

## CLASSROOM MANAGEMENT STRATEGIES AND CHALLENGES IN EFL SPEAKING CLASS

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APA Citation: Rokhaniyah, H., Ardiyanti, D., Susilowati, I., Virgiyanti, D. F., & Nuraini, E. I. (2024). Classroom management strategies and challenges in EFL speaking class. *English Review: Journal of English Education*, 12(1), 53-64. <https://doi.org/10.25134/erjee.v12i1.8895>

Received: 22-10-2023

Accepted: 21-12-2023

Published: 28-02-2024

**Abstract:** Classroom management involves all endeavors aimed at establishing an efficient and pleasant teaching and learning environment that can inspire learners to learn effectively based on their abilities. It encompasses a range of intentional activities conducted by lecturers with the goal of establishing and sustaining optimal conditions for the teaching and learning process. This research investigates practical management strategies for English as a Foreign Language (EFL) speaking class. Semi-structured interviews and active classroom observation were employed to collect the data. Three EFL lecturers from the English Department of Universitas Darussalam Gontor who provided English speaking classes participated in this study. The objective was to look into the lecturers' viewpoints and management of speaking classes and to examine the strategies they employed and the challenges they experienced. The findings show that the lecturers had implemented a variety of strategies, including setting discipline, physical environment, encouraging more usage of English, offering engaging topics, speaking correction techniques, and building excitement for content. The results also revealed that the lecturers encountered difficulties to manage their teaching. Challenges such as improper pronunciation, learners' low self-esteem, and shortage of lexical resources were among the lecturers' obstacles.  
**Keywords:** *classroom management; challenges; strategies; EFL speaking class.*

### INTRODUCTION

EFL classroom requires a certain set of strategies. To get past the particular challenges EFL learners encounter, they have to use a variety of strategies. Code switching causes anxiety and discomfort among EFL learners (Suico, 2021). In addition, a lack of motivation and overpowering fear might result a "mental block" which impedes language

acquisition (Baş & Beyhan, 2019; Gumartifa, 2020). As a result, it is critical to apply effective strategies which foster a positive and joyful class climate, ultimately enhancing learners' educational journey.

Classroom management in speaking refers to a range of strategies implemented by lecturers to organize learners, the physical space, time, and

materials in order to enable effective learning (Gamhewage et al., 2022; Suico, 2021). The major objective is to help learners attain their maximum potential by developing proper behavioral patterns. A lecturer must be ready to deal with unforeseen events and possess the skills to effectively control learner behavior. Building an effective classroom system and fostering a welcoming classroom climate are crucial goals for lecturers. Every action taken by a lecturer, from setting up the classroom environment and arranging furniture to communicating with learners and establishing rules, has implications for classroom management. This includes implementing and adjusting routines, as well as effectively communicating and reinforcing rules to the learners. These various aspects collectively contribute to successful classroom management (Aldalur & Perez, 2023; García-Cáceres et al., 2022; Kushik et al., 2020).

Utilizing techniques of classroom management in speaking including hands-on activities and collaborative projects, supported by the entire school, can contribute to increased efficiency for both lecturers and learners. The effectiveness of learning within the classroom is a widely recognized concept in educational settings. When designing and guiding learners' activities, lecturer should consider the various ways in which learners learn and incorporate these practices into their teaching. It is important for learners to identify their own learning preferences and styles within the classroom. Some key characteristics of effective teaching and learning include learners actively exploring and experiencing concepts, maintaining focus and persistence when faced with challenges, and taking ownership of their ideas while making connections and developing problem-solving strategies (Renuka, 2021).

When classroom management strategies in speaking are effectively implemented, lecturers minimize disruptive actions in the classroom that hinder learning (John, 2020). Effective schools are now recognized not just as a matter of educational progress, but also the subject for research examining school-based factors directly influencing learners' outcomes. Discipline is often the first aspect associated with classroom management. nevertheless, classroom management is a process that extends beyond discipline alone (Xu et al., 2023). While classroom management techniques may appear simple in theory, successfully integrating them into learner education requires complex strategies and experience. Even though the particular

techniques for classroom management may differ in terms of terminology, purpose, and practice, there are guiding models that can assist practitioners in both theory and practical implementation (Afifah, 2022; Egeberg et al., 2021; Ho et al., 2019).

Eka & Wardhana (2021) revealed that the aim of classroom management is to ensure that every learner in the class works in an orderly manner, leading to the timely attainment of teaching goals effectively and efficiently. Each learner continues to work without interruption, meaning that no learner stops because they do not know their tasks or cannot perform the assigned tasks. Likewise, they consistently carry out their work without wasting time, meaning that they work promptly to complete the given tasks. Huziah (2022) and Mustafida (2021) also reveals that the aim of classroom management is to create an atmosphere that supports a range of learner learning activities, encompassing social, emotional, and intellectual aspects. The provided facilities enable learners to engage in learning and productive work, fostering a social atmosphere that promotes fulfillment, discipline, intellectual growth, emotional development, and the cultivation of positive attitudes among learners.

The study conducted by Xu et al. (2023), classroom management is essential as it has a significant positive impact on both the lecturer's ability to instruct and the learners' capacity to speak. Without proper classroom management, a detrimental learning environment can arise, characterized by learners demotivation and distractions, while lecturers experience heightened stress and eventual burnout. Conversely, proficient classroom management ensures that a lecturer's time and energy are primarily devoted to teaching, minimizing the need for behavior management. In brief, classroom management is significant for emerging effective learning environment, enabling lecturers to instruct effectively and learners to maximize their learning potential while minimizing distractions and stress (Soraya et al., 2022).

Other researchers revealed that managing the effective classroom refers to the strategies employed by lecturers to create and maintain a conducive setting that promotes learners' academic success, as well as their social, emotional, and ethical development (Abdelrahman & Wang, 2023; Nagro et al., 2020). However, the endeavor to establish a meaningful is not devoid of difficulties. This is

specifically concerning the instructional behavior of lecturers, has emerged as a significant issue. Classroom management in speaking classes differs from that in writing and reading classes due to the nature of speaking skills, which entail direct interaction among students, necessitate prompt responses, and promote active participation. In such instances, lecturers must establish an environment conducive to dialogue and verbal creativity. Conversely, writing and reading classes often lean towards more individualized approaches, highlighting the importance of planning, text analysis, and the application of grammar rules. This distinction holds significance as effective classroom management should account for the distinct dynamics of each skill. Lecturers must adjust their teaching and assessment methods to facilitate the cultivation of speaking skills that involve social interaction. Therefore, this study examines classroom management strategies which the educators face during the teaching and learning process, and explores how they address classroom management issues, particularly in the context of an English Speaking subject.

## **METHOD**

This qualitative study deals with the strategies to manage EFL Speaking classes. The study investigates the strategy of classroom management employed by Public Speaking lecturers, with a particular emphasis on how these strategies assist in the creation of environment for learning. To accomplish this, a case study approach is utilized to thoroughly examine and explore the strategies of classroom management. Case study is recognized as a qualitative methodology that involves in-depth analysis of a system (Creswell, 2014). Similarly, according to Gaias (2019), a case study involves studying a phenomenon within its real-life context. This study can be identified as a case study to investigate the strategies to manage Public Speaking classes employed by lecturers.

This study involved three lecturers from the English Department in the Faculty of Islamic Education Universitas Darussalam Gontor, Indonesia, who willingly participated as research subjects. The research preferred those lecturers as they specialized in teaching speaking classes and possessed expertise in handling verbal interactions while fostering students' speaking skills. The researchers employed purposive sampling for selecting the participants; each sample element was chosen for a specific purpose

due to its unique characteristics. In this particular research, only 3 lecturers teaching Public Speaking classes were selected as the research sample. Due to four speaking classes in the 2022/2023 academic year, the researchers opted to apply technique of random sampling to recruit the participants to ensure a fair and unbiased representation of participants and to the broader population of speaking classes.

Observations and semi-structured interviews and were utilized to gather detailed data into the strategies of classroom management employed by lecturers. This interview format provided interviewees with greater flexibility in expressing their answers compared to a rigidly structured interview. a set of questions was and an interview were employed to ensure all relevant topics were covered through the interview. With the participants' consent, the interview sessions had been recorded. The interviews duration varied, lasting between twenty to twenty five minutes for each participant.

The interview data were subjected to coding. Researchers utilized the coded data to develop a theoretical structure, categorizing it as particular groupings as outlined by (Creswell, 2014). Key recurring themes arising from the interviews were identified. Thematic analysis procedures were employed to analyze the data and generate a list of potential themes aligned with the study's objectives. To maintain anonymity, the lecturers were referred to using the symbol "L" such as "L1" for lecturer 1. The data collected through observations were utilized to validate the participants' perspective obtained during the interview regarding their actual classroom management practices.

## **RESULTS AND DISCUSSION**

Various patterns emerged from data analysis: strategies of classroom management, setting disciplines, physical environment, encouraging more use of English, offering engaging topics, building excitement for content, and speaking correction techniques.

### *Strategies of classroom management*

Three English lecturers who teach Public Speaking classes were interviewed. The first participant was interviewed on January 21st, 2022, while the second and third participants were interviewed a week later on January 30th, 2022. The participants were provided with seven questions relevant to the research inquiries. The researchers initially inquired about the

participants' perception of classroom management. The question aimed at understanding how the participants conceptualized classroom management. Below are the transcribed responses provided by the participants.

Classroom management refers to how teachers arrange and handle activities in the classroom. The goal of managing the classroom is to establish a favorable environment which facilitates meaningful interaction in English. Fostering interaction and employing effective classroom management techniques, learners make progress in learning process. (L1)

Classroom management is how lecturers manage the classroom to produce conducive space for learners to engage in English learning. Classroom management is relevant to aspects of motivation, discipline, and respect. (L2)

Classroom management is about how lecturers organize learners, the classroom space, time, and materials to make learning easier for learners. (L3)

All the lecturers said that classroom management involves the organization and handling of activities within the classroom by lecturers. The main goal is to create conducive environment for meaningful interaction in English. Fostering such interaction and implementing effective classroom management techniques, learners can make progress in their English language learning. Classroom management is closely connected to motivation, discipline, and respect. It entails how lecturers arrange learners, classroom space, time, and materials to facilitate learners' learning process.

#### *Setting disciplines*

The researchers formulated this inquiry to gain insights into the practical application of discipline in class. Below are the participants' responses to the question.

I attach great importance to discipline. I make class rules, if there are learners who arrive 10 minutes late when class has started; I ban them to join my class. I myself have always been disciplined to arrive on time. Every learner in my class follows that rule and they always come on time. If there is no discipline, it means we don't set a good example for learners. They will follow our example. So, if we want to enforce

discipline on learners, we have to be disciplined first (L1).

The second participant also revealed:

When I was in the first meeting I had made a college contract where one of the rules was about discipline. I don't want learners to attend lectures if they arrive late because it can distract learners from class and disturb me too. The class will be disrupted just because of the late arrival of learners.

This is pertinent to the two quotations above, as L3 asserted:

I don't permit undisciplined learners to join my class. If they are late, they not only disturb the learning process, but also disturb my concentration as a lecturer and their colleagues in class. When they arrive late, this creates discomfort and disrupts the flow of the material delivered this also sets a bad example for other learners who have come on time

The participant explained that discipline plays a crucial role in the speaking class. Those lecturers emphasize the significance of setting class rules and expect learners to follow them, particularly regarding being on time. They enforce the consequence of not allowing late learners to enter the class in order to maintain discipline. The lecturers believe that discipline is not only necessary for creating conducive learning environment but also for setting a positive example for learners. Additionally, they highlight the negative impact of unpunctuality on the learning process and their own concentration as lecturers. Overall, the opinions reflect a shared understanding of the significance of discipline in facilitating effective teaching and learning in the speaking class.

#### *Physical environment*

The arrangement of the classroom chairs is one of the most important aspects of the physical environment. Paying attention to the seating arrangements has a significant impact on learner conduct, classroom involvement, and learners' attitudes. In terms of classroom management tactics utilized by lecturers, they employed a variety of seating arrangements. The researchers discovered the solution to their efforts to create an effectual learning environment, particularly for speaking sessions. The answers are as follows:

I usually arrange the chairs into pair pods to facilitate easy communication with each other (L1).

Other participants also mentioned:

I prefer to arrange the seating around a round table and group pods. I can easily instruct learners when the configuration of the seats is established in a round table. I control learners by walking around the classroom. If I see learners mind their own business, I can easily approach them and ask to concern the lecture. I also arrange the seating in group pods. Learners can share their experiences if they work in groups. (L2).

Another opinion was also revealed by L3:

I prefer a good classroom arrangement that will make learners feel comfortable and enjoy learning in class. Effective seating will facilitate interaction between learners and learners and learners and lecturers. Classrooms designed to make it easier for learners to interact with each other will play a major role in improving learners' social skills.

All of these opinions emphasize the importance of interaction between learners and with lecturers in enhancing the learning experience in the classroom. Effective seating arrangements creates a comfortable and pleasant atmosphere for learners, facilitate communication and social interaction among them, and enable weaker learners to learn from more intelligent learners.

#### *Encouraging more use of English*

One of the hardest aspects of teaching is getting learners to use English in the classroom. This question was posed to determine how participants deal with issues in controlling the speaking class.

To give learners the opportunity to communicate in English, I always start class by asking questions about their weekend or their day. I avoided the question "do you understand"? I prefer to comment by asking questions to check their understanding (L1).

Likewise, L2 also argued:

To encourage learners to speak English, I give ice breaking games that involve definitions, for example guessing a described object or do simple crosswords with clue. If needed, I get learners to refer to an English dictionary; the

most important thing is they want to speak English.

L3 also stated:

I think, encouraging learners can pay off in the long run. If they enjoy my courses, their attitude toward speaking English will gradually improve.

To encourage more use of English in class English, it is severe to start the class with questions related to learners' daily activities. Additionally, incorporating ice breaking games can encourage learners to speak in English. If needed, referring to an English dictionary can also help improve their understanding.

#### *Offering engaging topics*

This question was posed to find out if the participants employed any specific strategies to manage the speaking lesson. Here are their answers to the question.

Providing interesting topics in speaking class is important because it can increase learners' motivation and engagement. Interesting topics can arouse their interest to speak and actively participate in speaking class (L1).

Similarly, other participant also revealed that interesting topics help create a fun learning atmosphere and trigger learners' curiosity. In his own words, L2 argued that

I often involve my learners in selecting topics. I asked them to choose a topic they liked. If they like the topic, they are more motivated to enhance their ability to speak. They engage in discussions, share opinions, and express their ideas better.

Furthermore, L3 emphasized throughout the interview that introducing future subjects helps boost learning concentration.

Before beginning next week's speaking session, I discuss several fascinating subjects and give learners opportunity to choose which themes they wish to practice. This can boost their motivation to talk and provides them a sense of ownership over the themes they prefer. I also ask learners to convey their personal experiences or ideas on the subject so that they feel personally contributed meaningfully to the discussion. Allowing learners the option to

choose themes let them feel more confident to speak English.

Finally, introducing engaging themes into speaking lessons is fancy way to trigger learners' active participation in class. Allowing learners to choose themes that are in line with their interests develops a sense of ownership and motivates them to enhance their public speaking skills. Learners contribute significantly to class discussions when they are encouraged to convey their personal opinions relevant to the chosen topics. Supporting them to choose their own themes fosters self confidence in their English speaking abilities.

#### *Building excitement for content*

Creating excitement for content in speaking class refers to piquing learners' interest and passion for the stuff to be studied or discussed in class. The basic goal of creating excitement is to get learners engaged, excited, and participating in the learning process. The following are the responses of the participants to the questions:

I always attempt to remember my learners' names since it is vital and should not be overlooked. Knowing their names demonstrates respect and interest in them. When I mention their names in my speaking class, they will feel acknowledged and cared for, resulting in a more inclusive environment and they will be interested in joining the class (L1).

The other participants also proposed that:

I involve interactive activities in class. I give learners opportunities to participate actively in the learning process, such as through group discussions, role plays, and simulations. These exercises can serve interest and drive them engagement with the material they study (L2).

I employ technology and media to make teaching more enjoyable. I use technology, such as multimedia or video presentations, to transmit content and educational technology to create engaging and interactive lessons. Moreover, to assist learning in the speaking class, I use a variety of relevant resources including audio and videos (L3).

Remembering learners' names demonstrates respect and interest in them, resulting in a welcoming environment. Interactions such as group discussions, role plays, and simulations promote learner engagement with the topic.

Learning becomes more enjoyable and interactive when technology and media, such as multimedia presentations and instructional technology, are used. In speaking classes, the usage of relevant resources such as audio and video aids learning. Knowing learners' names, participating in interactive activities, leveraging technology, and utilizing multimedia resources can therefore boost their engagement in speaking classes.

#### *Speaking correction techniques*

This question was asked to know learner speaking errors and the participants' advice and suggestions on how to correct learners. Here are the responses of the participants to the question.

Pronunciation is a common error made by learners when learning. If they make a mistake in their pronunciation, I don't point it out or shame them. Instead, I repeat the correct pronunciation of the word or phrase they speak. I also provide a quick explanation on proper pronunciation. Of course it did not damage their confidence. Because English includes many diverse sounds, and English is their second language, pronunciation problems pose a challenge for lecturers. Understanding and replicating these sounds can be challenging, and continuous practice is required (L1).

L2 asserted that:

Some learners, I've seen, are frequently terrified of making mistakes when speaking English in class. They are concerned about being mocked or judged by their peers or lecturers. This fear might make it difficult to speak up and express them freely. A challenge in teaching speaking is a lack of learner's self-confidence. I stimulate learners, praise their efforts, and lessen pressure to speak perfectly to overcome the obstacles of learners' confidence in speaking. It can help them gain confidence during their speaking.

The other counterpart revealed that:

When learners have a limited vocabulary, they have barrier to express their ideas or thoughts effectively. During the speaking lesson, many struggled to find the proper words to explain their experiences and thoughts. In speaking class, having a limited vocabulary is often a barrier. To overcome this difficulty, I offer activities that entail employing new vocabularies during the discussion. I also request learners to practice reading, listening, and speaking exercises to increase their vocabulary (L3).

When it comes to teaching spoken English, there are various obstacles that require addressing, such as limited vocabulary, errors in pronunciation, and learners' inadequate self-confidence. Insufficient vocabulary hinders learners from effectively expressing their ideas, while pronunciation errors can be rectified through repeated practice of correct pronunciation. Furthermore, boosting learners' confidence involves encouraging their active participation, commending their efforts, and alleviating the burden of flawless performance. By surmounting these challenges, learners can enhance their speaking abilities, expand their vocabulary, refine their pronunciation, and develop self-confidence in English-speaking class.

The appropriate classroom management in speaking sessions significantly influences the level of student involvement during classes. A secure classroom atmosphere lets significant role to optimize students' self-assurance when it comes to public speaking. Encouragement from both lecturers and peers leads them likely to be more inspired to engage actively in sharing their thoughts and ideas. Effective classroom management also has good impact on learners' outcome. With an organized and controlled classroom atmosphere, learners are likely to be actively involved in speaking classes. They feel comfortable to express their ideas without obstacles, this enhances their overall fluency. Here are learners' responses on the effective impact of classroom management in speaking classes:

When classes are well managed, we are more comfortable to get active discussion in class. Lecturers who have effective classroom management can provide a supportive learning atmosphere, where every voice is valued. This not only boosts our engagement in discussions, but also develops our speaking skills

Another learner also argued:

With a structured class atmosphere, we are more confident to express our opinions. This directly increases our understanding of the material and assists us to grow as more competent speakers

In EFL speaking classes, the primary emphasis promotes interactivity and utilizes language within authentic contexts. Learners participate in

speaking activities through group discussions, role plays, and simulations of everyday scenarios. It offers a more immediate and contextually relevant language learning experience, encouraging their proficiency to communicate. Conversely, in writing classes, the concentration is directed towards formal writing. Learners have to understand the appropriate structure, spanning from introduction to conclusion, to improve their capacity to construct well-organized and impactful written pieces. Similarly, in reading classes, the primary focus centers on comprehending texts and expanding vocabulary. They have to learn texts attentively, look for key information, and make conclusions. Despite employing distinct strategies, all three class types share the common aim to foster the comprehensive development of learners' communication skills.

The disparities in approach between traditional and modern classroom management strategies are notable. Traditional methods require stringent rules, with an emphasis on the lecturer's authority. Conversely, a contemporary classroom management strategy requires active interaction between lecturers and learners. Modern approaches frequently integrate technology and apply more interactive teaching methods to engage in learning. This cultivates a classroom atmosphere that is more inclusive and responsive in class. While traditional approaches offers clear order and control, modern strategies are often more adaptable and fostering comprehensive student engagement. Hence, modern classroom management strategies are deemed more effective to stimulate learners for the dynamic challenges of the contemporary world.

The discussion deals with two research questions concerning management of the speaking class in the classroom. The first research question examines lecturers' strategies to manage the speaking class, while the second question concerns the obstacles lecturers have to manage the speaking class. The results of the study reveal that the lecturers employ a range of techniques to control the speaking class. Some strategies are pertinent to the class arrangement, setting disciplines, physical environment, encouraging more use of English, offering engaging topics, building excitement for content, and speaking correction techniques.

Learners learn to focus on the task at hand by establishing discipline in speaking class. They learn to avoid distractions and maintain their focus on speaking activities. This assists learners

in developing strong time management and task completion habits. Based on the results, Participants placed a high priority on discipline by setting classroom rules. In the event that a learner arrived 10 minutes late after the class has begun, they were prohibited from joining. When every learner arrives punctually, the commencement of learning can take place smoothly and without any interruptions. This allows the lecturer to effectively deliver the material, ensuring that all learners have equal opportunities to acquire the highest level of comprehension. This is relevant to a research held by (Darling-Hammond et al., 2020; John, 2020; Lestary, 2021) who identifies discipline is crucial in a learner's life. Discipline in the classroom lets learners stay focused on their learning. Abdelrahman & Wang (2023) also asserted that discipline assist learners to stay on track and communicate productively with their lecturers, which eventually lowers distractions and increases information flow.

This result of the study also revealed that the way the seats are arranged creates a comfortable and pleasant environment for learners, facilitate communication and social interaction among them, and provide an opportunity for less proficient learners to learn from their more academically advanced peers. Others studies also argued that seating arrangement influences how lecturers communicate with learners and how learners get interaction with one another (Purwanti & Vania, 2021). Through a seating arrangement, lower learners can directly benefit from having smarter learners seated next to them. This proximity lets them ask questions and request assistance directly, thereby enhancing their comprehension of the subject matter (Abdelrahman & Wang, 2023; Abdul Maing & Mahmud, 2022)

The participants revealed that the seating arrangements in their speaking class comprise round table, par pods, and group pods. They stated that sitting in groups provides learners with the chance to engage in direct interaction with their peers. They engage in discussion, exchange their ideas, and collaborate on their speaking activities. This creates improved collaboration and creates a socially enriching learning environment. On this note, Egeberg et al. (2021) suggested that in this seating arrangement, every learner has greater ease in actively participating and contributing to speaking activities. They feel more at ease communicating with their small group members or partners than with a traditional seating setup. This arrangement promotes

increased engagement from all learners and provides enhanced opportunities for practicing speaking skills.

One of the results from the strategies used to manage the speaking class is encouraging more use of English. The participants highlighted promoting active English usage in the classroom; lecturers can begin the class by posing questions about learners' daily activities. In addition, incorporating icebreaker games can motivate learners to engage in English conversation. This was the same as the research by Abdelrahman & Wang (2023); John (2020); Nguyen et al. (2022) that posing questions about learners' daily activities serves as a motivating factor for their active involvement in English conversations. Discussing topics applying to their lives, learners become more interested and engaged in using English for communication. Likewise, Hayati, (2020); Ho et al. (2019); Renuka (2021); Wijanarko et al. (2021) pointed out that warm-up games can energize the classroom atmosphere. Numerous warm-up games require problem-solving, creative thinking, and swift responses. These activities stimulate learners' minds, promoting quick thinking, and establishing a supportive and collaborative learning environment.

The following finding of effective speaking management is offering engaging topics. Fascinating topics affects learners' enthusiasm toward communication. When intriguing issues are preferred, learners are more engaged and eager to participate in class. Their motivation to express their ideas improves significantly. This research is pertinent to the study by (Kushik et al., 2020; Soleimani & Razmjoo, 2019). The result showed that engaging topics gets learners' proficiency to articulate ideas proficiently. When they are involved in the discussed topic interesting, they become motivated to gather information and prepare compelling arguments. This process guides in the overall development of their speaking abilities.

Building excitement for content is accomplished through the incorporation of interactive activities including class discussions, role-playing, and simulations. The use of technology and media can add a fun and an interactive component of the educational process. A group discussion provides the chances for earners to participate and work together with their peers. They exchange ideas and engage in debates collectively. These discussions can expand their knowledge, and receive immediate feedback from



classmates. Likewise, integrating technology in speaking class creates interactive components. Educational technologies can visualize information via videos, and audio as well. This can optimize their comprehension to the subject matter. technology serves access to supplementary resources, independent speaking practice, and swift feedback, all of which aid learners' language development (Masuram & Sripada, 2020; Soraya et al., 2022).

The last result of this research relates to speaking correction techniques. It supports the prior results, indicating that learners have challenges to manage the speaking class, including limited vocabulary, mispronunciation, and learners' inadequate self-confidence. A lack of vocabulary in speaking poses a challenge as it can constrain the capacity of individuals to convey their ideas. When individuals get a limited range of words to choose from, they encounter difficulties in accurately delivering their ideas.

Other studies also showed that the primary obstacle in the speaking class is the limited vocabulary; they may not have attained the extensive vocabulary and diverse range of phrases required for fluent and confident speaking (Akbari, 2019; Baş & Beyhan, 2019; Rajitha & Alamelu, 2020; Soleimani & Razmjoo, 2019). The dissimilarities in pronunciation rules between English and Indonesian become a challenge for learners when it comes to accurately pronouncing English words. This barrier often lets to a lack of confidence to speak, as they are concerned mispronouncing words and being understood by others. Self-assurance impedes one's fluency and self-assuredness in speaking. The apprehension of making errors to express their ideas frequently effectively obstructs an individual's fluency and impedes their language acquisition progress (Elisathusilawani, 2023; Gumartifa, 2020; Ratnasari, 2020).

## CONCLUSION

The results showed that employing efficient classroom management strategies, such as implementing discipline, making a comfortable physical environment, establishing active use of English, choosing engaging topics, developing excitement for the material, and applying speaking correction techniques, turn into the challenges faced during speaking lessons. These strategies inspire lecturers to serve a welcoming environment, set learners' engagement, and help learners gain their speaking confidence. Enforcing the discipline, creating appropriate seating

arrangements, coming up with interesting topics, and utilizing media and technology, lecturers are able to design interactive learning environment. Expanding students' lexical resources and providing constructive feedback on their pronunciation problems can optimize their speaking abilities and boost self-confidence. The research findings provide valuable insights into addressing classroom management challenges across different settings and contribute knowledge regarding the common strategies and challenges encountered by EFL instructors, which can be employed in diverse learning environments.

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