



Boosting the Confidence of 1st Year College Students in Speaking Skills through Instructor's Interactive Strategies during Face-to-Face Classes

Karl Kevin Arabis^{1*} Gabriel Tobio¹ Belen Corpuz¹ Bianca Marie Royol¹ Dr. Cris T. Zita²

¹Holy Rosary College Foundation, Caloocan City, Philippines

²Dr. Juan A. Pastor Integrated National High School, Batangas, Philippines

ABSTRACT

This study examines the significance of face-to-face classes as a venue for students and instructors to engage in teaching and learning activities in a shared physical space. The researchers employed a quantitative methodology for their study, with a sample size of 50 students from Holy Rosary College Foundation's 1st Year College cohort, which represented the entire population. Instruments for collecting data included interviews and survey questionnaires administered via pen-and-paper exams. The primary objective was to assess the efficacy of instructor-interactive strategies in traditional classroom settings. The findings revealed that various instructor-interactive strategies positively influenced the confidence levels of first-year college students, particularly in activities such as group work, class reporting, oral recitations, adherence to an English Only Policy (EOP), and role-playing exercises. In contrast, students viewed activities such as debates, memorization assignments, public speeches, impromptu speeches, and speech choir as less effective at boosting their speaking confidence. The study demonstrates that instructor-interactive strategies implemented in face-to-face classes have a positive effect on the speaking confidence of first-year college students. In the context of English language learning, these findings highlight the significance of incorporating interactive approaches into classroom instruction while taking individual student requirements into account. Throughout the teaching-learning process, instructors play a crucial role by actively participating in and collaborating on these interactive strategies.

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Corresponding Author: ✉ Karl Kevin Arabis | ✉ karlkevin@gmail.com

INTRODUCTION

Speaking is one of the four language skills (reading, writing, listening, and speaking) (Alahmadi & Foltz, 2020). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language (Zein, 2016).

It is explained that speaking is a unique form of communication that is the basis of all human relationships and the primary channel for projecting and developing individual identity (Bambang, 2014). Speaking is also an oral-language proficiency and a complex language skill that involves knowledge and pronunciation, grammar, vocabulary, and culture (Alahmadi & Foltz, 2020) (Smoyer et al., 2020).

When many students are present when taking the test, you will receive a poor score. Some numerous reasons or factors have resulted in the students, particularly in the classroom, not wanting to speak or communicate with their peers in front of the class to begin with (Pinto & Leite, 2020). They found it difficult to communicate their thoughts to others because they couldn't decide whether to convey or say something. Second, the instructor does not provide any additional information. There isn't enough opportunity for students to improve their speaking skills, and the teacher isn't interested in the lesson. Finally, pupils are hesitant to speak due to word mispronunciation and a lack of self-confidence (Rao, 2019).

The instructor's interactive strategies are either individual or collaborative activities that would improve the students' skills in speaking English (Pawar & Anscombe, 2022). These are sets of well-designed activities that can stimulate students' interaction in the classroom (Cahill et al., 2022). These strategies allow them to be actively involved in the class sessions through speaking and writing to express their own perspective or provide information. More so, students' confidence as well as fluency will be affirmatively enhanced by means of interaction and exposure to fluency games (Hamdu et al., 2020; Santoso et al., 2022). The activities advocate active learning while students are enjoying them.

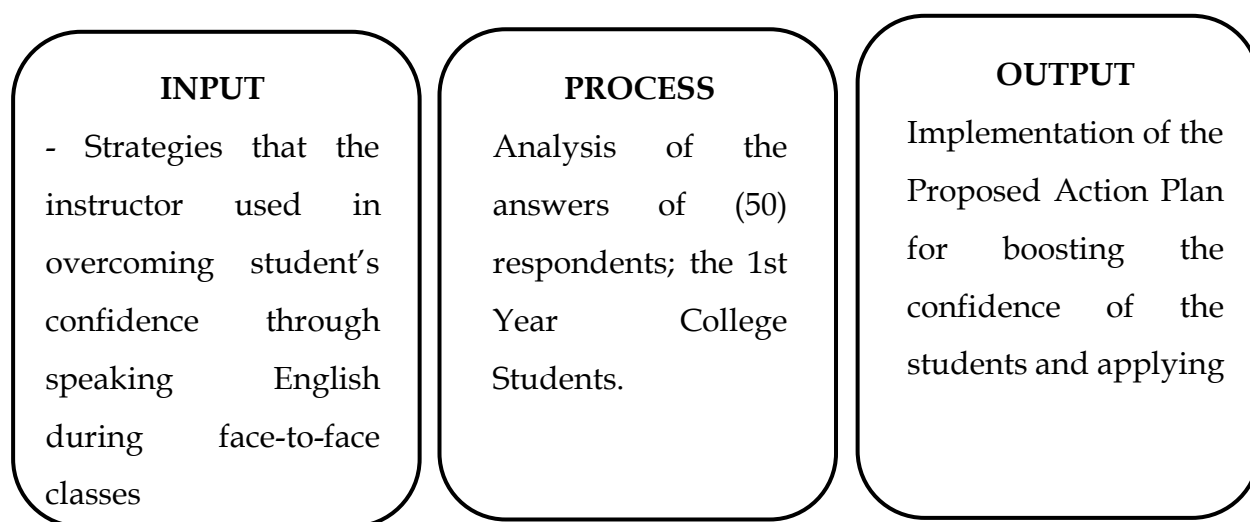
Speaking has become a concern in terms of the language used, especially in the English language (Rahman et al., 2023). Our current academic curriculum includes improving students' speaking abilities. The shift from distant learning to physical classes impacted the confidence of students to express their point of view through the second language. It hardens the fact that the learners are more

comfortable speaking while having their cameras off and having an internet source before communicating to others, while speaking in front of people physically weakens their confidence and fluency since they have to speak impromptu.

Based on the concern stated, the instructor will use different kinds of strategies suitable for face-to-face classes to assist the respondents in improving their speaking skills and gaining confidence in speaking during the class, including oral recitations, class reporting, groupwork, memorization, and debate (Habibi et al., 2018). Also, lateral thinking, the Six Thinking Hats, and ICT integration such as Mentimeter, Padlet, and Wixsite were used by the subject instructor (Branson & Gross, 2014). The researchers aim to gather data and proceed to interpretation for the results of using interactive strategies with first-year college students to improve their confidence in speaking English during physical classes.

METHODS

This action research is a quantitative method. The researchers test the objective theories by examining the relationships among variables. The data, in turn, can be measured on a research instrument, which is the survey questionnaire, so that numbered data can be interpreted through statistical procedures.



This action research's respondents are fifty (50) first-year college students taking the Bachelor of Secondary Education Major in English, who are from

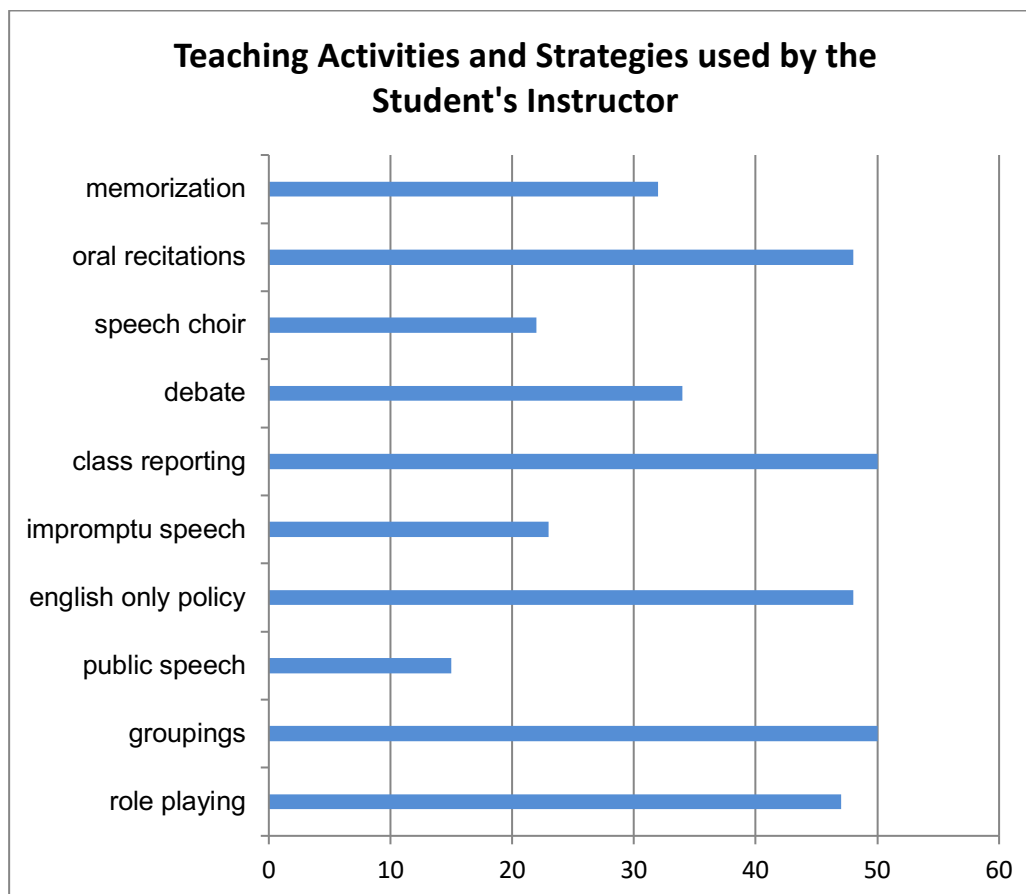
Holy Rosary College Foundation, Inc. These respondents were chosen through target sampling.

The researchers underwent the following procedures in conducting the research paper: First, they targeted the exact number of students who would take the pen and paper questionnaire from the 1st-year college students and scheduled them for the test. Next, the researchers draw up statistical methods that will be used by formulating test questions and letters. Afterward, the researchers asked for permission from the college administrators and the class adviser. They also trained the students on answering the test questionnaire. Consequently, the results gathered from the survey questionnaire were systematically presented and validated using graphs and text descriptions. It was done to discover if the instructor's interactive strategies for physical classes are efficient in improving the confidence of first-year college students in speaking competency.

RESULTS AND DISCUSSION

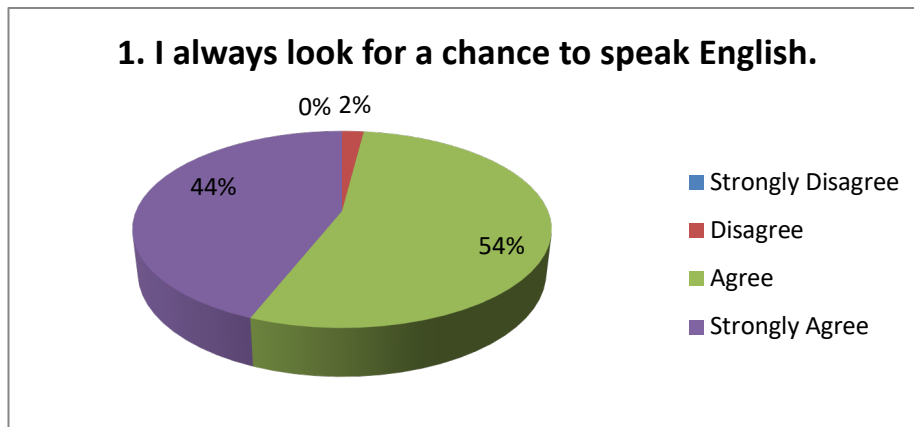
This section presents the data from the study collected from the survey. It evaluates the data and interprets the study's findings based on the respondents' answers.

Section 1.

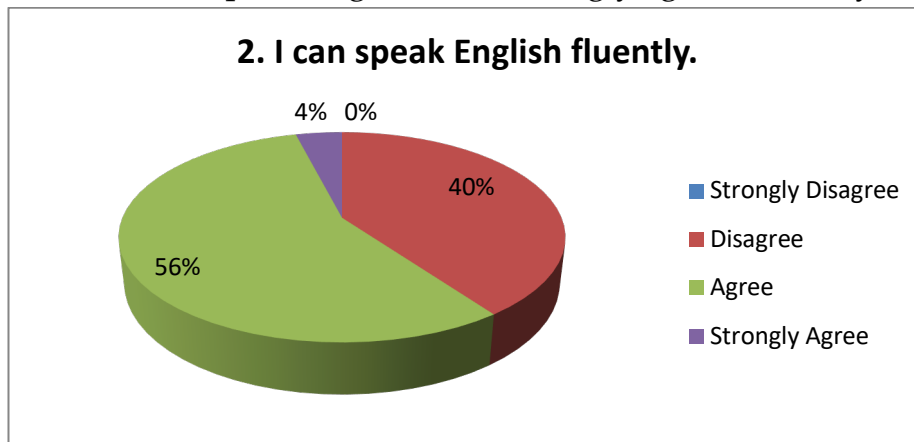


Based on the survey results, the top five (5) activities students encountered by their English instructors were groupings, class reporting, oral recitations, the English Only Policy, and role-playing. The least popular activities they experienced were debate, memorization, public speech, impromptu speech, and speech choir. This proves that their college instructor mostly uses the top five strategies for the students.

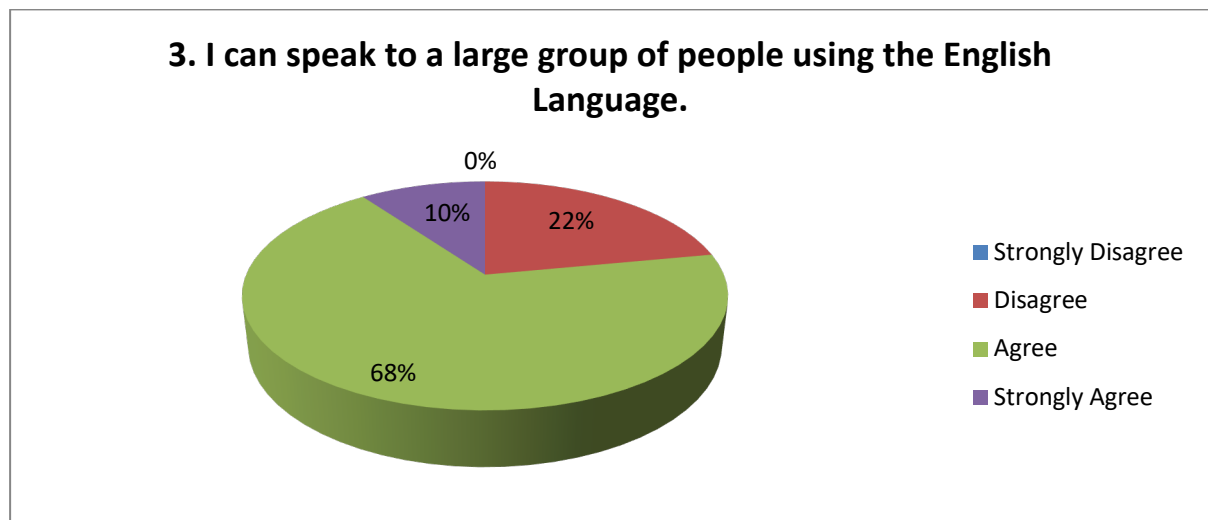
Section 2.



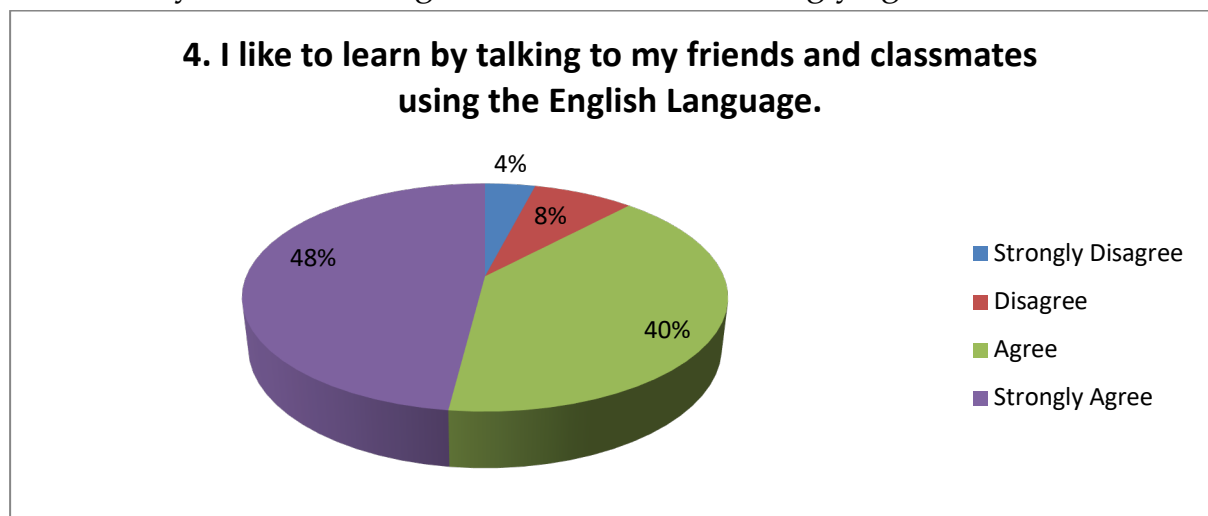
The figure above shows that out of 100%, 54% of students agree with looking for a chance to speak English, 44% strongly agree, and only 2% disagree.



It shows that 56% of the respondents can speak English fluently, 40% disagree, and 4% agree. It proves that more than half of the respondents can speak English; however, there is also a large population that is not fluent in speaking English.



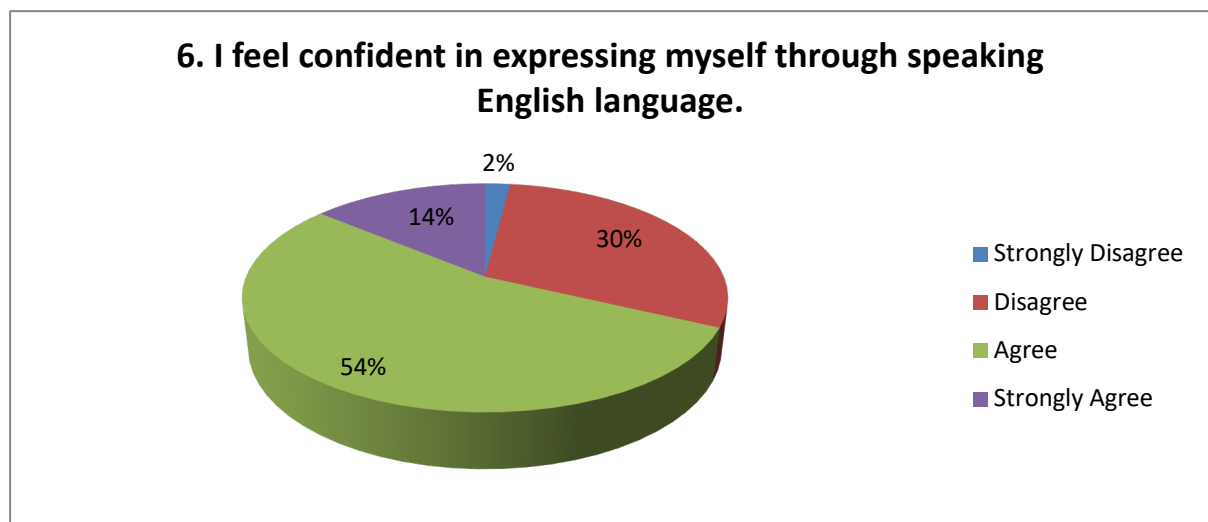
The graph shows that many of the respondents voted to agree (68%), followed by 22% who disagreed and 10% who strongly agreed.



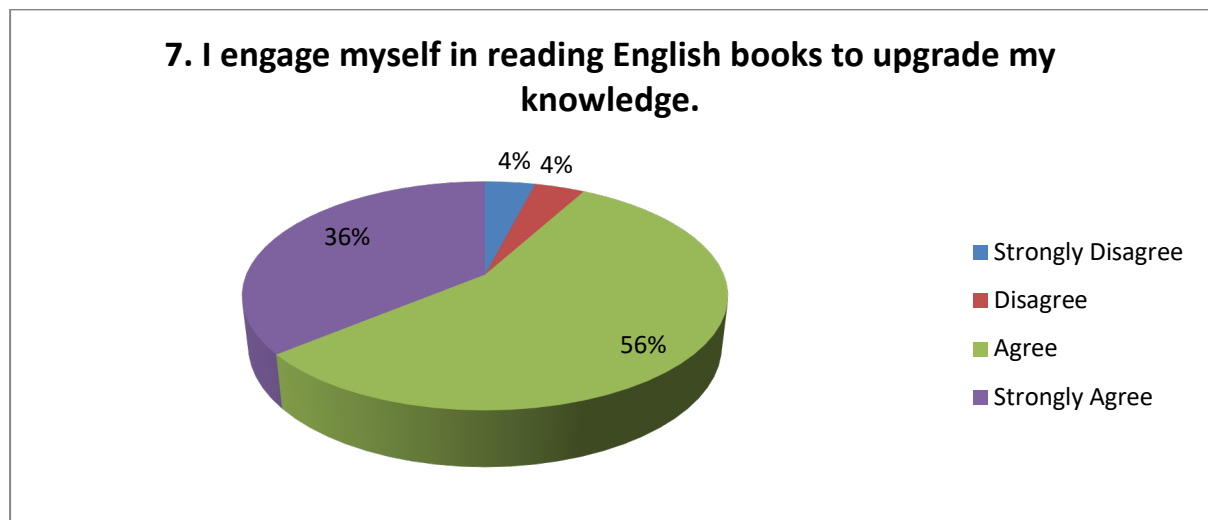
Based on the graph, 48% of respondents strongly agree, 40% agree, 8% disagree, and only 4% strongly disagree that they like to learn by talking to friends and classmates using English.



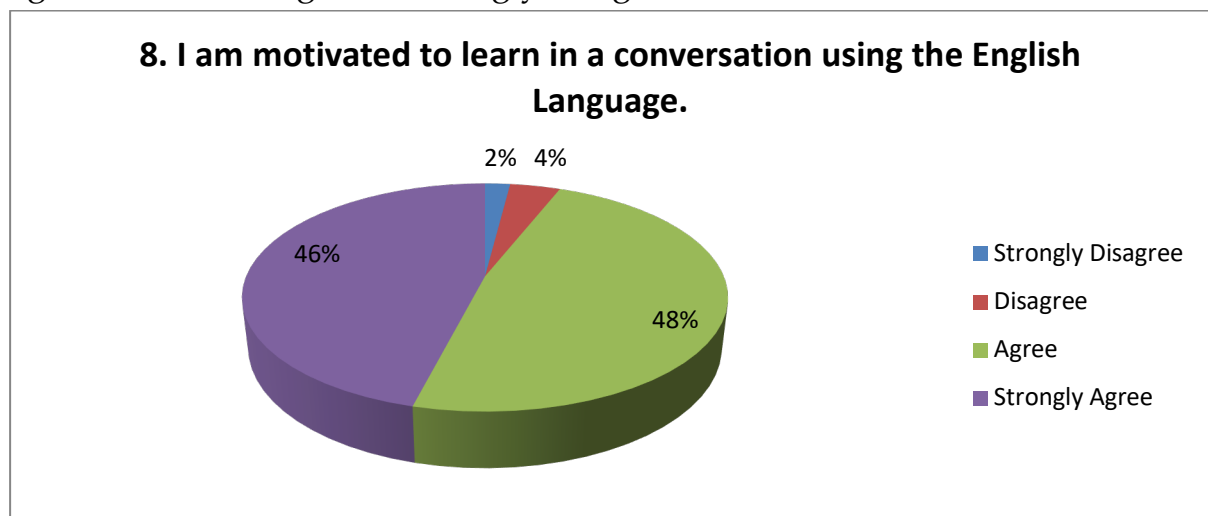
The graph shows that 54% of students agree that they have enough confidence to speak to a large group of people, while 2% and 40% disagree, and 4% strongly disagree.



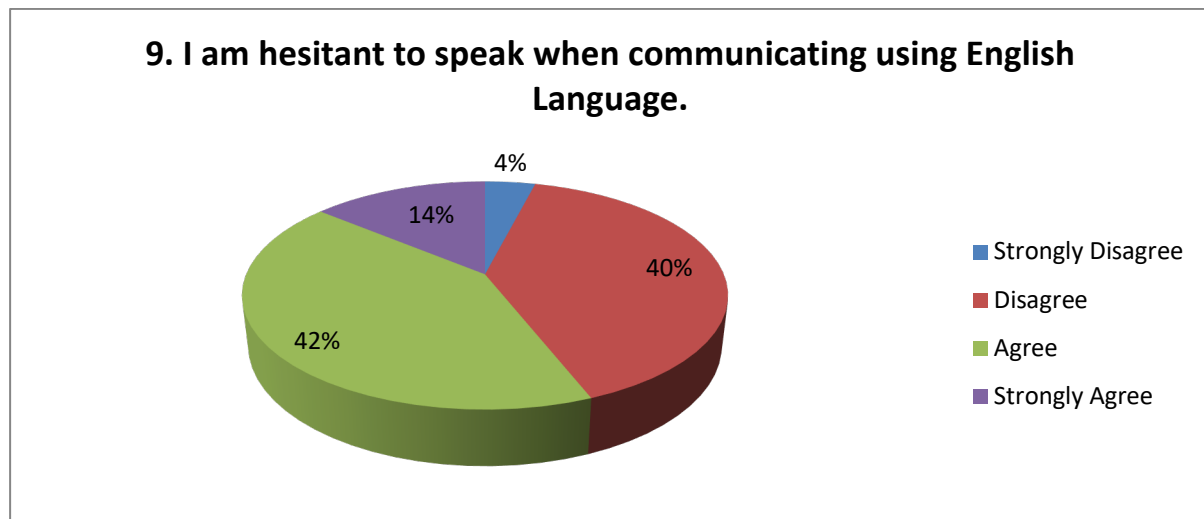
Based on the figure above, 54% of respondents agree and 30% disagree, while 14% still strongly agree and only 2% strongly disagree. It demonstrates that there are many students who use English confidently to express themselves.



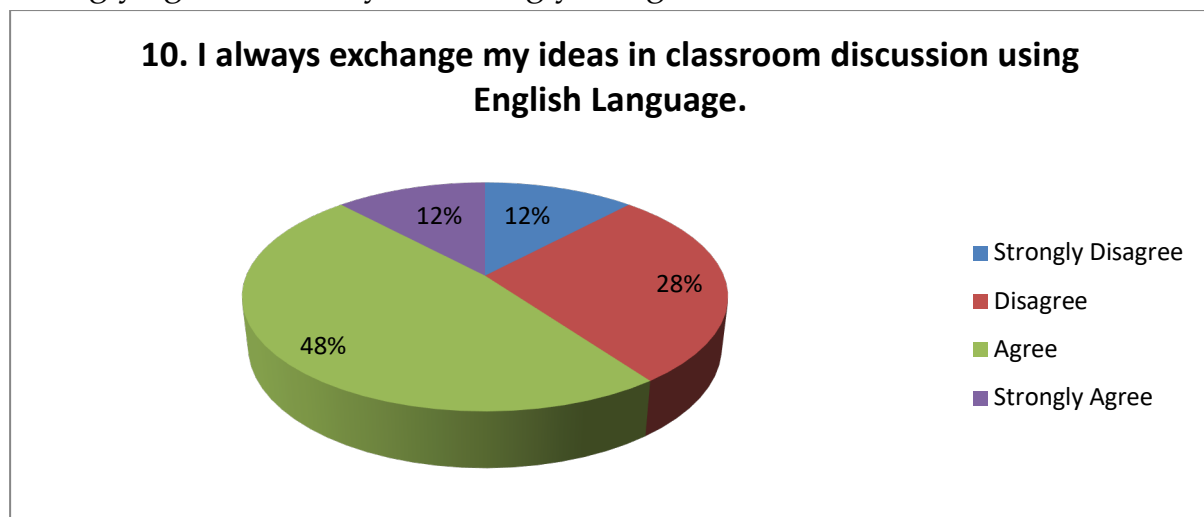
Out of 100%, 56% of students agree that they engage themselves in reading English books to upgrade their knowledge. Next, 36% of them strongly agree, and 4% disagree or strongly disagree.



The graph shows that the respondents either agree (48%) or strongly agree (46%) that they are motivated to learn when they are engaged in a conversation using the English language.



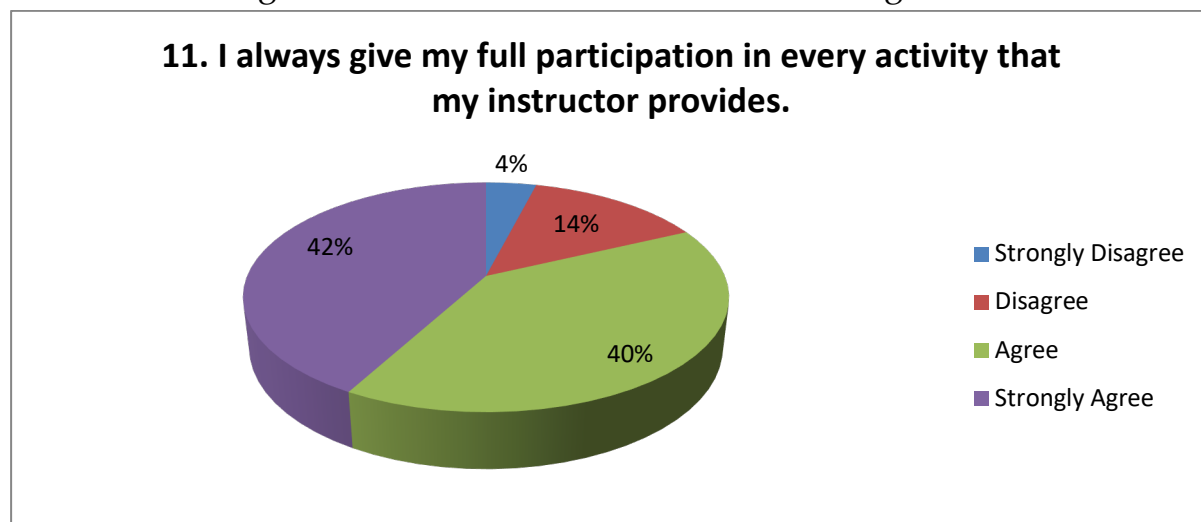
The graph reveals that 42% of respondents still hesitate to use the English language when communicating; however, 40% disagree. There are 14% that strongly agree, and only 4% strongly disagree.



Based on the graph, 48% of respondents agreed with exchanging ideas during classroom discussions in English. This indicates a significant level of acceptance and support for using English as a medium for communication among students in educational settings. Conversely, 28% of participants disagree, suggesting substantial concerns or preferences for other languages or discussion methods.

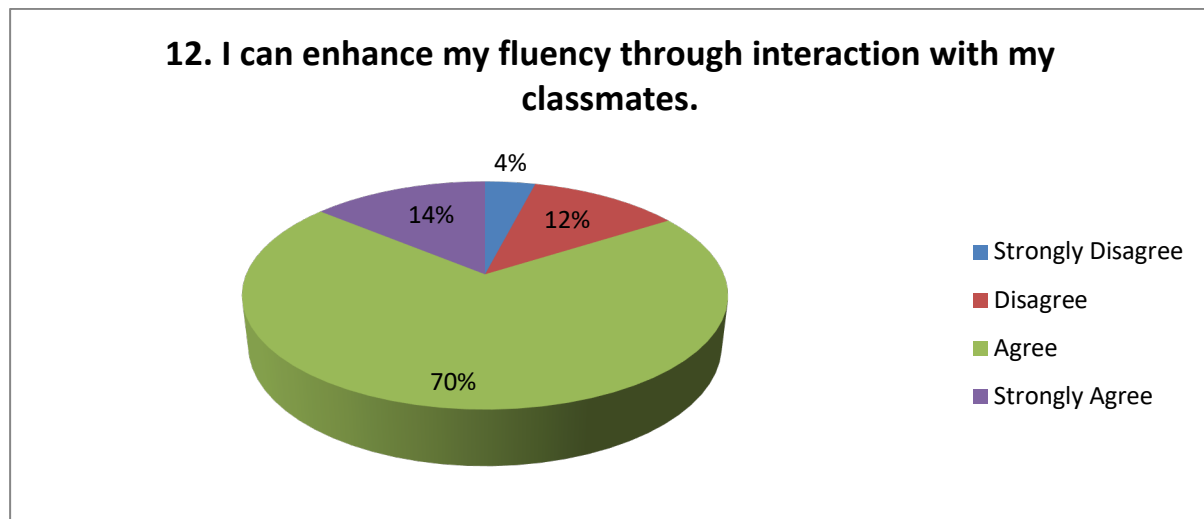
Additionally, the data reveals that 12% of respondents strongly agree with using English for classroom discussions, highlighting a passionate endorsement among some participants for this practice. On the other hand, an equal

percentage of 12% strongly disagree, indicating a strong opposition from a segment of the respondents. This opinion polarization suggests diverse perspectives on using English in classroom discussions, which could be influenced by factors such as language proficiency, cultural background, or educational philosophy. Understanding these viewpoints is essential for educators aiming to create inclusive and effective learning environments.

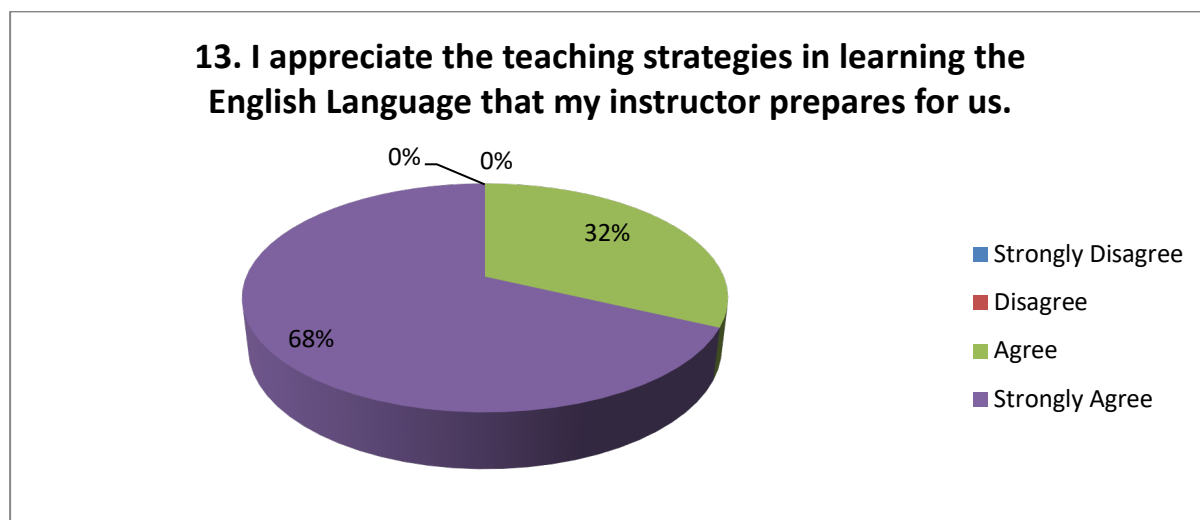


The data presented in the figure indicates a high level of student engagement in classroom activities, with 42% strongly agreeing and 40% agreeing that they actively participate in the activities provided by their instructors. This collective 82% of positive responses reflect a robust commitment to engagement, suggesting that the instructional strategies educators employ effectively motivate students to participate in various learning activities. Such participation is crucial as it fosters a collaborative learning environment, enhances critical thinking, and promotes a deeper understanding of the subject matter.

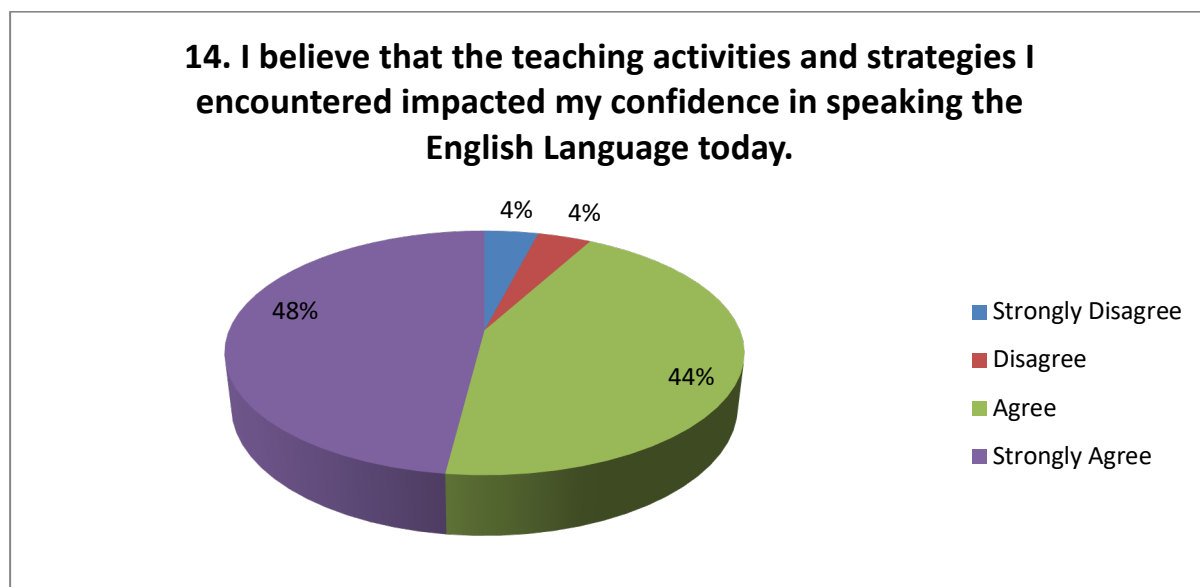
Conversely, the figure reveals that only 14% of students disagree with their participation, with a mere 4% strongly disagreeing. This low percentage of negative responses suggests that most students perceive the activities as valuable and relevant to their learning experiences. The limited dissent highlights the effectiveness of the instructional design in capturing student interest and encouraging involvement. Understanding the factors contributing to this high engagement level can provide insights for educators seeking to optimize their teaching methods and create more interactive and participatory learning environments.



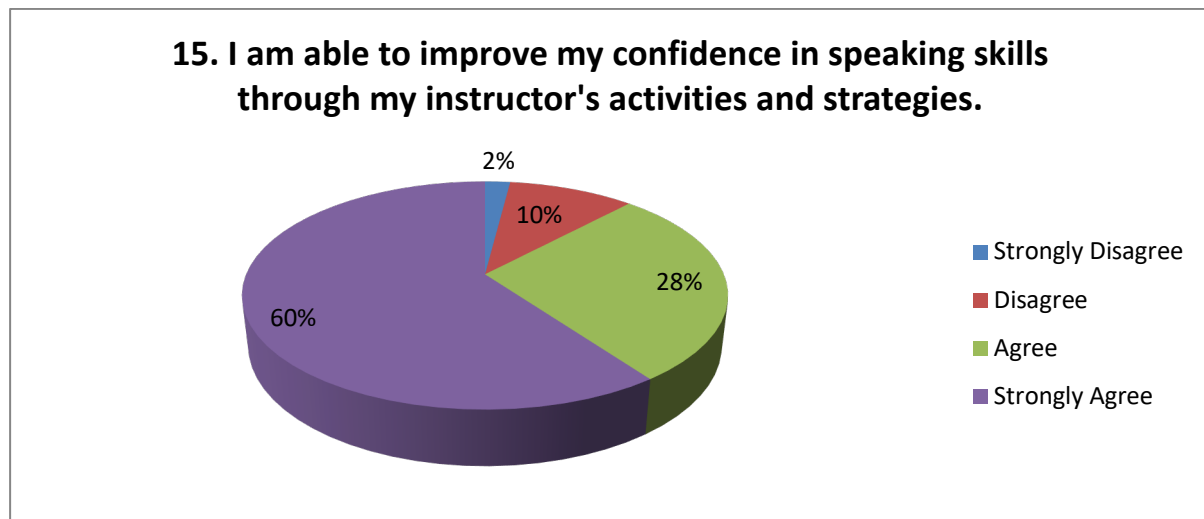
The graph illustrates that a substantial majority, comprising 70% of respondents, support the notion that interaction with classmates significantly enhances students' fluency in the target language. This overwhelming agreement underscores the importance of collaborative learning environments where peer interaction is critical in language acquisition and fluency development. Within this group, 14% of participants strongly endorse the idea, indicating a strong belief in the efficacy of peer interactions as a pedagogical strategy. Conversely, 12% of respondents express disagreement with this viewpoint, while a small minority of 4% strongly disagree, suggesting that there may be alternative perspectives on effective methods for developing fluency. The predominance of positive responses highlights the potential benefits of implementing interactive and communicative activities in language education, as they facilitate authentic engagement and practical application of language skills among students. Understanding these dynamics can inform educators about the value of fostering collaborative learning experiences to enhance linguistic proficiency.



The graph shows that 68% and 32% of students strongly agree or agree that they appreciate the teaching strategies their instructor is preparing for them in learning the English language, and no one disagreed.



Based upon the figure above, 48% and 44% strongly agree and agree that teaching activities and strategies that they encountered impacted their confidence in speaking the English language today. In contrast, there is 4% for both disagree and strongly disagree.



The last graph reveals that a large part of the pie graph agrees that improving their confidence in speaking skills through their instructor's activities and strategies is important. 28% agree, 10% disagree, and only 2% strongly disagree.

The potential long-term effects of interactive strategies on students' speaking abilities are multifaceted. Firstly, these strategies can significantly enhance students' confidence, enabling them to engage more freely and actively in discussions both within and outside the classroom. This increased self-assurance often translates to improved fluency and articulation as students become accustomed to speaking in various settings. Over time, interactive speaking methods—such as role-playing, group discussions, and other engaging activities—foster greater language proficiency, not just for academic purposes but also as transferable skills applicable to professional and social situations. Furthermore, improved speaking abilities can improve overall academic performance as students learn to articulate their thoughts clearly and effectively.

The study employed quantitative methods to assess the effects of these interactive strategies. Surveys were used to collect data on student confidence and speaking capabilities before and after the implementation of these strategies. The reliability of the findings is enhanced by using objective measurements, such as pre- and post-tests, that allow statistical evaluations of the results, minimizing potential biases. Validated survey instruments further bolster the credibility of the study's conclusions.

Cultural attitudes toward public speaking play a significant role in the

study's outcomes. For instance, in cultures where public speaking is perceived as a performance, some students may experience heightened anxiety and be less willing to participate. Conversely, in cultures that value collective discourse, students may engage more readily in speaking activities, albeit possibly at the expense of individual speaking time. Additionally, cultural support systems, such as peer collaboration and mentorship, can influence student engagement and confidence.

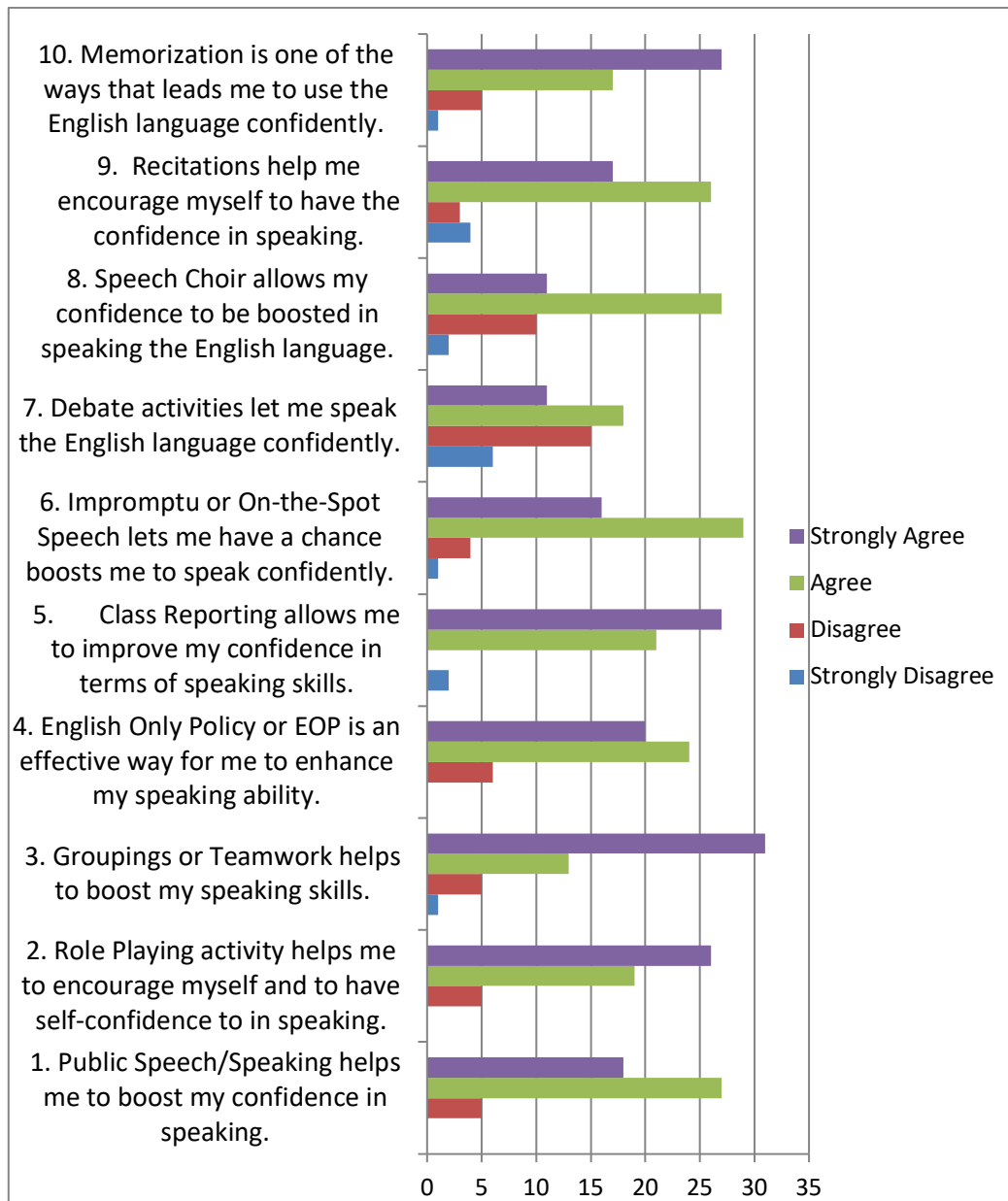
Individual differences among students, such as anxiety levels, prior experience, and language proficiency, also significantly affect their responsiveness to interactive strategies. Students with higher anxiety may require more gradual exposure to speaking activities, while those with rich backgrounds in public speaking may adapt quickly to new strategies. Language proficiency plays a critical role; advanced speakers may thrive while lower proficiency learners may need additional support to build confidence.

Instructors are encouraged to adopt several best practices to enhance the implementation of effective interactive strategies. Incorporating various activities – ranging from role-playing to debates – can engage diverse students and prevent monotony. Creating a supportive classroom environment where mistakes are viewed as learning opportunities encourages participation and helps reduce anxiety. Moreover, regular feedback from peers and instructors can guide students in improving their speaking skills.

Instructors should tailor their interactive strategies to accommodate diverse learning styles and needs. This could involve organizing mixed-ability groups to facilitate peer learning and adjusting activities to cater to different learning preferences, whether visual, auditory, or kinesthetic. Ongoing assessments are essential; they allow instructors to evaluate the effectiveness of strategies and make timely adjustments as required.

Additional research initiatives could focus on cross-cultural studies to explore how interactive strategies impact speaking skills across various cultural contexts. Longitudinal studies may yield insights into the long-term effects of these strategies, while examining the role of technology in enhancing interactive learning could offer valuable perspectives, especially in hybrid or fully online environments. The comprehensive approach highlights the importance of interactive strategies in developing students' speaking abilities and offers pathways for further exploration in educational practices.

Section 3.



The graph shows that the students mostly agree or strongly agree with the strategies and activities their instructor gave. They strongly agree that groupings, role-playing, class reporting, and memorization boost their confidence in speaking the English language. They also agree with recitations, speech choir, debate, impromptu, the English Only Policy, and public speech. However, a small portion of responses among all the activities and strategies disagree or strongly disagree.

Speaking is a multifaceted language skill that encompasses various components such as knowledge of grammar, vocabulary, pronunciation, and cultural nuances. It involves cognitive, physical, and socio-cultural processes that need to be rapidly activated in real-time. Effective speaking skills are crucial for communication as they allow individuals to generate words that can be understood by listeners. Among the four (Madigan et al., 2020; Rahman et al., 2023), speaking holds a superior status and is essential for everyday interactions. It is a skill that must be practiced daily to be fully developed (Safitri et al., 2020).

To enhance speaking proficiency, various approaches and methods have been developed. For instance, task-based learning has been shown to improve students' speaking skills in terms of accuracy, vocabulary, and comprehension. Cooperative learning models and the use of technology like online learning methods have been implemented to enhance speaking abilities (V.A.R. Barao et al., 2022). Additionally, the use of audio-visual media, project-based learning, and platforms like YouTube have been found to be effective in improving students' speaking skills (Ghufron et al., 2023; Widya Karmila Sari Achmad & Unga Utami, 2023).

The integration of English for Specific Purposes (ESP) and the utilization of English movies have been shown to positively influence students' speaking abilities (Sasabone et al., 2021; Halawa et al., 2022). Speaking is a fundamental language skill that requires a combination of linguistic knowledge, pronunciation accuracy, vocabulary usage, and cultural awareness (Cera et al., 2013). By employing various teaching methodologies, technologies, and learning approaches, educators can effectively develop students' speaking proficiency, enabling them to communicate effectively in diverse contexts. The correlation between writing and speaking skills has been highlighted, emphasizing the importance of both productive skills in language acquisition (Rahman, 2022). Poor pronunciation abilities can lead to miscommunication, underscoring the significance of mastering pronunciation for effective speaking (Noor et al., 2022).

Additionally, the use of online modules and the Treffinger learning model have been identified as beneficial strategies for enhancing English-speaking skills among students (Zainal & Yunus, 2021; Akbarani, 2019).

The research study conducted at Holy Rosary College Foundation aimed to investigate the effects of instructor-interactive strategies on the speaking

confidence of first-year college students during face-to-face classes. Employing a quantitative methodology, the study analyzed data from a sample of 50 students, utilizing surveys and interviews as primary data collection tools. Findings revealed that certain interactive strategies, specifically group work, class reporting, oral recitations, adherence to an English Only Policy (EOP), and role-playing, significantly contributed to enhancing students' speaking confidence. Conversely, activities such as debates and impromptu speeches were deemed less effective in fostering this confidence, indicating a need for tailored instructional approaches that consider students' diverse learning preferences.

The results further underscored the critical role of instructors in implementing effective interactive strategies. The framework of the study highlighted that enhancing speaking skills involves not only the planned activities but also the engagement and support provided by instructors throughout the learning process. The data revealed a correlation between the types of interactive activities employed and students' self-reported confidence levels, suggesting that careful selection of instructional methods is essential for optimizing learning outcomes in speaking proficiency. Additionally, the challenges faced by students, such as anxiety about public speaking and limited opportunities for practice in traditional classroom settings, were addressed, emphasizing the necessity of creating an inclusive and encouraging environment for language learning.

The study advocates for deliberately integrating various interactive strategies within English language instruction to promote speaking confidence among college students. It recommends continuous professional development for educators to enhance their skills in facilitating interactive learning. Moreover, the study calls for further research to explore the longitudinal effects of such strategies on students' speaking abilities and overall learning experiences. By identifying and implementing effective teaching practices, the study aims to enhance instructional strategies in English language education, ultimately fostering more confident and proficient language speakers.

CONCLUSION

A brief overview of the problem, a summary of the topic, a conclusion based on the summary of findings, and a recommendation based on the findings and conclusions reached in the research study are all listed below. Groupings, class reporting, oral recitations, the English Only Policy, and role playing are the top five excellent activities that students encountered by their English instructor that increased their confidence in their speaking skills. Debate, memorization, public speech, impromptu speech, and speech choir are the least common activities they have experienced. This study aims to see if interactive strategies have a substantial impact on students confidence in face-to-face learning at Holy Rosary College Foundation. English Major's 1st Year College students boost their confidence by using them and improve their speaking skills after experiencing those strategies, but it still depends on how interactive the strategies that the instructor used were, researchers say. Finally, this study will look at the use of the instructor's interactive strategies during face-to-face classes in the classroom to help the students boost their confidence in speaking in front of a crowd.

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