ABSTRACT

Maulidi, Mochammad Fikrie (2025): Implementing Speaking Station in An English Speaking Class: A Case Study in Thai Secondary School

Speaking remains a critical but difficult skill for many EFL learners, and in Thailand secondary students often face limited opportunities for meaningful oral practice, low lexical resources, and speaking anxiety. Traditional teacher-centered lessons that prioritize written forms and accuracy exacerbate these difficulties, leaving learners hesitant to speak and unable to transfer classroom knowledge into spontaneous communication. The persistent gap between classroom practice and communicative performance motivates exploration of student-centered instructional models that increase talk time, peer interaction, and affective support.

This study aimed to (1) explore the implementation of speaking stations in teaching speaking to Thai secondary students, (2) investigate students' responses toward the use of speaking stations in English class, and (3) examine students' learning performance throughout the course while participating in station-based activities. The research focused on how station rotation tasks (storytelling, questionnaire exchanges, and debate) influence motivation, confidence, fluency, and vocabulary use in a real classroom setting.

A qualitative case-study design was employed to provide an in-depth examination of one tenth-grade English for Communication class at Muslim Suksa School. Data were gathered through triangulation of instruments: video analysis of classroom implementation, semi-structured interviews with selected students, and document analysis of lesson plans and the school daily grading logbook. Video recordings documented instructional routines and student interaction, interviews captured learners' perceptions and affective responses, and logbook records provided longitudinal evidence of performance trends. These combined qualitative sources enabled rich description and credible interpretation of the speaking-station intervention.

Findings indicate that the speaking-station model was implemented systematically through phases of introduction, rotation, and reflection, supported by prepared media and teacher facilitation. Students responded positively: they reported increased motivation, reduced anxiety, greater willingness to speak, and enjoyment. Document analysis and observational data showed a progressive improvement in speaking performance across the course, particularly in vocabulary use and fluency; gains in grammar and pronunciation were more gradual. Teacher and peer feedback, as well as scaffolded materials, were instrumental in supporting these developments.

Keywords: *speaking skills, speaking station, teaching speaking, students' responses, students' performance, English learning, secondary school*