

Teaching Strategies in Speaking Class of Second Semester Students at UIN Raden Mas Said Surakarta

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Abstract: *This research objective is to analyze the teaching speaking strategies applied to second semester students in English Language Education study program at UIN Raden Mas Said Surakarta. In this study, the researcher used qualitative approach with ethnography design. The researcher collected the data by conducting observation, interview, and documentation. The participants are second semester students and teacher in speaking class in English Education Program. For the technique of analyzing data, the researcher used pre-fieldwork analysis, data collection, interactive analysis, identifying patterns and themes, theoretical frameworks, coding, and report writing. The result from this study is teacher use the presentation, situational play/ simulation, and Q&A as the teaching strategies.*

Key Words: *Speaking, Teaching Speaking, Teaching Speaking Strategies*

Introduction

Teaching strategies is important to help encourage students to broaden their knowledge and facilitate their learning (Akpan & Beard, 2016). According to Garrett (2008), teachers have a central role in keeping their students' engagement in learning. If teachers that can't clearly communicate the intentions of a lesson, they can't make the criteria for successful learning in order to make learning explicit for students. In fact, Brookfield (1996) states that it is hard to enter student's consciousness and experience in exactly the same way as it is being experienced by the teacher themselves. Consequently, it is unrealistic to expect teachers to become aware of the variety of experiences that many students have in the classroom. As a result, teachers should constantly serve as facilitators to provide and establish circumstances that encourage students learning capacities to grow (Mantra, et.al, 2019).

Teaching techniques for speaking activities are crucial for helping students who struggle with speaking (Aziz & Kashinathan, 2021). Strategies in speaking can help students improve their fluency and accuracy in speaking (Namaziandost et.al, 2020). Every teacher may use a different approach to help students become more good speakers. Teachers can observe how well students grasp learning a language from their practice. The strategy can gain understanding into what makes students succeed or fail. It creates an environment in the classroom where efficient strategies can be implemented (Brown, 2004). However, it is very important that the strategy applied is relevant with their needs and interest.

In Indonesia, Azhari (2020) states that most learners find speaking the most difficult skill to master because it needs oral communication that consists of both speaking and listening. The success of language learners in learning the language is often judged by their ability to which they can use their spoken English as well as communicate fluently in formal and informal interaction. Leong (2017) affirms that language learners sometimes evaluate their progress in the language by how much their spoken language skills have improved. However, teachers have not given many opportunities for their students to speak inside or outside the classroom. By these explanations not surprisingly, cause the repetition or similar English materials in teaching and learning process by teacher still existed on some levels.

Issues in teaching speaking have been found in higher education. First, the study conducted by Netta and Safura (2019). They discovered many students at university face problems in mastering the speaking skill taught in the classroom. The students' lack of



vocabulary, lack of motivation, and less practice in using the target language are the most common reasons causing this problem.

Second, Mualiyah (2017) discovered that it appears to be challenging for formal education to create an atmosphere that encourages students to practice speaking outside of the classroom. Although certain high institutions offer this kind of setting, English activities to communicate nevertheless appear to be unsuccessful. It can be as a result of the educational institution itself giving too little attention to the setting.

Third, Arbain (2017) discover speaking skills in English are often neglected in classrooms, despite being a crucial skill for language learners. Even though success in language learning is often measured by how well students can communicate in the language, teaching speaking doesn't always get the attention it deserves.

Fourth, Budiarsih (2018) identified several problems faced by tutors in teaching speaking skills in the English Tutorial Program (ETP) at the university. Most tutors mentioned that their students struggled with vocabulary and often mispronounced words. Additionally, students from non-English departments had limited English vocabulary, which further contributed to the problem.

Fifth, the study conducted by Wijaya (2018) implied the problem of the difficulty Indonesian learners face in developing their speaking ability in English. While learners may have a good theoretical understanding of the language, they struggle to apply it in practice.

Based on previous studies, most research has focused solely on the challenges faced by teachers and students in the classroom. However, this study identifies a research gap by highlighting the specific teaching strategies used in speaking instruction. The aim of this study is to explore the English teaching and learning process, particularly in speaking classes at the higher education level, to gain a deeper understanding of how teachers implement speaking instruction effectively. This research seeks to provide insights that can be beneficial for future teaching practices. Specifically, it aims to answer two key questions: What are the teaching strategies used in speaking classes for second-semester students at UIN Raden Mas Said Surakarta? and How do teachers apply these teaching strategies in speaking classes for second-semester students at UIN Raden Mas Said Surakarta? By addressing these questions, this study intends to contribute to the development of more effective speaking instruction strategies in higher education.

Literature Review

1. Speaking

There are many definitions of speaking that have been proposed by some experts. Siahaan (2008) in Kasanah (2020:9) affirmed that "Speaking is a productive language skill". It implied that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. According to Bailey (2000) in Kasanah (2020), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Furthermore, In Fulcher (2003:23) implied that "Speaking is the use of language to communicate with other". It may be inferred that when two or more individuals participate in this activity, they are both speakers and listeners who must respond quickly to what they hear. As a result, each participant has a goal that they wish to achieve. Therefore, the English teacher should encourage students to speak by providing engaging media and communicative conversations in the classroom.

2. Component of Speaking

Speaking has several components that should understand on speaking ability. According to Harris (1969) in Kasanah (2020), implied that there are some components of speaking:

a. Pronunciation

It is the method in which a particular sound or sounds are created; pronunciation places greater emphasis on how the listener perceives sounds. It emphasizes the significance of voice clarity and precision.

b. Grammar

Grammar describes the way that linguistic components, such words and phrases, are joined to form sentences in a language. It is an organization of rules that influence how sentences are formed in a specific language.

c. Vocabulary

It is a group of lexemes that includes idioms, compound words, and single words. It includes all of the words and expressions that a person has and uses in their language usage, demonstrating the depth and diversity of their linguistic vocabulary.

d. Fluency

The ability to communicate clearly, reasonably, accurately, and without hesitation is known as speaking fluency. It emphasizes the capacity to explain thoughts fluently and rationally, which contributes to effective communication.

e. Comprehension

The process through which an individual understands the meaning of spoken or written language is called comprehension. It refers to an individual's ability to comprehend while creating meaning of language by grasping the content, context, and details involved in language usage.

3. Teaching Strategy

Teaching strategies are the methods used to give students educational materials in a certain setting. These methods include the planning, structuring, and variety of activities that can help students acquire new skills (Mustika & Wardah, 2021). In another definition, Uyun (2018) implied that teaching strategies refer to the methods and techniques used by educators to facilitate learning and promote the acquisition of knowledge, skills, and attitudes among students. By using a variety of teaching strategies, educators can accommodate different learning styles and preferences, and also enhance students' motivation and interest in learning (Sigh, et.al., 2021).

4. Teaching Speaking Strategies

Teaching strategies is an essential part of language learning, and there are various strategies that teachers can use to help students improve their speaking abilities (Freeman and Anderson, 2011). Therefore, there are various way to teach speaking in foreign languages:

a. Show and Tell

According to Royani, et.al (2023), this strategy involves students bringing an item to class and explaining its significance to their peers. It encourages students to speak in front of others, enhancing their confidence and ability to articulate thoughts clearly. This method also fosters a sense of community as students share personal stories and experiences related to their items.

b. Presentation

In this strategy, students prepare and deliver presentations on assigned or chosen topics. According to Harmer (2007:130) "Presentation is a kind of speaking techniques that is also helpful in getting students to practice speaking as a skill". This practice helps them develop skills in organizing their thoughts, structuring their speech, and using appropriate language. Presentations can vary in format, including informative talks, persuasive speeches, or storytelling, allowing students to explore different speaking styles (Royani, et.al., 2023).

c. Drama

This technique incorporates elements of drama into the speaking curriculum. Students engage in role-playing, skits, or improvisational activities that require them to use language creatively and spontaneously. Drama activities help students step outside the confines of the classroom, simulating real-life situations where they must communicate effectively (Royani, et.al., 2023).

d. Question and Answer

This interactive strategy involves students asking and answering questions in a structured format. It encourages dialogue and helps students practice their conversational skills. Teachers can facilitate this by posing open-ended questions that require thoughtful responses, thereby promoting critical thinking and deeper engagement with the material (Royani, et.al., 2023).

e. Role Play

Role play is an instructional strategy that involves students acting out roles in a simulated scenario to practice language skills and communication (Zuraidah, 2020). According to McDonough and Shaw (2003) in Zuraidah (2020), role play materials are designed to encourage learners to express opinions, present arguments, and engage in social interactions. These include real-life resources such as newspapers, brochures, and videos that provide context and relevance to the role play scenarios. In instance there are various instrument used to conduct the strategy such as pre-prepared scripts, costumes, props, visual aids, or recording devices. However, there are several types of role-play strategies by Smilansky and Shefatya (2008) in Zuraidah (2020); (1) functional play, which involves repetition and imitation, allowing students to explore their environment and practice language in a structured way. (2) situational/dramatic play, where the students act out specific scenarios relevant to real-life situations, such as ordering food in a restaurant or conducting a job interview. (3) creative/constructive play, which encourages students to create their own characters and scenarios, fostering creativity and personal expression.

5. Teaching Speaking Cycle

Based on Burns (2019) speaking is taught and learned in every language education classroom, and it is an essential aspect of the course of study and academic goals. Speaking provides "affordances" for learning as the main medium of communication in the classroom. Therefore, there are teaching speaking cycle that teacher should apply in class:

a. Engage students' attention on speaking

Increasing metacognitive awareness about speaking is the focus of the first phase, which serves two primary purposes: (a) encouraging learners to plan for their general speaking improvement, and (b) getting learners ready to face a particular speaking assignment (Burns, 2019).

b. Give comments and/or direct the planning

Language learners often experience significant nervousness while speaking in a second language, thus it's essential that teachers help their students throughout this speaking activity by providing them with an opportunity to prepare their speech and performance (Burns, 2019).

c. Practice speaking tasks

The assignment should motivate the students to use their language knowledge, abilities, and strategies to convey meaning. In another context, this cycle's stage allows students to express themselves more freely without having to focus too much on form accurateness (Burns, 2019).

d. Focus on language/ skills/ strategies

During this phase, the teacher brings the students' attention to specific components of the completed fluency exercise that require improvement. The components might consist of vocabulary as well as linguistic elements including grammar, text structures, and pronunciation (Burns, 2019).

e. Repeat speaking tasks

Students may now use what they've learned to improve their performance. Repetitions can be carried out in a number of ways, such as having students change groups or partners, repeating the entire task, or introducing a new task that is similar to the one they just completed (Burns, 2019).

f. Guide students' reflection on learning

By observing and assessing what students have learned from earlier phases, teachers should be able to help students to manage themselves their learning. Reflection, both alone and in groups, may be a relieving process for students who are experiencing stress or anxiety (Burns, 2019).

g. Facilitate feedback on learning

In the last phase of the teaching speaking cycle, the teacher gives students feedback on how they did in previous phases, such as comments or grades on each student's performance (Burns, 2019).

Research Method

1. Research Design

The type of this study is qualitative research. Mack, et.al (2005:1) stated that “qualitative research is types of scientific research that provide complex textual descriptions of how people experience a given research issue”. It provides information about the “human” side of an issue that often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. The ethnography design used in this study. Hammersley and Atkinson (2007) implied that ethnography is a research method used in social sciences to study and understand people and their cultures. Nader (2011:211) defined “the analysis of a set of facts in their relation to one another, or the general or abstract principles of any body of facts....”. In educational context, LeCompte and Preissle (1993) in Pasassung (2011) describe that ethnography is a descriptive data about the contexts, activities, and beliefs of participants in educational settings. In summary, ethnography is a research method that deals with understanding people through detailed descriptions to capture the social phenomena especially in educational range by highlighting the perspectives and experiences of their subjects.

This study focuses on teaching strategies in the speaking class of second-semester students in higher education. It describes the technique and method used in teaching speaking classes at the University Islamic State of Raden Mas Said Surakarta. Due to the purpose of ethnography study is to provide descriptions of social phenomena that happen naturally, the researcher combines documentary and field research. Documentary research is to get secondary data, and field research is to get primary data from participants directly.

2. Participant of The Study

The participant of this research is teacher and second semester students in English Language Education study program at UIN Raden Mas Said Surakarta. This study involves six participants, including one teacher and five students in speaking class. The researcher chooses this class because based on the pre-research the teacher has variety and unique technique in teaching speaking process.

3. Data and Sources of Data

According to Kabir (2016), the data resource in qualitative research is the subject of the research where the data would be obtained. The researcher needs to record any potentially useful data thoroughly, accurately, and systematically, using field notes, sketches, audiotapes, photographs and other suitable means. The event used to collect data for this study is the teaching and learning activities of a speaking class at UIN Raden Mas Said Surakarta. The data

can be obtained from the teacher and the second semester students. In this study, additional data sources were gathered through document such as lesson plan.

4. Research Instrument

This qualitative study's instruments were the researcher herself. The researcher serves as the primary research instrument. Turano (2005) in Azhari (2020:51) implied "The researcher grasps the study items with their sense organs, mirroring them in consciousness, where they are subsequently turned into phenomenological representations to be understood". In this study, the researcher gained an understanding of the perspectives of the participants in the speaking class while also allowing them to openly communicate their feelings and experiences throughout teaching and learning activities. The instruments were used to collect the data and answered the research questions, there are:

a. Observational Field Notes

The observational field notes were conducted to give brief descriptions of significant events that took place during the class in the form of notes. These gave an overview of the entire session, or they may have been timed (e.g., every ten minutes. (Baker, 2006)

b. Interview Guideline

The interview was conducted to explore deeper into the study. This interview guideline was provided as an instrument for the researcher to use when interviewing the teacher and students. (Trigueros, 2011)

c. Documents Protocol

The written-document of this research consisted of the teacher lesson plan. It helped the researcher for getting and saving the important information. In instance, the researcher made the document protocol adapted from documents protocol by Sesorina (2014) to analyze the content of teacher lesson plan.

5. Techniques of Collecting Data

To gather information for an ethnographic study, the researcher usually spends a significant amount of time in the subjects' daily lives, asking them questions, listening to them, and/or conducting direct, informal interviews, gathering documents and artifacts, or simply gathering any information that will help focus on the subjects that are becoming more important (Hammersley & Atkinson, 2007). Therefore, the researcher used certain techniques to collect the data, they are observation, interview and documentation.

a. Observation

Baker (2006) implied that the definition of observation in the context of research methods is the systematic recording of observable phenomena or behavior in a natural setting. In this study researcher use participant observation in second semester students speaking class. Participant observation is a type of observation in which the researcher gets into the environment or social setting being studied (Baker, 2006). The researcher takes on different roles, from complete observer to complete participant. This method involves active participation, observation, and interaction with the individuals or community under study.

b. Interview

Based on Johnson (2006) in Trigueros (2011), interview involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. According to Mashall (2016) in Trigueros (2011), a face-to-face interview is a version of an in-depth interview. It is useful for targeting detailed perceptions, opinions, and attitudes. This face-to-face interview can be done in person or by mass media (phone, video call or webinar). The interview can be mediated by the telephone or other electronic devices. In this study, the researcher conducts face-to-face interviews with participants. The interviews involve semi-structured and generally open-ended questions. The participant of this interview is a teacher (F) and second semester

students in English Language Education study program at UIN Raden Mas Said Surakarta (A, B, C, D, E).

c. Documentation

There are many different types of documents that can be employed in a study for systematic review. According to Bowen (2009), they include attendance registers, manuals, background papers, books and brochures, diaries and journals; event programs, letters and memoranda, newspapers (clippings/articles), press releases, program proposals, application forms, radio and television program scripts, survey data, and various public records. In the instance of text giving context of information from the fieldwork. Thus, the researcher can contextualize information gathered from interviews by using data from documents (Bowen, 2009). The document that used in this research is teacher lesson plan.

6. The Trustworthiness of The Data

The evaluation of the reliability and validity of the data determines its trustworthiness (Cresswell, 2014). Lincoln and Guba (1985) developed high criteria, such as credibility, dependability, confirmability, and transferability, to ensure the dependability of qualitative research. Credibility is concerned with the internal validity of data, whereas dependability is concerned with the data's reliability. Transferability is its external dependability, whereas confirmability is its external validity or impartiality. According to Creswell (2014), there are several methods to ensure the trustworthiness of the data as are follows:

a. Peer Debriefing

Peer debriefing is a process in qualitative research where a peer debriefer, someone other than the researcher, reviews and asks questions about the study. This helps ensure that the account resonates with people other than the researcher and adds validity to the research. The peer debriefer provides an external perspective and helps enhance the accuracy of the study (Creswell, 2014).

b. Member Checking

Member checking is a method used to determine the accuracy of qualitative findings. Researchers take parts of the collected data, such as major findings or themes, back to participants and ask for their feedback. This process helps ensure that the findings accurately reflect the participants' perspectives (Creswell, 2014).

c. Triangulation

It helps to strengthen the reliability and internal validity of a study by examining evidence from different sources and using it to build a coherent justification for themes (Creswell, 2014). Finally, triangulation may be helpful in explaining the findings of a study. The concept behind triangulation is that methods that produce the same results increase confidence in the research findings. This presumption supported by Denzim (2000) in Kasanah (2020) which implied few kinds of triangulation; 1) Data triangulation (the application of multiple data sources in a single investigation), 2) Investigator triangulation (the involved having multiple researchers or investigators involved in collecting, analyzing, and interpreting data), 3) Theory triangulation (the use of multiple theoretical perspectives or frameworks to analyze data and interpret findings), 4) Methodological triangulation (the application of various approaches to the investigation of a single problem). In this study, the researcher used data triangulation which multiple data sources are used to answer a research question. Researcher use the data from observational field notes, interview guide, and document analysis protocol.

7. Data Analysis Techniques

After collecting the data, the researcher will analyze the data. According to Hammersley and Atkinson (2007), there are five steps of data analysis in ethnography:

a. Pre-Fieldwork Analysis

Research problems must be formulated and clarified before analysis can begin. In order to assist designs the data collection procedures, researcher frequently start by considering research topics and the environment in which will be working. (Hammersley & Atkinson, 2007)

b. Data Collection

Researcher gather a variety of data during fieldwork, such as documents, interview transcripts, and observational fieldnotes. To prevent future analytical failures, reflecting on the data collection process and its implications is crucial. (Hammersley & Atkinson, 2007)

c. Iterative Analysis

The researcher gathers data by frequently using analytical notes and memos for preliminary analysis, which aids in the identification of themes and patterns. Researcher can adjust the methodology and narrow focus in response to new information. (Hammersley & Atkinson, 2007)

c. Identifying Patterns and Themes

In the data, the researcher search for interesting patterns, unexpected findings, and inconsistencies. This is comparing data from various sources and contexts in order to find consistent characteristics that go outside the current circumstances. (Hammersley & Atkinson, 2007)

d. Theoretical Frameworks

Existing concepts and literature inform ethnographic analysis, even though it might not begin with a clearly defined theory. These theoretical resources should be used to make sense of their data without forcing interpretation. (Hammersley & Atkinson, 2007)

e. Coding

Coding means organizing the data by coding, which involves assigning labels or codes to segments of text or observations based on themes, concepts, or patterns. This process helps in identifying topics and issues within the data. (Hammersley & Atkinson, 2007)

f. Report Writing

It provides a well-organized and engaging written ethnographic report or publication that presents the results. Clearly state the alignment of each research question, methodology, findings, theoretical implications, and conclusions. (Hammersley & Atkinson, 2007)

Result and Discussion

1. Kind of Teaching Speaking Strategies

Kind of speaking strategies that utilized by the teacher in classroom are explored to answer RQ1. Results are obtained from the observation field notes, transcript interview and teacher lesson plan. This study reveals several strategies employed by the teacher (as displayed in Figure 1.). The context of the result is to explain what kind of teaching strategy that teacher used in the classroom, there are:

Figure 1. Kind of Teaching Speaking Strategies



a. Group Presentation

The teacher predominantly employed group presentations as a central teaching strategy. The teacher divided the students into several groups in each class, and two groups of students should present the material that has been given first. Students were organized into small groups of 2–3 members. This was supported by quote 1, 2, and 3.

- 1) "The first group consisted of 2 people and one of the students explain the news anchor material" (FN3)
- 2) "Basically, from the start, sis, we were made into a team, we made groups of around 2-3 people per student, so every week each of us will have 2 groups who will come forward to make a presentation, and every week there will be a topic to present." (TI 3, C)
- 3) "Then I divided them into groups for presentation and simulation" (TI 6, F)

Evidenced by the findings that supported from quote 4 and 5, students were repeatedly instructed to present material in front of the class. Teachers gave several material topics to students such as MC and News Anchor which each group responsible for presenting those topics weekly (6 & 7).

- 4) "The teacher asks the first group to present material about MC" (FN1)
- 5) "Yesterday the theme was about formal MC. So, I had the idea to become a formal MC at seminars like that" (TI 2, B)
- 6) "MC" (LP, Material)
- 7) "News anchor" (LP, Material)

b. Simulation

The simulation was held in class by students in class. The teacher let the students to engage in simulation activity.

- 1) "They will do presentations and simulations as MC" (FN1)
- 2) "She directly allows group of students to show presentations and simulations as MC" (FN2)
- 3) "She asks the students to do the presentations and simulations as news anchor" (FN3)
- 4) "Of course, I prepared material for simulation" (TI 2, B)
- 5) "Simulation (LP, Teaching Method)

Based on the documentation from the lesson plan, the simulation is part of the teaching method (5). This supported by statement from student B which implied that the simulation material should be prepared before performing (4). Additionally, the roles for simulations include being an MC and a news anchor, as indicated by the field notes (1, 2, & 3).

c. Question and Answer

Students led the discussion of questions and answers in class. The teacher allowed the students to ask questions to the group that delivered the material. In the time provided by the teacher, the group ought to answer to the question.

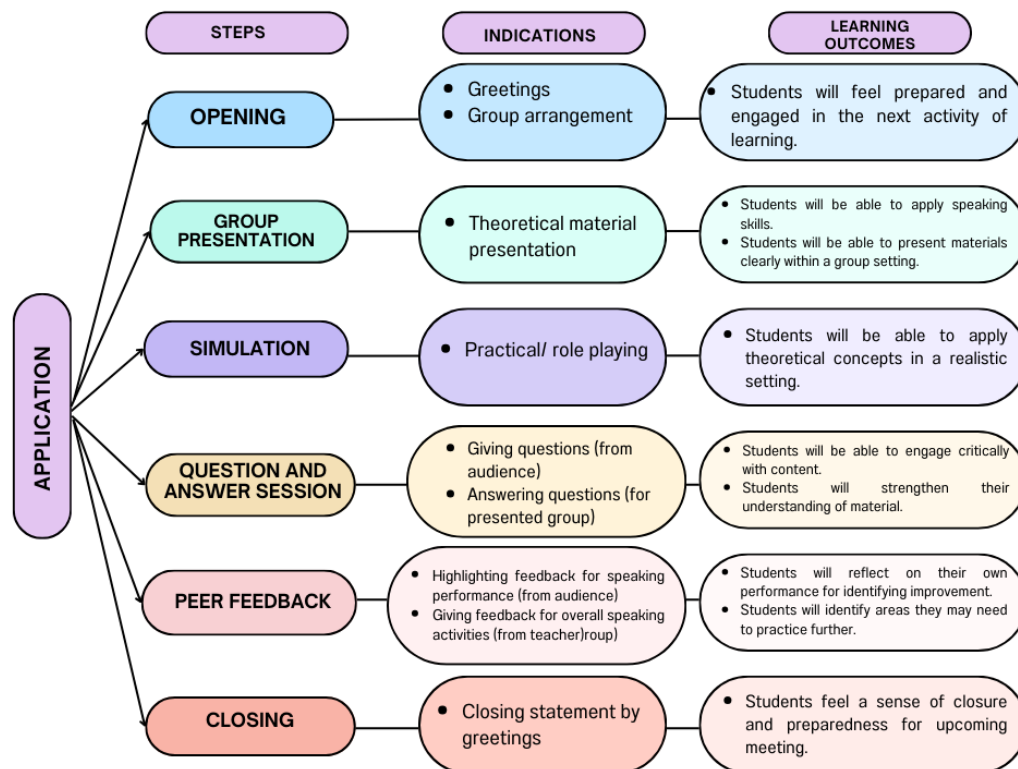
- 1) "There is a student asking, and the audience helps answered the questions given. Then the teacher provides additional answers" (FN2)
- 2) "After the performance is finished, it continues with a question-and-answer session" (FN3)
- 3) "Yes, we have a question and answer session and then we answer the question straight away. We're given time like that, if we don't know, Miss (F) will help us" (TI4, D)

Based on the result above, the teacher role as a facilitator in the Q&A session. In the first instance, the teacher steps in after students interact, with one asking a question and another attempting to answer (1 & 2). This is supported by the interview (3), which mentions that teachers assist students in answering the question.

2. Application of Teaching Speaking Strategy

The second research question relate to the application of teaching speaking strategy employed by the teacher. The table are made to give interpretation about how the teacher applicate her teaching strategies to students. The findings are presented in Figure 2. The steps in teaching strategy can be stated into:

Figure 2. Application of Teaching Strategies



The result from Figure 2. supported by the data collected from field notes, transcript interview, and teacher lesson plan. In more detailed explanation, the first step in teaching strategy is opening. Teacher opening the lesson with greeting as a part of the teaching speaking strategy. By engaging in simple opening, students can feel more prepared in the next activity (1). In all instances, the teacher quickly moves from the greeting to directing students to engage in group presentations. However, there are no supported data gained from transcript interview or lesson plan.

- 1) "The teacher opens the lesson with greetings and directs the students to come forward for group presentation" (FN1)

Secondly, teacher ask the students to conduct the group presentation. As implied in quote 2 and 3, each group of students is assigned a specific topic to present, such as MC or news anchor. The teacher ensures that each group knows its topic in advance, as indicated by the interview statement of students C (4). The group presentation also stated in lesson plans align with the actual classroom activities. Students were expected to present concepts related to MC and news anchors in their presentations (5 & 6).

- 2) "The teacher asks the first group to present material about MC. One of the students (a boy) presented the meaning of MC" (FN1)
- 3) "The first group consisted of 2 people and a girl student explaining the news anchor material. She presenting the meaning and concept of the news anchor" (FN3)
- 4) "The group already got the topic, so by chance my group and I got the news anchor, so we explained what a news anchor is like, then how to become a news anchor properly, tips and tricks" (TI3, C)
- 5) "Students present papers containing the MC concept" (LP, Student Learning Experience)

- 6) "Students present papers containing the concept of news anchor" (LP, Student Learning Experience)

Thirdly, the teacher let the students to held the simulation after the group presentation. The teacher also observes the students about their performance. After presenting their material, students immediately engage in simulations. For example, after the group presentation, two students practiced being MCs at a wedding ceremony (7). The simulations cover a range of contexts for public speaking, such as wedding ceremonies, reunions, conferences, and flag ceremonies (7, 8, 9, & 10). The specific scenarios, such as an MC at a flag ceremony or a reunion event gives students practical experience. Some simulations involve group collaboration, such as two students practicing as MC for a wedding, a reunion event, and a conference (7, 8, & 9), while others require individual performance, like one student simulating the role of a news anchor or an MC for a flag ceremony (10 & 11). Moreover, the lesson plan emphasizes these simulations as part of the students learning experience (13 & 14). This suggests that the teacher intentionally designed the simulations to let the students know how to perform in practical situations (12).

- 7) "After presenting the material, two students (girls) immediately practiced being MCs at a wedding ceremony. MC opened the event and explained the sequence of events. The MC guides the event from start to finish." (FN1)
- 8) "Students present MC simulations as MC for the reunion event" (FN1)
- 9) "After that, two students (girls) carried out a simulation as conference MCs" (FN2)
- 10) "Then, one student in the group (a girl) simulates the MC at the flag ceremony." (FN2)
- 11) "After that, the presented group proceed to simulate being a news anchor" (FN3)
- 12) "After that we have to practice how to be a good news anchor" (TI3, C)
- 13) "Do a simulation of being an MC" (LP, Student Learning Experience)
- 14) "Do a simulation of being a News Anchor" (LP, Student Learning Experience)

Fourthly, the next step of teaching speaking strategy is question and answer session. In this phase, the teacher encourages the audience (students) to ask questions about the material presented or the simulations they observed. The Q&A session encourages active involvement from the audience (15). As seen audience members ask questions to clarify or deepen their understanding of the presented material (17). This statement supported by when a student asked a question, another student from the audience helped provide an answer along with the teacher (16 & 18). The teacher offering additional input to trigger some critical thinking skills (19). However, there are no data exist about Q&A in lesson plan.

- 15) "One of the audience members (girls) asked Group 1 about how to overcome boredom when being an MC" (FN1)
- 16) "There is a student asking (a girl), and the audience member (a boy) helps answered the questions given. Then the teacher provides additional answers" (FN2)
- 17) "Given these questions, we will know more about the material." (TI1, A)
- 18) "There was a friend of mine who asked me a question like that, then Miss (F) was like ee...follow along like that " (TI 4, D)
- 19) "That's why I always ask questions at the end, with this question, it's a critical question so they can think. So, our position is there, we have to trigger some critical thinking skills to engage those who are speaking spontaneously." (TI6, F)

Fifthly, the next phase of teacher's strategy in teaching speaking is giving peer feedback. In this phase, students are encouraged to provide feedback to their classmates based on the presentations and simulations they observed. Besides, teacher also facilitate feedback in order

to guide the students. In this phase students are expected to give and receive feedback by the time that has been determined (25). While the audience is encouraged to give feedback, the teacher plays an essential role in guiding this process. For example, the teacher comments on grammar and pronunciation during a feedback session about an MC concept (22). It ensures that students receive a well-rounded evaluation of their performance. The teacher provides feedback after the students have offered their input (21 & 23). This approach helps ensure that peer feedback is balanced for both participants in the classroom. By not interrupting the students' performances, the teacher allows them to fully express themselves before any evaluations are made (24).

20) "The teacher asks the audience to provide feedback to the group presenting, students who provide feedback are given points" (FN1)

21) "The teacher then provides feedback about the audience's answers." (FN1)

22) "After that, the teacher gave feedback about the MC concept. She commented on the group's overall performance in terms of grammar and pronunciation" (FN1)

23) "After that, there will be... when they simulate there will be peer feedback" (TI6, F)

24) "Yes, I never interrupt their performance, let them finish first, then I will give feedback after they finish" (TI6, F)

25) "40 minutes feedback" (LP, Time Allocation)

The last phase of teacher's teaching strategy is closing. After ensuring that all questions have been addressed and feedback has been given, the teacher close the session by greeting the students (26 & 27). However, the teacher does not summarize the key points covered during the lesson. The transcript interview and lesson plan do not give any supported data for this closing phase.

26) "Then the teacher ended the class at 10.24 with greetings" (FN1)

27) "After all questions have been answered, the teacher closes the lesson" (FN2)

Discussion

1. Type of Teaching Speaking Technique

In response to the findings which implied that there are several teaching strategies that utilized by the teacher. Presentation becomes the primary strategy, offering an organized structure that enables teachers to effectively express key concepts and knowledge. In contrast, simulation provides a practical approach that enhances students' comprehension by enabling them to apply theoretical information in real-life situations. By incorporating Q&A sessions, an interactive environment is created that encourages students to actively study and evaluate knowledge and engage in critical thinking. When paired together, these strategies produce an engaging learning environment that encourages student participation and engagement. Those strategies also accommodating a variety of learning preferences.

The findings directly align with the teaching strategy of presentations mentioned in the theory. As seen in the field notes and interviews, students are regularly asked to prepare and deliver presentations on topics such as MC or news anchor. This setup reflects the teaching strategy described by Harmer (2007) and Royani et. al. (2023), where students practice organizing their thoughts and speaking in front of an audience. Presentations are effectively used as a central teaching tool. The presentations enable students to gain confidence in public speaking while organizing their speech structure. The language that they used can be vary depending on the themes in presentation. Teacher also utilized this strategy in order to let students demonstrate the ability to work collaboratively in group.

In simulation, students perform simulated roles which corresponds to the role-playing strategy described in the theory. The observations show that after their presentations, students immediately proceed to simulations to apply their theoretical knowledge to real-life context. The use of simulations (role play) as seen in the findings creates a bridge between theory and practice, reflecting the situational or dramatic play mentioned by Smilansky and Shefatya (2008) in Zuraidah (2020). This hands-on experience helps students understand practical language use, boosts creativity, and encourages spontaneous speaking. By acting out scenarios like hosting events or reporting news, students practice speaking in realistic, which enhances their ability to communicate confidently in real-life situations.

This study shows that the role of Q&A in teaching strategies can be directly connected to the theory from Royani et. al. (2023), which emphasizes the importance of strategies like Q&A sessions to promote student engagement and critical thinking. The findings clearly show that the Q&A sessions foster active involvement from students. The strategy encourages dialogue, allowing students to engage meaningfully with the material through their questions and responses. The Q&A sessions in the data, where students ask about reality issues require students to think critically about problem-solving in specific contexts. It encourages a deeper analysis of the roles they are studying.

2. Integration of Teaching Speaking Strategies

Aligned with the findings, there are several applications in teaching speaking strategies that teacher used. The opening encouraging students to engage actively in their learning. Following the opening, presentations allow students to articulate their ideas and enhance their public speaking skills, while simulations create realistic scenarios that help them practice language in context. The Q&A segment encourages critical thinking, as students respond to questions and challenge each other's perspectives. Incorporating peer feedback provides students with constructive criticism from their classmates and self-reflection. Finally, the closing consolidates the learning experience, allowing students to reflect on what they have learned and how they can apply it in future contexts.

The teaching strategies outlined in the results can be aligned to the Teaching Speaking Cycle proposed by Burns (2019). In the opening phase of the findings, the teacher uses greetings to create a welcoming environment. This aligns with the idea of engaging students by raising their awareness and setting the stage for speaking activities. By consistently beginning with greetings and immediately moving to presentations, the teacher prepares students to engage with speaking tasks.

During the group presentations phase, the teacher ensures that students are well-prepared by assigning specific topics and monitoring their performance. This relates to Burns (2019) suggestion that teachers support students through structured guidance and language introduction, which helps learners organize their speaking skills before performing. The group presentation and simulation activities in the findings reflect the third phase of the speaking cycle. Burns (2019) emphasizes the need for students to practice using their language knowledge in meaningful contexts by simulating roles. These activities provide hands-on experience, allowing students to focus on meaning rather than form.

In the Q&A session, the teacher and students focus on commenting the speaking performance that has been done. This aligns with Burns (2019) fourth stage, where the teacher helps students concentrate on specific aspects of their language use and performance that need improvement.

The peer feedback phase also connects to Burns (2019) suggestion of guiding reflection. The teacher encourages students to reflect on their peers' strengths and weaknesses, providing space for student reflection on what they have learned. This reflective practice helps students internalize their learning and improve future performances. The findings indicate that the teacher facilitates feedback at the end of the learning process, particularly during the peer feedback phase. After students have completed their speaking activity, the teacher provides feedback on their performance to address aspects like grammar and pronunciation. This structured feedback session ensures that students receive constructive insights to help them improve their speaking skills, aligning with Burns (2019) emphasis on facilitating feedback at the end of the learning cycle.

The implication for this study formulated by the findings that teaching strategies create a dynamic learning atmosphere that fosters active student participation and involvement. Students are more willing to take charge of their education, work cooperatively with classmates, and develop their critical thinking abilities as they become more involved. However, the findings of this study can assist teachers enhance their teaching technique to be more successful and efficient while teaching speaking.

Conclusion

This study aims to explore the teaching strategies in speaking class of second semester students at UIN Raden Mas Said Surakarta. This study presents findings of the teaching strategies employed in a classroom, particularly through group presentations, situational play/simulations, and Q&A. There are several steps that the teacher applied in the classroom which include opening, group presentation, simulation, Q&A, peer feedback, and closing. By integrating collaborative activities, practical simulations, and interactive sessions, teacher can create a dynamic learning environment that supports student in promoting speaking skills. Nonetheless, this study has limitation. The participant of this study only involves participants in one class setting of speaking class. This narrow focus restricts the transferability of the findings. Therefore, it is advisable for future research to include a more diverse participants that encompasses multiple class settings. Expanding the participant involvement will provide a more comprehensive understanding of speaking strategies and their effectiveness in higher education environments.

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