

THE HIGHLIGHT OF USING ONE-MINUTE TALK TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

Khairina Apriliya¹, Nursidah^{2*}, Ilyas³

Department of English Education Program, Institut Agama Islam Negeri Bone

Correspondent Email*: nursidah.amin@gmail.com²

Abstract

This research aimed to find out whether or not the use of one-minute talk technique improves students' speaking skills in the English education program at Universitas Muhammadiyah (UNIM) Bone. The research's population consisted of 40 second-semester students from the English education program at UNIM Bone in the academic year 2023-2024. The sample number was 20 students, chosen through purposive sampling. A quantitative approach was used in this research by using the model of classroom action research design developed by Kemmis and McTaggart. The instruments of this research were speaking test and speaking rubric. It focused on students' speaking skills in terms of pronunciation, vocabulary, grammar, and fluency. The result of this research showed that the students' improvement from the pre-test to the second cycle was highly improved, where the students' success in the speaking skill test in the pre-test was 59.5, then in the first cycle was 71.9, and in the second cycle was 82.9. So it can be concluded that one-minute talk technique in the teaching and learning process can improve students' speaking skills in terms of pronunciation, vocabulary, grammar, and fluency in the second semester of the English education program at UNIM Bone.

Keywords: One-Minute Talk, Speaking Skill, English Education Program

INTRODUCTION

Speaking is a productive skill that can be immediately and experimentally seen (Brown, H. D. & Abeywickrama, 2010). This is a skill in which students have to create sentences on their own and must practice many elements such as grammar, vocabulary, sentence structure, and usage (Schmitt, 2012).

When compared to other language skills such as listening, reading, and writing, speaking is regarded as the hardest to master (Zakaria et al., 2019). This skill is needed as a means of communication to transfer knowledge or information from one person to another. It occurs everywhere and has become a part of our daily lives. As a result, speaking is a skill that truly determines whether or not someone masters English.

For English majors, mastering speaking skills is particularly important since it allows them to interact confidently in a variety of professional and social settings, both in their academic pursuits and future professions (Rao, P., 2019). In today's environment, a person's capacity to communicate is important. Better communication skills are the key to unlock new professional opportunities.

In Indonesia, English is a crucial language for communication and education. It is typically learned as a foreign language, and students study it for six years before attending university. However, despite having studied English since middle and high school, students still struggle to speak. Based on the previous statement, English education program students at Universitas Muhammadiyah (UNIM) Bone also have difficulties with speaking skills. Many

factors relate to this condition, including a lack of exposure to actual spoken English in their academic setting and very few opportunities for significant oral interaction. As a result, students may lack the practical experience and confidence required to participate in spontaneous conversations, discussions, or presentations in English. Also their feelings of shyness and insecurity when they are asked to express their thoughts and ideas, and their fear of making mistakes. As a result, when it came time to speak, a lot of students began to tremble and struggle to speak in nervousness. Their progress in improving their speaking skills is made difficult by these problems.

Based on the problems identified above, it can be said that speaking needs a lot of practice. It is important to select and use effective teaching technique to facilitate English learning and motivate students to communicate. One-minute talk technique is a great technique for teaching speaking. It is effective for speaking and dictating through spontaneous speech and attentive listening (Gayathri, 2016). It is an impromptu speech in which the speaker is supposed to explain ideas on a particular topic in one minute (Lumettu & Runtuwene, 2018). It means that one-minute talk technique provides the best opportunity for all students to become involved and actively participate in speaking class.

There are some studies that show the success of one-minute talk in improving students' speaking skills. Research conducted by Damayanti et al. (2023) showed that the use of the one-minute talk technique provides compelling evidence of its positive impact on students' speaking skills. Meanwhile, the research was done by Sinaga et al. (2022). It was shown that the findings gave concrete proof of the one-minute talk technique's helpful impact on students' speaking skills. It not only increased performance but also encouraged students to talk persuasively and confidently. Furthermore, research conducted by Gayathri (2016) states that Just a Minute (JAM) is a simple and effective communication game and has the potential to improve communication skills among students. It aims to enhance fluent and engaging communication by challenging participants to speak for sixty seconds without repetition, hesitation, or departure on a specified topic. Based on Gayathri's research, using JAM in educational settings not only helps language development but also fosters an enjoyable and interactive learning atmosphere.

Therefore, this research will focus on teaching English, which emphasizes speaking skills and was focused on pronunciation, vocabulary, grammar, and fluency by using one-minute talk as a learning technique in second-semester students in the English Education program at UNIM Bone. The purpose of this research is to find out whether the use of one-minute talk technique improves students' speaking skills. This research is expected to contribute to the development of language teaching, with a focus on teaching speaking by using one-minute talk as learning technique. Thus, it is expected to provide useful experience that can be utilized to improve learning quality in the classroom, as well as information that can serve as a starting point for future research to improve different techniques for improving students' speaking skills.

METHOD

1. Research Design

The researcher analyzed the data quantitatively after taking action. It used Classroom Action Research (CAR) with a cycle design model developed by Kemmis and McTaggart because it was considered to have simple procedural stages. This cycle did not only occur once, but was carried out twice to achieve the expected goal (Armasita, 2017). Classroom Action

Research, according to Burms (2010), is research that explains the causes of the occurrence and effects of treatment, as well as what happens during treatment, and describes the entire process from the start of treatment to the effect of the treatment given to the subject of the action. The aim of using this classroom action research is to improve students' speaking skills through one-minute talk technique.

In general, there are four stages that need to be taken in conducting research using the classroom action research method, namely: consisting of planning, action, observation, and reflection. The figure can be seen as follows:

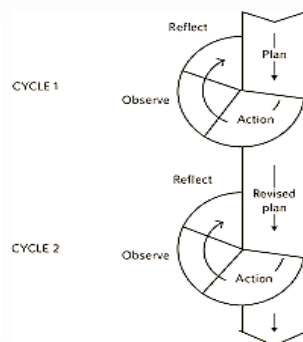


Figure 1. Cycle of Action Research from Kemmis and McTaggart (1988:18)

2. Population and Sample of the Research

a. Population

Ary et al. (1985: 138) define population as "all members of well-defined classes of people, events, or objects". The population of this research were all students in the second semester of the UNIM Bone English education program. Which consist of one class, with a total of 40 students.

b. Sample

According to Martono (2010), a sample is a part of a population that has the characteristics or conditions to be examined, or it can be defined as a sample of individuals of the population chosen using certain techniques to represent the population.

The researcher used purposive sampling methods. Purposive sampling is a sampling technique used by a researcher when the researcher has certain judgments about taking the sample. The objective is to select participants based on specific criteria and clear objectives. The selection is purposeful and intentional, aimed at including individuals who possess certain characteristics relevant to the research objectives (Arikunto, 2010). In this case, the researcher discussed with a lecturer in the English education program in the Speaking course and took half of the population, namely 20 students which have quality of speaking in terms of pronunciation, vocabulary, grammar, and fluency.

3. Procedure of Data Collection

The procedures of data collection were carried out by administering two cycles. Each cycle consists of four steps: planning, action, observation, and reflection. Before cycle I began, pre-test was administered to identify the students' basic knowledge of speaking skills.

a. Cycle I

1) Planning

Planning is an arrangement for doing something. In planning, the researcher prepared everything needed for the learning process. The following points outline the planning for the first cycle: analyzing the students' problems with speaking skills, conducting the cycle in two meetings, preparing material for speaking skills, conducting a test of speaking skills with an action learning strategy in the last meeting, and preparing instruments for collecting data, such as diary notes and a speaking test.

2) Action

The action was applied based on the planning made by the researcher. In teaching speaking, the researcher followed all procedures for implementing the one-minute talk, which were as follows: the use of the one-minute talk technique in cycle I was carried out according to plan, an explanation of the one-minute talk technique was provided to improve students' speaking skills, learning was applied through the use of the one-minute talk technique, guidelines for one-minute talks as a learning technique to improve students' speaking skills were explained, attention was paid to the time allocation and the number of activities to be carried out, and a final test (post-test) was conducted as a measure of the success of actions in cycle I.

3) Observation

In this stage, the researcher observed students' speaking skills and learning process and made notes on the suitability of the study process undertaken based on indicators of speaking skill.

4) Reflection

Reflection was carried out based on data analysis from observation and evaluation activities. It was conducted to determine and learn the advantages and disadvantages of the implemented learning process to avoid recurrence in the second cycle and overcome challenges that may be faced in the second cycle. During the reflection stage, the researcher undertook the following: understood the processes, problems, and obstacles faced when implementing actions, noted these in the form of field notes, and identified problems that needed to be fixed.

The results of the analysis carried out at this stage were used as a basis for planning activities in the next cycle. Successful actions would be maintained, while less successful ones would be improved in the next cycle.

b. Cycle II

1) Planning

The activity in planning cycle II was the same as the activity in planning cycle I. The second cycle's planning stages were based on the results of the activity cycle I reflection.

2) Action

Activities in this stage included implementing the lesson plan that had been planned and developed following the implementation of the first cycle of the learning process in connection with the lesson plan that had previously been designed to improve students' speaking skills.

3) Observation

As in cycle I, observation activities carried out to determine the improvement in students' speaking skill.

4) Reflection

At the end of the second cycle, the researchers observed to find weaknesses and strengths in the learning process. Reflection included: disclosing the results of observations concerning the advantages and disadvantages of learning to understand the concept through action learning, showing the actions that had been carried out during the students' learning progress, and describing the researchers' actions during the teaching and learning process.

4. Procedure of Data Analysis

The findings of this research were analyzed quantitatively. The researcher analyzed the data quantitatively after conducting the action. It means that the researcher used the mean score technique to determine the improving students' scores.

- a. The way to calculate the mean score of the students' test speaking skills by using the formula as follows:

$$\bar{X} = \frac{\sum Xi}{N}$$

Where:

- X : The mean score
- $\sum Xi$: The total raw score
- N : The number of students

- b. To calculate the percentage of the students' scores, the formula used is:

$$P = \frac{F}{N} \times 100$$

Where:

- P: Percentage Rate
- F: Frequency of the Correct Answer
- N: Maximum Score

(Arikunto, 2007: 29)

- c. To know the percentage of students' improvement by using the formula below.

$$P = \frac{X2 - X1}{X1} \times 100$$

Where:

- P : Percentage
- X1 : 1st Cycle
- X2 : 2nd Cycle

(Gay, 2010: 28)

- d. Using the basic standard above, the researcher formulated the standard score for the total value of the students by calculating the standard score given as follows:

Table 1. Classifications of Students' Scores

The Range	Classifications
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Fair
0-59	Poor

(Rosmiati, 2010: 31)

- e. Scoring system

In assessing students' speaking skills through the use of the one-minute talk technique, the researcher used the speaking rubric, where students' speaking skills are evaluated in four components, namely pronunciation, vocabulary, grammar, and fluency. The assessment criteria are as follows:

Table 2. Rubric Speaking Skill in the Terms of Pronunciation, Vocabulary, Grammar, and Fluency

Criteria	Advanced 5	Proficient 4	Approaching Proficient 3	Developing 2	Beginning 1
Pronunciation	Pronunciation is slightly influenced by the mother tongue.	Pronunciation is still influenced by the mother tongue but no serious errors.	Pronunciation is influenced by the mother tongue but only a few serious phonological errors.	Pronunciation is seriously influenced by the mother tongue but only a few serious phonological errors.	Serious pronunciation errors.
Vocabulary	The use vocabulary of idioms is virtually that of a native speaker.	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies.	Frequently the wrong words, conversation somewhat limited vocabulary.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Vocabulary limitations are so extreme as to make conversation virtually impossible.
Grammar	Accuracy & variety of grammatical structures.	Some errors in grammatical structures are possibly caused by the attempt to include a variety.	Frequent grammatical errors that do not obscure meaning; little variety in structures.	Frequent grammatical errors even in simple structures that at times obscure meaning.	Frequent grammatical errors even in simple structures, and meaning is obscured.
Fluency	Has to make an effort at times to search for words. Nevertheless, there is smooth delivery on the whole and only a few unnatural pauses.	Although the speaker has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery, mostly. Occasionally fragmentary, it succeeds in conveying the general meaning.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	Long pauses while the speaker searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times, the speaker gives up making the effort.

(Heaton, 1989)

f. Normality Test

The researcher conducted a normality test on the data obtained in the speaking test on Statistical Product and Service Solutions (SPSS). According to Perry (2005:248), normality testing determines if a data collection is well-modeled by a normal distribution. A normal distribution is a symmetrical, bell-shaped distribution of data with specific characteristics that serves as a standard for comparing the shapes of data distributions.

g. Hypothesis Test

To determine the significance of the test and whether or not there is a significant difference in students' pre-test, post-test, and post-test II scores on speaking skills. In this case, the researcher used repeated measures ANOVA analysis in SPSS to test the hypothesis.

FINDINGS AND DISCUSSIONS

The internal factors that were found to be influential on the research participants' high speaking achievement are (a) high positive attitude, (b) high motivation, (c) high interest, (d) learning style (very high and positive visual and auditory) (e) learning strategy (metacognitive), (f) very low anxiety, and (g) high English language proficiency which are obtained through interviews, observations, inventories, and TOEIC test.

In the discussion section, the researcher presented the interpretation of the test results from both the pre-test and the post-test.

a. *High Positive Attitude*

The study of interviews and observation revealed that all participants held a consistently positive attitude towards their English as a Foreign Language (EFL) teachers and the learning materials used in their English studies. The results of the interviews provided evidence for a "strongly positive attitude" towards English as a Foreign Language (EFL) teachers. The findings from the interviews with the informants reveal that the students consistently arrived punctually, consistently submitted their assignments, were never absent, attentively listened to the English teacher, and consistently sat in the front row, as evidenced in the citation below.

Excerpt 4.1 A: I like the English teacher. I always come on time. And then, I like the way Ma'am. Nursyam explaining, she explained the lesson specifically so we were Comfortable in learning.

Moreover, this point is underscored by English professors in their classes. According to them, the students exhibited a favourable attitude towards the EFL professors. Their teachers clarified that they served as their assistants in the lesson, as verified in the citation below.

Excerpt 4.2 T: "E Arum. She always. She always looks active, optimistic, and creative in the classroom. When I teach her, she pays attention to me. When I gave her some assignments, she always did them quickly and correctly because she had a good base in English. She is curious and willing to expand her abilities. For example, she. I always look like she has good additional material, for example, books, sources from the internet, and even from HP sometimes. And then she is a good friend to her classmates. She always encourages some friends who lack vocabulary and speaking, and she is helpful. She is my assistant in the classroom".

The observation's findings further confirm the favourable disposition towards EFL teachers. The classroom observation revealed that both participants consistently arrived punctually and occupied seats in the first row. The students attentively listened to the teacher's explanation and diligently recorded notes in their books. Students were inclined to assist their teacher in gathering the English textbooks and their peers' tasks during the teaching and learning process. Their optimistic demeanour extends not only to their teacher but also to their buddies. Both participants enjoyed assisting their friends in translating or pronouncing words and actively moved around to aid their friends in generating ideas.

The interview findings also corroborated the overwhelmingly positive sentiments toward English as a Foreign Language (EFL) resources. The initial informant preferred reading literature in English rather than Indonesian, as corroborated in the citation below.

*Excerpt 4.4 F: What kind of book do you prefer to read, English or Indonesian?
G: English book.*

The interview statement confirms that the resources, themes, and goals were provided to the students during the teaching-learning process. This significantly influenced the students' attitude towards studying English as a Foreign Language, as evidenced in the citation below.

*Excerpt 4.5 F: How is about the material?
A: The material is given based on the student's need, so it supports the teaching learning process.*

The above statistics indicate that the participants consistently held positive attitudes towards the EFL content. Using music as a tool for teaching English is an effective technique to engage pupils and capture their interest in learning the language. Arum and Gladyza expressed their appreciation for the materials provided by the teacher for discussion. The teacher's use of a trending topic is a strategic approach to encourage active student participation in the class. Furthermore, providing resources tailored to the student's needs heightened their engagement and commitment to their studies.

In addition, the students' strong positive attitude towards English as a Foreign Language (EFL) teachers and materials significantly impacted their high speaking achievement. This finding is consistent with the research conducted by Abdullah al-Mamun et al. (2012), who examined the attitude of undergraduate students at the Offline Science School of Khulna University towards the English language. The results indicate that the respondents' favourable disposition towards the English language can be ascribed to their achievements and drive to study the topic.

b. High Motivation

Through the examination of interviews and observation, the researcher discovered that Arum and Gladyza had a significant level of both integrative and instrumental drive. According to the given source, the interview revealed that both participants were driven to continue learning English due to their desire to pursue education or employment opportunities abroad and their interest in and desire to immerse themselves in English culture.

Excerpt 4.6 G: I want to stay abroad; I like the Western culture and the person. They appreciate someone on time, and their country is well organised. My aunt married a foreigner and talked about the different cultures. I want to stay there and integrate with the society.

Excerpt 4.7 A: I wish to stay in Australia, England, or overseas because of their culture. We can freely choose our choices and be independent by the 17th year-old, while In Indonesia, our parents still guide us.

Both informants expressed strong motivation to become proficient in the target language and immerse themselves in the culture of a foreign nation. Furthermore, the outcome of the observation bolstered the incentives for the high-achieving pupils. According to the Observation, both participants preferred perusing English articles and reading English publications. They are strongly interested in understanding foreign nations' cultures and current affairs. They stated that acquiring proficiency in the English language will enable them to effectively interact with individuals from other countries and thrive in an unfamiliar nation. Apart from that, they preferred to learn English by themselves. Arum used to practice the words in front of the mirror and talk alone while listening to the correct pronunciation from movies, songs, or dictionaries in a journal. Gladyza, meantime, studied English by reading a lot of novels in the language.

c. High Interest

According to Harold E. Palmer and H. Vere Redman (1932), individuals will only acquire knowledge effectively if they are genuinely interested in the subject matter. It signifies that the pupils' learning outcomes will only be as favourable if they are interested in the subject matter. Based on the analysis of interest interviews and observation, it was found that all participants had a significant level of interest in English. Their behaviour and spoken words reflect a significant level of enthusiasm. According to another study by Wimolmas in 2013, more motivated students tend to participate actively and pay greater attention to certain learning tasks or activities. The statement supported by the observation can be seen below:

Excerpt 4.12 K: "Gladyza, Gladyza itu anak yang baik, especially untuk English yah, because I'm an English teacher. In the class, she is very active, active, and always helps her friends in doing everything. And I think for all subjects, I think."

Excerpt 4.13 T: "Her attitude? Arum? I guarantee her attitude in learning English, because every day I teach her, she always shows me good performance and pays attention in class, that's why I said her attitude in English is very good. Mmm She is diligent too".

The observation results corroborated the kids' profound enthusiasm. It was evident that both Arum and Gladyza possessed a substantial collection of English books, magazines, novels, and movies. During classroom sessions, it was consistently observed that both participants would bring an English dictionary and independently read English books independently during their leisure time.

d. Learning Style

Learning style refers to an individual's approach to acquiring new skills, knowledge, and information, which can ultimately influence their behaviour. Each student must identify their individual learning qualities to impact the effectiveness of the teaching and learning process. The individuals exhibited distinct learning styles as determined by examining learning style inventories, interviews, and observation. Based on the learning inventories, Gladyza was a very high and positive Auditory Learner and high visual learner, while Arum was categorised as a very high and positive Visual learner and high auditory learner.

Arum had a consistently methodical approach to processing incoming information from the environment. Arum employs two cognitive approaches to thinking, processing information, demonstrating learning, and acquiring knowledge and abilities. Her optimal learning method would involve auditory and visual stimuli. The different methods were categorised as auditory and visual learning styles by Dunn et al. (1984). The result can see it of the interview below:

- Excerpt 4.14* *A: There is a listening material. I'm easy to learn in listening material.*
Excerpt 4.15 *A: I love both of them. When I watch an English movie, I can learn how to pronounce the word and learn about the foreign country's culture. I can learn new words by listening to music.*

It is in line with her friend's statement that Arum liked to watch and listen to an English song, as confirmed in the cited below.

Excerpt 4.16 T: She liked to watch an English movie and listen to a foreign language.

Furthermore, the observation highlighted that Arum prefers to listen to music and read English articles in the comfort of their own house. She shared Gladyza's preference for studying in noisy environments and gaining new knowledge through activities such as watching TV or reading English textbooks. She engaged in activities such as listening to music, studying pronunciation, and watching movies to gain new vocabulary. Gladyza's learning style was classified as highly auditory and moderately visual, based on the learning style classification of Dunn et al. (1984), as confirmed in the cited document below.

- Excerpt 4.16 G: I preferred studying while listening to music rather than in quiet condition.*
By listening to the music and study, it will stimulate my brain.
Excerpt 4.17 G: When I was in the 3rd class, I liked to watch an English TV show. I could learn new words, accents, and pronunciation by watching TV

This aligns with the outcome of her home observation: when Gladyza reads a book, she inserts headphones into her ears. Furthermore, this incident occurred during her school work, where she used headphones to listen to music. She enjoyed watching movies and observing her teacher's motions and facial expressions while sitting beside them. According to Gladyza's mother, Gladyza was fond of conversing and honing her English skills with individuals from other countries. She expressed her ability to acquire proficient pronunciation, mimic the British accent, and enhance her listening skills via repetition. The study determined that the teacher could effectively instruct both participants in the classroom using visual and aural methods. The subjects exhibited optimal learning through the use of visual and aural stimuli.

e. Learning Strategy

The utilisation of learning strategies, as demonstrated by Arum and Gladyza, played a significant role in the students' exceptional performance in speaking by facilitating their acquisition, comprehension, and assimilation of knowledge. The learning inventory revealed that both subjects exhibited a strong inclination towards metacognition. Conversely, according to the interview findings, the researcher discovered that Arum and Gladyza employed many learning methodologies. Despite employing distinct learning methodologies to enhance their English proficiency, they managed to discover methods of learning that were both pleasurable and effective, as confirmed in the cited below.

Excerpt 4.20 F: How do you study?

G: I focused on my teachers' explanation in class, so when I have a test, I just reviewed, and I remembered everything.

Excerpt 4.21 A: I rarely study because I pay attention to the teacher when explaining something. I usually write notes in my books. I do some tests to review my memory about the subject.

Excerpt 4.22 F: Why did you not join an English course?

A: I preferred to study alone.

Excerpt 4.23 G: Before I moved to SMK 8, I used to speak English with a foreigner. She Liked My sister. But now we are busy, so we seldom talk.

The provided snippets serve as evidence that the participants employed multiple learning methodologies. Gladyza saw her teacher's explanation in class and subsequently identified an error, prompting her to try rectifying it. She enjoyed conversing with individuals from other countries to enhance her English language skills and discover more effective methods for language acquisition. Arum acquired English through self-study, attentively absorbing her teacher's explanations in class. She enjoyed reading English articles, honed her speaking skills by practising in front of a mirror, and meticulously analysed tests. During classroom study sessions, she used coloured pens to take notes and actively listened to the teacher's explanations. According to the findings, both subjects were classified as using metacognitive methods.

f. Very Low Anxiety

According to Horwitz et al. (1986), anxiety in foreign language learning encompasses emotions, beliefs, and actions connected to the language-learning process's distinctiveness. There was a significant correlation between language anxiety and academic accomplishments. They were experiencing unpleasant emotions when gaining knowledge or having difficulty in language proficiency and academic performance. The researcher stated that all participants exhibited a significant reduction in anxiety levels, as determined through the analysis of interviews and observations.

Anxiety has been observed to have a detrimental impact on students' acquisition of foreign language skills and their academic performance in this area. Both informants stated that their lack of worry when participating in the English competition contributed to their success, as shown by the citation below.

Excerpt 4.24 F: Why did you not feel shy?

A: I feel more confident when I speak in English

Excerpt 4.25 F: When you meet with foreigners, are you afraid to communicate with them?

A: I want to speak with a foreigner. I am not afraid.

Excerpt 4.26 F: When do you practice your English with your friends or someone else, do you feel nervous?

G: No, I'm not. I'm confident but not overconfident because maybe my partner is better than me. So far, I have never felt nervous about speaking in English

As mentioned above, the interview's outcome revealed that both participants derived pleasure from acquiring and using English as a second language. Arum and Gladyza were proficient at speaking English. As mentioned earlier, the statement aligns with the statements made by their teacher and friends. She underlined that Arum and Gladyza exhibited reduced levels of anxiety when speaking the English language, as corroborated in the citation below:

Excerpt 4.27 F: I think she never worried about speaking in English. She is not afraid in making mistake

Excerpt 4.28 T: "In speaking class, Arum always has good confidence in speaking, and she is not afraid. If she finds some kind of weakness, she comes to me and asks, what is this.. what is this? That is why I said she is curious about improving her speaking ability."

The classroom observation confirmed that the children experienced a significant decrease in anxiety. Arum delivered the result of the discussion with a smile and displayed excellent organisation of her views. The second group delivered their speech within less than 5 minutes and recited a written message. A similar incident occurred in Gladysza's class, where she confidently raised her hand to speak first and eloquently described her idol. She has shown no apprehension towards her, although Gladysza was rather anxious. She perspired visibly from her forehead despite the cool temperature in the classroom.

Arum and Gladysza also stated they had prepared before participating in the English competition. They believe adequate preparation is crucial for delivering a compelling presentation and managing anxiousness. Furthermore, they emphasised the significance of self-confidence. They realised that a decrease in their self-assurance would have a negative impact on their overall performance. Therefore, engaging in thorough preparation will enhance their level of self-assurance.

g. High English Language Proficiency

The English Proficiency Test assesses the student's aptitude in foreign language fluency. The researcher employed the TOEIC test to assess the English language skills of the participants in this study. The participants' TOEIC test results indicated that Arum achieved a score of 835 (high) and Gladysza achieved a score of 815 (high).

The interview results and the analysed materials corroborated the participants' outstanding accomplishments in English Language proficiency. According to an interview with their parents, it was claimed that both individuals consistently achieved excellent scores in English and were successful in English competitions starting from their Junior high school, as mentioned in the above excerpts.

Excerpt 4.29 B: Since junior high school, she liked joining English competitions. Sometimes, she got the 1st or the 3rd winner in a speech contest or reading news competition. He claimed that he never taught her daughter an English subject. She learned everything alone. When she was an SMK student, she won many English competitions. Her teacher reported to me that she has a good achievement. She always got the 1st rank, and her English score was 9.

Excerpt 4.30 M: She liked to join the competition. Since she was in Junior high school to Vocational high school. She won some competitions, such as being the 1st Winner in a speech competition at the John Powert, she won in a speech contest. Regarding tourism, she was the third winner in the English courses.

The statistics presented above indicate that the pupils' excellent achievement in speaking can be attributed to their advanced English language ability. This truth was corroborated by the findings of the document review, which revealed that Arum scored 9.00 on her National Examination. In contrast, Gladysza obtained a score of 9.40. In addition, it was discovered that all participants excelled in the English subject, which was their foreign

language, from junior high school to senior high school. They achieved a score of 8 or 9 in English.

Based on the information above, the students do well in speech because they are very good at using English. Reviewing the papers showed this was true; Arum got a 9.00 on her National Examination, and Gladyza got a 9.00 at SMKN 8 Makassar. Also, it was found that all participants did well in English as a foreign language from junior high school through final year of high school. In English, they got an 8 or 9.

CONCLUSION

Based on the explanation above, it can be inferred that the student's exceptional speaking skills were influenced by several internal factors, namely: (a) a strong positive attitude, (b) high motivation, (c) intense interest, (d) a preferred learning style that heavily relies on visual and auditory methods, (e) utilisation of metacognitive learning strategies, (f) minimal anxiety, and (g) a high level of proficiency in the English language. It could be summarized with the framework in Figure 1.

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