level and needs of the students. Moreover, Kayi (2006) argues that the best instructional teaching strategy for speaking is one that encourages students' interaction by having them communicate based on real-life situations. That way will provide students with the opportunity to apply and communicate with each other in the target language. Kayi also mentions that teachers need to build a classroom environment that promotes authentic activities, meaningful tasks, and real-life communication. It can happen when the students working in a group finish a task or a goal together. She also suggests some teaching speaking strategies to promote students' speaking ability, such as discussions, role-playing, simulations, information gaps, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narration, picture description, and finding the difference.

Furthermore, another effective strategy for teaching speaking skills is the use of storytelling. According to Ellis and Brewster (2014), storytelling is an effective strategy for teaching speaking skills because it provides a meaningful and enjoyable context that motivates learners to participate, reduces anxiety, and encourages confidence in oral communication. Through repetition, interaction, and opportunities to retell or dramatize stories, students can practice fluency, pronunciation, and self-expression in authentic and creative ways. Additionally, task-

based activities demonstrate promising results in students' speaking skill development. As in Ur's (1996) study, students showed a willingness to speak more, the number of students increased, and there was greater motivation and enjoyment. In education, consistent practice plays a vital role in improving speaking skills. Learners should engage in real-life communication, such as participating in discussions, role-playing, or practicing presentations. Richards and Renandya (2002) suggest that communicative tasks, where learners exchange meaningful information, help them become more confident and fluent. In addition, using authentic materials such as podcasts, interviews, or videos can expose learners to natural speech patterns and broaden their understanding of how language is used in context. The more frequently a learner speaks, the more natural and automatic their language production will become (Harmer, 2007).

Some researchers have investigated strategies in teaching speaking at the higher education level. The researcher highlights some of the primary research as references, such as the study by Soraya et al. (2025) entitled "Teaching Speaking Strategy Used by Lecturer at Public Speaking Class in IAIN Palangka Raya". The study explored teachers' strategies in teaching speaking skills. The strategies used are debate and discussion. Their implementation and effect on the students were also discussed. The researchers found that the lecturer employed two strategies: discussion and debate. In public speaking class, these strategies were alternated in every meeting. Those were implemented by giving students a topic, and they had to prepare their ideas regarding the topic, then their ideas needed to be presented in front of the other students and the lecturer in class. Another study, titled "A Case Study on Male and Female Lecturers' Strategies in Teaching Speaking Skill at Tertiary Education Context" by Dadi and Abdul (2021), explores lecturers' strategies for teaching speaking skills in a university context. They found that, in teaching and learning activities, both lecturers used different strategies. Lecturer A used audio-based presentations, topic-based presentations, and peer sharing of ideas, which focused more on accuracy. Meanwhile, Lecturer B used role-plays, discussions, and simulations, which focused more on fluency. Lastly, research titled "The Strategies in Teaching Speaking at University of PGRI Palembang" by Marleni (2019) examined lecturers' teaching strategies in teaching speaking skills in the second semester of the English Department of University of PGRI Palembang. This study revealed four strategies employed by the lecturer in teaching speaking skills: presentation, drama-making, question-and-answer sessions, and show-and-tell activities.

Speaking pedagogy has been widely recognized as a crucial component of English language education, with prior studies examining strategies such as debates, discussions, role-plays, presentations, and simulations to foster fluency, accuracy, and confidence among learners. However, despite these contributions, relatively few studies have systematically investigated teaching speaking strategies in higher education within the Indonesian EFL context, particularly at Universitas Palangka Raya, and existing research often focuses on isolated techniques or individual lecturer practices without fully addressing how strategies are sequenced, adapted, and integrated to meet diverse learner needs. This study seeks to fill that gap by exploring the strategies currently employed by lecturers at Universitas Palangka Raya and evaluating their appropriateness for enhancing speaking instruction, thereby advancing previous literature by showing how familiar techniques gain greater effectiveness when applied through structured sequencing and contextual adaptation. In doing so, it provides practical

insights for lecturers to refine their pedagogical approaches, informs teaching practices for upcoming semesters, and contributes to the broader TESOL scholarship on speaking pedagogy in higher education.

METHOD

A case study was the most suitable qualitative research design for this study, as it enabled the researcher to conduct a comprehensive analysis of teaching strategies in English-speaking classes. According to John W. Creswell (2023), in a case study, researchers develop a comprehensive analysis of a program, activity, event, a single individual, or a single group of individuals to gain an in-depth understanding or information using different data collection procedures over an extended period. In addition, the participant of this research was a lecturer who taught a speaking class. The study was conducted at Universitas Palangka Raya, specifically in the Intermediate English-speaking class during the second semester.

In this study, the researcher used two instruments: field notes and an interview guide. The researcher focused on documenting the observable interactions, methods, and activities as recorded in the field notes. The type of observation employed was non-participant observation, in which the researcher did not participate in the group's activities but remained a passive observer, watching and listening to the teaching and learning process in an English-speaking class and drawing conclusions about the lecturer's teaching strategy for speaking (Kumar, 2011). The observation was done in three meetings in total. Additionally, the researcher conducted an interview with the lecturer using an interview guide prepared to gather in-depth information. In this research, the type of interview was semi-structured interviews. By applying this technique, the interview becomes more flexible, allowing for in-depth interviews (Fontana & Frey, 2005). The lecturer was interviewed to explore the strategies that teachers use and the reasons behind their choices.

The data were collected through observation and interview. First, the researcher observed the teaching and learning in class. The researcher wrote down the field notes and also recorded the teaching and learning process. It was conducted in three meetings. Then, after completing the them, the researcher conducted an interview using the provided interview guide to gather in-depth information about the teaching strategies employed in the class. Moreover, data analysis was conducted using the Iterative Model by Miles et al. (2014), which posits that qualitative data analysis involves three lines of activity that occur simultaneously. Activities in data analysis, namely Data Condensation, Data Display, and Conclusion Drawing and Verification. Firstly, in reducing the data, the researcher collected data through observation using field notes and video recordings. Then, the data obtained were selected, focused, and transcribed by the researcher, referring to the research problem. Field notes and interview transcripts were reduced into meaningful units by categorizing strategies according to lesson stages (opening, core, closing). Each activity was coded based on type (e.g., ice-breaking, brainstorming, drilling) and purpose (engagement, accuracy, fluency, reflection). After reducing the data, a data display was applied to view the entire data description. Strategies were displayed in chronological order of classroom implementation, supported by descriptive details from observation. Interview data were used to clarify lecturer intentions, rationales, and

reflections (e.g., why drilling was prioritized, why exit tickets were occasionally used). Lastly, the researcher concluded the study by synthesizing recurring themes from both observation and interview data. Strategies were interpreted not only in terms of their type but also their sequencing and contextual adaptation. Verification was achieved through triangulation, cross-checking classroom practices with lecturer reflections to ensure that the conclusions were credible and aligned with the research questions.

RESULTS AND DISCUSSIONS

Results

There are several lecturers' strategies found to teach speaking skills. These strategies are distributed across three parts of the class activity: the opening activity, core activity, and closing activity.

Teaching strategies in Opening activities

There is one strategy found in the opening activity. The strategy is ice-breaking. The strategies are described in order from the first strategy performed to the last strategy performed during opening activities.

1. Ice-breaking

On the first day of observation, the lecturer conducted an icebreaker to help the class get to know each other. This activity was conducted only during that meeting, as on the second day of observation, the lecturer arrived late, and on the third day of observation, the lecturer was not in good condition. It was also the month of Ramadan, so there was no physical activity, such as ice-breaking, which can be exhausting. Moreover, the lecturer gave instructions to the students. The instructions were, firstly, that the whole class had to make a big circle. Second, the game began by having each person introduce themselves and share how they felt that day, one by one. The lecturer did it first by saying her name and how she felt today to give the students a clear idea of how to play it. Then, the students played it one by one. After the play was done, because it was too fast, the lecturer decided to play another game called "Name and Gesture". The instructions given by the lecturer were that the students had to say their nickname while doing a gesture, and after that, everybody would say the student's name and follow the gesture. It successfully made the class full of laughter because sometimes some students said something silly or made a silly gesture, and the other students had to follow the gesture. The class was lively and noisy, even though it had only just begun.

Teaching Strategies in Core Activity

There are five strategies found in the core activity. The strategies are brainstorming, drilling, pair work, role play, and group work. The strategies are described in order from the first strategy performed to the last strategy performed during core activities.

1. Brainstorming

On the first day of observation, the lecturer showed some pictures on slides related to the material, and the students were given 2 minutes for each picture to think and write their opinion

about the pictures in one complete sentence. It was done because the topic was about giving and asking for opinions. The lecturer asked some students to share their answer, then some students raised their hands (volunteering) and shared their answer, or the lecturer pointed out the students. If a student answered it wrong (e.g., the student answered not in a complete sentence), the lecturer would give a clue (e.g., "*Kalo menunjukkan opini gimana? Biasanya pakai apa? What kind of phrases to say your opinion?*"). Then, the lecturer used a whiteboard to write the phrases related to the topic from students' answers. The lecturer then explained and discussed the useful phrases on the whiteboard to the students. The lecturer sometimes asked the students about the meaning of it, then some students would answer based on their understanding. In addition, on the second day of observation, basically, the procedure was almost the same as the first day of observation. The difference was in the first step, which students needed to find a partner to talk or discuss for 1 minute for each picture about technology, because the topic was technology. They just needed to guess what it was, not to give their opinion about the picture, like on the first day of observation. On the last day of observation, the lecturer immediately asked one student to read the phrases on the slides, one student for each phrase, while explaining and discussing the phrases.

2. Drilling

The lecturer showed some useful phrases on slides and drilled the phrases with the students to make sure the students' pronunciation and intonation were correct. After that, the lecturer asked the students one by one to pronounce the phrases. This was consistently done on the first and second day of observation. On the third day of observation, after having a discussion of the phrases shown on slides, the lecturer drilled the phrases with the students to make sure the students' pronunciation and intonation were correct for the phrases they had discussed. After that, the lecturer gave feedback to students, especially on the words the students found hard to pronounce. Then, the lecturer showed some new phrases related to the receptionist. This time, the lecturer immediately drilled the phrases with the students, as the lecturer assumed the students already understood the meaning of the phrases. Then, the lecturer discussed the meaning and translated it into Indonesian. Then, they drilled the phrases once again, but this time the students needed to repeat twice. After that, the lecturer asked the student to share vocabulary regarding the topic. Then, the lecturer listed all the vocabulary related to the topic that was informed by the students on the whiteboard. Then, they drilled the phrases. After they finished, the lecturer showed some phrases related to when a doctor is giving advice and treatment. Then, they drilled the phrases. In this meeting, the drilling activities were much more significant than in the previous meeting. Moreover, the lecturer stated that one of the advantages of drilling is making the students more confident in pronouncing the words if the instructor has modelled the words. This is why the lecturer always includes drilling in one of her agendas for the speaking class.

3. Pair Work

On the first day of observation, the students worked in pairs to ask and answer each other's questions from the worksheet they had been given or provided by the lecturer. Then, the lecturer asked some students to share their top three answers. Sometimes, some students share their answers and then compare them with their partner's answers. On the second day of

observation, the students needed to find a partner to ask and answer questions from the worksheet. On the third day of observation, the students needed to work in pairs twice, first with a random student and second with the student they had never talked to. On the third day of observation, the students needed to work in pairs for 10-15 minutes to ask and answer each other's questions provided in the paper. According to the lecturer, having students work with a partner was the most successful strategy. It is because the students feel freer and more comfortable talking with a partner they choose. This strategy is also chosen to break the ice before the lecturer assigns them to a larger group.

4. Role Play

This was done only on the third day of observation. After they had done asking and answering questions, they needed to pick a topic card and find a partner they had never talked to. Next, they needed to have a dialogue regarding the topic (dialogue between a doctor and a patient) for 5 minutes. After they had finished making the dialogue, they would role-play the dialogue in front of the class.

5. Group Work

This was done on the first and second day of observation. Students needed to work in a group of 4-5. One student in each group was required to select one topic card. Then, they have to present/talk about it in one minute in their own group. In each group, each student needed to talk based on the topic, then the other student might ask the student, or in another meeting, they just needed to listen, without interruption.

Teaching Strategies in Closing Activity

There is just one strategy found in the closing activity. The strategy is a game. Here is the explanation of it.

1. Game

In the interview, the lecturer confessed she would play "Exit Ticket".

Quotation: *"I want to know what they learned today through the exit ticket, so I ask each one, one by one, what did you learn today? If they can answer, they can go home; it takes about 15-20 minutes."*

The lecturer did this to know what the students had learned that day. She confessed that it takes a lot of time, but sometimes she decides to do it.

Discussions

This study was intended to know the lecturer's strategies to teach in the speaking class at Universitas Palangka Raya. The lecturer used some strategies in her class. In teaching speaking skills in the classroom, the lecturer used some strategies, which were ice-breaking, games, brainstorming, drilling, pair work, role play, and group work. The lecturer always made sure the students had enough and appropriate vocabulary before they spoke. She usually assessed the students to convey what they know about the topic and to determine the extent to which the students know about the topic. Then, she would show useful phrases or vocabulary regarding the topic. The phrases and vocabulary displayed go beyond students' existing vocabulary knowledge, showing a wide range of vocabulary that students can use. The lecturer also always makes sure the students do not mispronounce the vocabulary. She also always highlighted the

vocabulary that is often mispronounced or hard to pronounce. Additionally, the lecturer also conducted activities encouraging students' interaction, such as pair work and group work. To assess students' learning enthusiasm and to know what they have just learned that day, the lecturer would conduct an exit ticket.

Before entering the core activity, the lecturer conducted ice-breaking. The lecturer instructed students to make a big circle, then one by one, say their name and how they feel today. After they finished, they played another ice breaker in which the students needed to say their name and their gesture. Ice breaking is a great activity to begin a meeting or before going to the core activity. According to Hutasoit and Tambunan (2018), icebreakers indeed are a good way of starting a meeting as they help to relax the class and set the atmosphere to be more conducive and fun. This is also supported by Yowono et al.'s (2024) findings. They found that ice breaking could foster students' enthusiasm and classroom interaction before jumping into the core activity. In addition, icebreakers can be an activity encouraging students' speaking ability. In Hutasoit and Tambunan's (2018) study, they found that the students in the experimental group who were taught speaking using the ice-breaking technique got a better result, with a mean score increased from 63,9 to 78,8, than those in the control group who were taught speaking without the ice-breaking technique, with a mean score increased from 63,7 to 68,7.

The first core activity is brainstorming. Kayi (2006) stated that brainstorming is an activity in which students can produce or share their ideas on a given topic. In this study, the lecturer used slides to show pictures that students needed to justify or discuss, and then the students were given some time to think about their answer or to discuss. After the time was up, the students needed to share their answer or discussion result, and the lecturer would write the students' answers on a whiteboard. This activity enables students to produce phrases related to the topic and actively practice their English in class. This is aligned with Alfallah et al. (2023)'s findings on teachers' techniques in teaching speaking at SMA 6 Kota Bengkulu. One of the techniques found was brainstorming. It was done to remind students about last week's material or to produce ideas on that topic that day. Another aligned and similar study is from Modjanggo and Akay (2021). They found that one of the techniques the lecturer used to teach speaking at Sintuwu Maroso University was brainstorming. The lecturer gave the students the opportunity to develop their ideas about the material. It also enabled the students to be active in speaking in class. Moreover, the lecturer conducted this activity to know what students know about the topic or what they have heard about the topic. This made it easier for the lecturer to know to what extent students know about the topic.

Another core activity conducted by the lecturer was drilling. According to Abrar and Widianti (2024), drilling is a method involving the repetition of specific phrases or sounds. The drilling procedure, as aligned with Richards and Rodgers (1986) drilling procedure, was started by the students listening to the lecturer model of phrases, then asking all of the students to repeat the phrases. The lecturer then asked the students one by one to repeat the phrases. During this activity, the lecturer paid attention to the students' pronunciation, intonation, and fluency and gave feedback if there was an error or mispronunciation. The lecturer used drilling to make sure students' pronunciation and intonation were correct. The strategy of imitating and repeating vocabulary can improve students' pronunciation as it gives the participants opportunities to practice their pronunciation (Thornbury, 2002). What is more, she confessed

that it can also make the students confident as the lecturer modelled the pronunciation and intonation first.

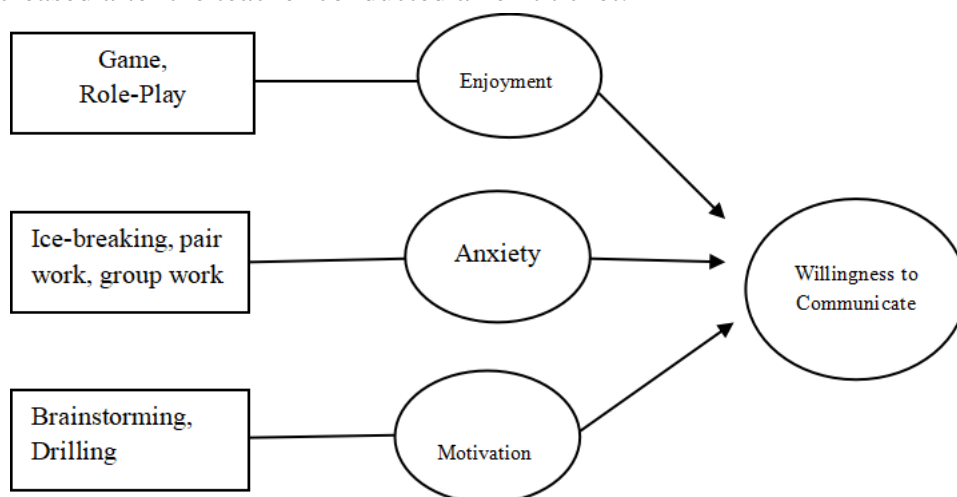
After they finished drilling the phrases, the lecturer conducted a work in pairs activity. According to Richards and Schmidt (2002), pair work is an activity in language learning involving participants working in pairs or with their partner. In this study, before asking and answering questions, the students worked individually on a worksheet provided, and after finishing, they would work in pairs, having a conversation using the worksheet as their guidance. The lecturer always gave a worksheet for each group for guidance to stay focused on the topic. Moreover, the lecturer confessed that this strategy is the most successful strategy most of the time. It makes the students feel comfortable talking with a partner they choose. This is supported by Richards (2015). He agreed that pair work indeed provides the students a safe environment because it promotes practicing communication without barriers or fears, and developing students' confidence. Other than that, pair work increases the time one student spends practicing their speaking. This activity can increase opportunity for individual practice as they train their speaking ability with their partner (Richards, 2015; Harmer, 2007). In addition, this finding is also aligned with Saragih et al. (2019). They found that one of the teachers at a high school in Medan used pair work to teach speaking. The teacher chose this strategy because it could make the students active in class and promote practicing their English with their partner. In addition, this strategy made the students more confident when speaking in front of their partner.

On the third day of observation with the topic "health", the students conducted information transactions through role-playing. According to Richards (2015), role play is an activity in which students play roles and improvise a scene based on given information. He also explained that a transaction is not an interaction to maintain social interaction, but instead focusing on getting something done that occurs in specific situations, such as giving and receiving directions, renting a car, visiting a medical centre, buying items in a shop, and other similar situations and the ability to do different kinds of transactions in English is another important communication skill. In this study, one student played the role of a patient with a health problem and the other played the role of a doctor. The patient shared his/her complaints, and the doctor gave explanations about them and necessary suggestions. Moreover, the lecturer used these strategies so that the students could apply what they had just learned. This is aligned with one of Mulyanti et al. (2021)'s findings about teachers' strategies in teaching speaking at SMAN 5 Palu. The teacher used role play to improve students' speaking skills, especially increasing their vocabulary. Other than that, through role play, the students can practice a new language they have just learned.

The last strategy conducted by the lecturer in the core activity was group work. According to Richards and Schmidt (2002), group work is an activity in language learning which involves a small group of participants in language teaching, a learning activity which involves a small group of learners working together. In this study, the lecturer grouped students into groups of 4-5 students. One student in each group needed to pick a topic card, and each student in the group needed to talk about it for several minutes. Like pair work, this activity indeed promotes students' talking time, increasing students' practice times (Richards, 2015; Harmer, 2007). This is aligned with one of Hung and May's (2020) findings. They found that one of the English teachers perceived group work as a strategy facilitating students to communicate as much as

possible, applying what they have just learned. Other than that, the teacher also confessed that group work can reduce students' stress and enable the students to gain more English input, unlike pair work.

A game is an activity that the lecturer uses to close the meeting. The lecturer sometimes conducts a game called “Exit Game”. According to Akhtar and Saed (2020), exit tickets are a method to assess the students at the end of class, and they can be implemented by giving students questions that they need to answer to leave the room or transition to the following subject. In this study, the lecturer gives students questions related to the topic, and they have to answer them in order to leave the class. This is done to know what the students have learned that day. In addition, exit tickets can make the students more enthusiastic about learning. This is supported by Mastromonaco's (2015) findings about the effect of exit tickets in implementing exit tickets as an assessment tool. It was not only a good way to assess the students at the end of the class, but also affected the students' behaviour. Students' engagement in learning increased after the teacher conducted an exit ticket.



This study examined the teaching strategies employed by an English lecturer to enhance students' speaking proficiency. While the strategies identified include icebreakers, brainstorming, drilling, pair work, role-playing, group work, and games, which are well established in TESOL/TEFL literature, their implementation in this context reveals important insights into how such techniques can be sequenced, adapted, and integrated to address both linguistic and affective learner needs. One important discovery is the lecturer's intentional strategy sequencing, which can be thought of as a Confidence-to-Communication Cycle. This cycle bridges theory and practice by connecting established language learning theories with observable classroom strategies. For instance, the lecturer's use of ice-breaking activities reflects Krashen's *Affective Filter Hypothesis*, as reducing anxiety and creating a supportive atmosphere lowers barriers to input (Restianti et al., 2025). Drilling, grounded in Swain's *Output Hypothesis*, provides controlled opportunities for learners to produce language, notice gaps, and refine accuracy through repetition and feedback (Mendrofa et al. 2025). Role embodies Swain's *Output Hypothesis*, since it requires learners to actively produce language in simulated real-life contexts, notice gaps in their ability to express meaning, test hypotheses about appropriate forms and functions, and refine their output through peer and teacher feedback, thereby strengthening both fluency and communicative competence (Xiuzhen and Yuqin, 2013). Similarly, group work and role play embody Vygotsky's *Sociocultural Theory*, emphasizing

the importance of scaffolding and social interaction in developing communicative competence (Rahmat, 2025; Massa, 2024). In addition, the lecturer's context-sensitive adaptation of strategy is another contribution of this study. For instance, in order to ensure inclusivity and cultural sensitivity, icebreakers were changed to avoid exhausting activities during Ramadan. Similarly, brainstorming exercises were adapted to subjects that were related to students' everyday lives, which improved participation and communication authenticity. These modifications emphasize how crucial it is to match strategies to the sociocultural realities of students.

Diagram 1. Confidence of Communication Cycle

Based on the diagram of Confidence to Communication above, strategies found in this study have an impact on lowering anxiety, increasing motivation, and enjoyment, which leads to students' willingness to communicate. Enjoyment-oriented activities such as games and role-play create a lively atmosphere that makes speaking feel natural and fun (Ismayilli et al., 2025), while ice-breaking, pair work, and group work reduce anxiety by providing supportive interaction and lowering fear of mistakes (Kurdi and Meena, 2023; Aulia et al., 2020; Brannen et al., 2021). Brainstorming and drilling further increase motivation by helping learners generate ideas, strengthen vocabulary, and master pronunciation, giving them a sense of achievement (Putri et al., 2025; Walangadi and Lestari, 2020). These affective factors collectively nurture learners' willingness to communicate (WTC), which can be understood as a learner's psychological readiness to initiate interaction in the second language when opportunities arise (MacIntyre et al., 1998). When students experience enjoyment, reduced anxiety, and motivation, they become more willing to initiate communication because the classroom climate lowers psychological barriers and increases readiness to engage. This willingness acts as a bridge to confidence: once learners take the step to speak and succeed in interaction, their positive experiences strengthen self-assurance. In turn, growing confidence sustains further communication, showing that affective supports do not end at willingness but continue to reinforce a cycle where confidence and communication feed into each other, ensuring that learners move from readiness to active and meaningful language use.

This cyclical process highlights that speaking pedagogy is not merely about introducing activities but about sequencing them to scaffold learners' psychological readiness and linguistic competence. The lecturer's strategies illustrate how confidence and communication are mutually reinforcing: confidence enables communication, and successful communication further strengthens confidence. Thus, the Confidence-to-Communication Cycle provides a

practical framework for teachers to design lessons that integrate emotional, cognitive, and social dimensions of learning.

CONCLUSION

Based on the findings, it can be concluded that the lecturer used some strategies in teaching English speaking at Universitas Palangka Raya. The strategies are ice breaking, brainstorming, drilling, pair work, role play, group work, and games. In her class, in the opening activity, the lecturer usually starts with ice breaking to set the atmosphere to be warmer and friendlier. After that, the lecturer will do brainstorming, collecting phrases from the students. This activity involves the following steps: (1) giving students time to think about the answer, (2) students sharing their answers, (3) the lecturer writing the answer on the whiteboard, and (4) the lecturer explaining all the answers. The lecturer then drills the useful phrases indicating the topic. After finishing drilling, they will do pair work, answer, and ask each other using a worksheet as guidance. On the first and second days of observation, the lecturer then assigned students to a large group. Nevertheless, on the third day of observation, after pair work, the students are assigned to have a conversation, and then they will do role play in front of the class. At the end of the class, if there was still more time, the lecturer would usually conduct an exit ticket game.

This study has shown that while the lecturer employed widely recognized strategies, such as icebreakers, brainstorming, drilling, pair work, role-playing, group work, and games, their effectiveness lay in how they were sequenced and adapted to the learners' needs and context. The proposed Confidence-to-Communication Cycle illustrates a pedagogical way that begins with lowering anxiety, progresses through structured practice, and culminates in collaborative communication. This cycle offers a practical model for structured speaking proficiency in EFL classrooms, where students often struggle with confidence and fluency.

The study demonstrated the lecturer's various teaching strategies in encouraging students' speaking skills. The lecturer conducts strategies in class, always based on the lesson's objectives and students' needs. The ability to choose the appropriate teaching strategies based on students' needs is very crucial. Moreover, the findings in this study are expected to provide empirical insights for lecturers seeking to refine their pedagogical approaches, thereby enriching the literature on speaking instruction in EFL higher education by demonstrating how context-sensitive strategies can enhance learner outcomes.

The findings of this study hold several important implications for English language teaching in higher education. For lecturers, the results underscore the need to adopt a range of teaching strategies that not only address students' linguistic challenges, such as vocabulary limitations and pronunciation difficulties, but also their psychological barriers, including anxiety, low confidence, and a fear of making mistakes. The study demonstrates that integrating icebreakers, brainstorming, drilling, pair work, role-playing, group work, and exit-ticket games can create a supportive and interactive learning environment that encourages active participation and enhances speaking fluency.

Future research could explore more lecturers' teaching speaking skill strategies, especially in Universitas Palangka Raya, on more varied topics, as this research could only hold the observation for three days. This study could have made more findings by looking at how many

teaching strategies found were adapted to the learning topic. Moreover, future research could expand on the research of teaching strategies for other skills at Universitas Palangka Raya.

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