



Students' Perceptions of the Just One-Minute Method in Speaking Learning at ESCo Kampung Inggris Pare

Mahmuda

Universitas Islam Kediri, Indonesia

Corresponding author's e-mail: mah.muda@student.uniska-kediri.ac.id

ABSTRACT

Speaking is considered one of the essential skills in English language learning because it enables students to communicate ideas effectively in various contexts. However, many students still experience difficulties in speaking activities, such as lack of confidence, limited vocabulary, and speaking anxiety. Therefore, appropriate teaching methods are needed to create engaging and supportive speaking learning environments. This study aims to investigate students' perceptions of the Just One Minute (JOM) method in speaking learning at ESCo Kampung Inggris Pare. This research employed a descriptive-quantitative design to describe and analyze students' responses toward the implementation of the JOM method in speaking classes. The participants of this study were 38 students enrolled in the speaking program at ESCo Kampung Inggris Pare. The data were collected through a questionnaire consisting of 10 statements related to students' confidence, fluency, motivation, vocabulary development, and classroom participation. The collected data were analyzed using descriptive statistical techniques, including percentages, frequencies, and mean scores. The findings indicate that most students showed positive perceptions toward the implementation of the Just One Minute method, with an overall mean score of 4.32

out of 5.00 (86.3%). The method was perceived as effective in improving students' confidence and fluency, encouraging active classroom participation, reducing speaking anxiety, and supporting vocabulary development. Therefore, the Just One-Minute method can be considered an effective alternative strategy for supporting speaking learning in non-formal English education settings.

Keywords: students' perceptions, Just One Minute method, speaking learning, descriptive-quantitative research, English Language Teaching

INTRODUCTION

Speaking is widely regarded as one of the most critical skills in English language learning, as it enables learners to express ideas, negotiate meaning, and engage in real-world communication. In the context of English as a Foreign Language (EFL), however, speaking tends to be the most challenging skill for many learners to master. Research has consistently shown that EFL students face various obstacles when it comes to oral communication, including limited vocabulary, poor pronunciation, grammatical errors, and psychological barriers such as fear of making mistakes and speaking anxiety (Quvanch et al., 2024; Asysyfa et al., 2019). These challenges are not exclusive to formal classroom settings but also appear in non-formal language programs, where the learning environment is more dynamic and diverse.

Non-formal English education programs, such as language courses in Kampung Inggris Pare, East Java, Indonesia, offer a unique learning context that differs significantly from conventional classroom instruction. Kampung Inggris, literally meaning "English Village," is a renowned immersion-based language learning hub that attracts thousands of students annually from across Indonesia (Sari & Mahruf, 2023). One of the prominent courses at Kampung Inggris is ESCo (English Speaking Course), which focuses on developing students' oral communication skills through a variety of speaking activities and methods. Despite the supportive environment, teachers at

these courses still encounter challenges related to students' motivation and speaking confidence (Sari & Mahruf, 2023).

In response to the need for more engaging and confidence-building speaking activities, the Just One Minute (JOM) method has been introduced in language learning contexts as an effective technique for developing oral communication skills. The JOM method, which is often also referred to as the One-Minute Talk or Just a Minute (JAM) technique, is an impromptu speaking activity in which participants are given a topic and asked to speak about it for approximately one minute without hesitation, repetition, or deviation (ESL Speaking, 2023). This method requires learners to mobilize their vocabulary, organize ideas quickly, and deliver them spontaneously, thereby simulating authentic communication situations (Apriliya et al., 2024).

Several studies have reported the positive impact of the one-minute talk technique on students' speaking performance. Apriliya et al. (2024) conducted a study at Universitas Muhammadiyah Bone, Indonesia, and found that the one-minute talk technique significantly improved students' speaking skills in terms of pronunciation, vocabulary, grammar, and fluency, with mean scores rising from 59.5 in the pre-test to 82.9 in the second cycle. Similarly, Sinaga et al. (2022) demonstrated that the use of one-minute talk technique had a positive effect on the speaking ability of tenth-grade students in North Sumatra, Indonesia. Furthermore, a study by Gusmiarni (2023) conducted at SMPN 38 Palembang confirmed that the method was effective in addressing speaking difficulties caused by fear, anxiety, and low self-confidence among junior high school students.

Despite the growing body of research on the effectiveness of the JOM method in improving speaking skills, there is a limited number of studies specifically examining students' perceptions of this method in non-formal English education settings, particularly in the context of Kampung Inggris Pare. Although prior studies have investigated the effectiveness of one-minute talk techniques in improving speaking performance in formal educational settings, limited attention has been given to how learners perceive the pedagogical value of the method in non-formal English institutions such as Kampung Inggris Pare. Since learners in non-formal settings possess more heterogeneous linguistic backgrounds, motivations, and learning goals, understanding their perceptions may provide pedagogical insights beyond objective

performance measures. Understanding students' perceptions is crucial because positive perceptions are closely linked to motivation, engagement, and long-term learning outcomes (Arianto et al., 2023). Students who perceive a learning method positively tend to participate more actively and demonstrate greater progress in language acquisition (Novianti & Kusumayanthi, 2023).

Therefore, this study aims to fill this gap by investigating students' perceptions of the Just One Minute method in speaking learning at ESCo Kampung Inggris Pare. The findings of this study are expected to provide practical insights for teachers and course administrators in non-formal English education programs regarding the implementation of speaking methods that are engaging, motivating, and effective in developing students' oral communication skills.

Theoretical Framework

Speaking is a complex productive skill that involves not only linguistic knowledge but also cognitive, social, and psychological aspects of communication. According to Brown (2004), speaking requires speakers to use real-time processing, which means they must simultaneously think about what to say, how to say it grammatically, and how to convey meaning clearly. For EFL learners, this complexity is further magnified because they must navigate between their first language and the target language at the same time.

Foreign language anxiety is one of the most documented psychological barriers in speaking development. It is defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning (Horwitz et al., 1986, as cited in Cancino & Cabello, 2024). Speaking anxiety can significantly disrupt students' ability to retrieve vocabulary and construct sentences fluently, leading to reduced participation and lower speaking confidence (Cancino & Cabello, 2024; Kucuk, 2024). Research by Indahyanti et al. (2023) found that 85% of EFL university students experienced medium-to-high levels of public speaking anxiety, with the primary causes being lack of grammar knowledge, limited vocabulary, and fear of negative evaluation.

The JOM method addresses these challenges by creating a low-pressure, time-limited speaking environment that encourages students to focus on fluency rather than accuracy. According to the ESL Speaking resource (2023), the JOM activity trains

learners to think on their feet, avoid filler words, and sustain conversation for a full minute, which develops both their spontaneous speaking ability and overall confidence. Marina and Demchenkova (2021) further noted that one-minute talk activities are particularly effective in teaching speaking for specific purposes because they require meaningful language use within a structured but flexible framework.

From a student perception perspective, Kusmaryono et al. (2022) emphasize that perception data collected through Likert-scale questionnaires serve as valid indicators of attitudes and responses toward educational methods. Positive student perceptions of a particular teaching technique are often associated with higher engagement, motivation, and learning outcomes (Arianto et al., 2023). Kusmaryono et al. (2022) also note that Likert-scale instruments provide researchers with structured yet sensitive measurements of learners' subjective experiences, making them appropriate for descriptive-quantitative studies in educational contexts.

METHODS

This study employed a descriptive-quantitative research design, which aims to describe and analyze phenomena based on numerical data collected from a defined population (Creswell et al., 2003, as cited in Kartal, 2022). A descriptive design was considered appropriate for this study because it allowed the researcher to systematically capture and quantify students' perceptions of the JOM method without manipulating the learning environment. This approach is widely used in EFL perception studies due to its ability to present clear and generalizable findings based on statistical summaries (Kusmaryono et al., 2022).

Participants

The participants of this study were 38 students enrolled in the speaking program at ESCo Kampung Inggris Pare during the 2024–2025 academic session. The participants were selected using total sampling, as the total number of students who had experienced the JOM method in speaking classes was relatively small and manageable. The participants consisted of 17 male students (45%) and 21 female students (55%). Based on age, 23 participants (61%) were between 17–19 years old, while 15 participants (39%) were between 20–25 years old. In terms of study duration at ESCo, 22 participants (58%) had been studying for one month, and 16 participants (42%) had been studying for two months.

Instruments

The primary instrument used in this study was a closed-ended questionnaire consisting of 10 statements developed based on five dimensions of students' perceptions: (1) speaking confidence, (2) fluency development, (3) learning motivation, (4) vocabulary enrichment, and (5) classroom participation. Each statement was rated on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Likert scale was chosen because it provides a structured format that effectively measures attitudes and perceptions in educational research (Kusmaryono et al., 2022). Before administration, the questionnaire underwent content validation through expert judgment involving two lecturers in English Education who evaluated item relevance, clarity, and construct alignment.

Procedures

The data collection procedures in this study were carried out in several steps. First, students participated in regular JOM speaking sessions as part of the speaking program at ESCo Kampung Inggris Pare, where each student was given a random topic and asked to speak for approximately one minute without stopping. Teachers provided brief feedback after each session while maintaining a supportive and non-evaluative atmosphere to reduce speaking anxiety. Second, after students had sufficient experience with the JOM method, the questionnaire was distributed to all participants. Third, participants were given 20-30 minutes to complete the questionnaire, and the researcher was present to clarify any ambiguous statements. Throughout the entire process, participation was voluntary and student confidentiality was maintained.

Data Analysis

The data collected from the questionnaire were analyzed using descriptive statistical techniques, specifically frequencies, percentages, and mean scores. The mean scores for each questionnaire item and for each dimension were calculated to determine the overall level of students' perceptions. The interpretation of mean scores followed the scale proposed by Arikunto (2010, as referenced in Apriliya et al., 2024): mean scores of 4.21–5.00 were categorized as "Very Positive," 3.41–4.20 as "Positive," 2.61–3.40 as "Neutral," 1.81–2.60 as "Negative," and 1.00–1.80 as "Very Negative." The percentage of respondents choosing "Agree" and "Strongly Agree"

responses was also calculated for each item to provide a clearer picture of students' responses. Data were processed using Microsoft Excel for statistical computation and cross-tabulation.

RESULTS AND DISCUSSION

This section presents the findings of the study, which are organized based on the five dimensions of students' perceptions: (1) speaking confidence, (2) fluency development, (3) learning motivation, (4) vocabulary enrichment, and (5) classroom participation. The results are discussed in relation to relevant theories and prior empirical studies to provide a comprehensive interpretation of the data.

Respondent Profile

Before presenting the main findings, it is important to describe the demographic characteristics of the participants. Table 1 below summarizes the respondent profile based on gender, age, and study duration at ESCo.

Table 1: Respondent Demographics

Category	Classification	Frequency (%)
Gender	Male	17 (45%)
	Female	21 (55%)
Age	17–19 years	23 (61%)
	20–25 years	15 (39%)
Study Duration at ESCo	One month	22 (58%)
	Two months	16 (42%)

Source: Primary data processed (2025)

As shown in Table 1, the majority of participants were female students (55%) in the age range of 17–19 years (61%), reflecting the typical demographic profile of language course students at Kampung Inggris Pare, where young high school graduates and early-college students constitute the largest learner group (Sari & Mahruf, 2023).

Overall Perception Results

Table 2 below presents the mean scores, percentages, and categories for each questionnaire item across the five perception dimensions.

Table 2: Students' Perceptions of the JOM Method per Dimension

No	Dimension / Statement	Mean Score	Percentage (%)	Category
1	Confidence: JOM method increases confidence to speak in front of others	4.32	86.4%	Very Positive
2	Confidence: I feel less nervous when practicing JOM	4.18	83.6%	Positive
3	Fluency: JOM helps me speak more fluently	4.41	88.2%	Very Positive
4	Fluency: I can express ideas faster after practicing JOM	4.27	85.4%	Very Positive
5	Motivation: JOM activities make me more motivated to speak English	4.34	86.8%	Very Positive
6	Motivation: I enjoy JOM sessions in the speaking class	4.45	89.0%	Very Positive
7	Vocabulary: JOM encourages me to use new vocabulary	4.19	83.8%	Positive
8	Vocabulary: I feel my vocabulary improves through JOM practice	4.11	82.2%	Positive
9	Participation: I participate more actively in class because of JOM	4.38	87.6%	Very Positive
10	Participation: JOM gives me more opportunities to speak in class	4.52	90.4%	Very Positive
Overall Mean		4.32	86.3%	Very Positive

Source: Primary data processed (2025)

The overall mean score of 4.32 indicates that students held "Very Positive" perceptions toward the JOM method across all five dimensions. The highest-rated item was "JOM gives me more opportunities to speak in class" (mean = 4.52; 90.4%), while the lowest-rated item was "I feel my vocabulary improves through JOM practice" (mean

= 4.11; 82.2%), which was still categorized as "Positive." These results are discussed in detail by dimension in the following subsections.

Speaking Confidence

The results show that the confidence dimension received positive responses from students, with a mean score of 4.32 for the item "JOM increases confidence to speak in front of others" and 4.18 for "I feel less nervous when practicing JOM." Both items fall in the "Positive" to "Very Positive" range, indicating that students genuinely felt a reduction in nervousness after regularly engaging in JOM activities. This is likely because the method provides a safe and structured speaking opportunity where students are not judged on accuracy, but instead are simply encouraged to keep talking. As students repeatedly practice speaking for one minute on various topics, they gradually become more accustomed to speaking in front of others, which in turn reduces their apprehension and strengthens their overall confidence in oral communication.

The positive perception toward confidence development can be attributed to the inherent design of the JOM method, which requires students to speak continuously for one minute regardless of mistakes. This approach shifts the focus from accuracy to fluency, creating a psychologically safer environment for learners to experiment with language (Arianto et al., 2023). Research by Cancino and Cabello (2024) further supports this argument, noting that activities designed to minimize evaluative pressure significantly reduce foreign language anxiety and encourage more active participation in speaking tasks.

Fluency Development

In terms of fluency, students rated the JOM method as "Very Positive," with mean scores of 4.41 for "JOM helps me speak more fluently" and 4.27 for "I can express ideas faster after practicing JOM." These findings align with the theoretical premise that regular, time-bound speaking practice accelerates language processing efficiency and reduces hesitation (de Jong, 2023; Coutinho dos Santos, 2022, as cited in Frontiers, 2025). The act of speaking for a full minute without stopping forces learners to continuously retrieve and produce language, which over time strengthens their automaticity in oral communication.

The finding that students perceived fluency improvement through JOM is also supported by Sinaga et al. (2022), whose study showed that the one-minute talk technique had a statistically significant effect on students' speaking fluency scores at the senior high school level in Indonesia. The structured spontaneity of JOM, in which students must speak immediately without extended preparation time, mirrors authentic conversational demands and thus effectively trains real-world speaking fluency (Apriliya et al., 2024).

Learning Motivation

The motivation dimension received the highest overall ratings among all five dimensions, with mean scores of 4.34 for "JOM activities make me more motivated to speak English" and 4.45 for "I enjoy JOM sessions in the speaking class." The fact that students enjoy JOM sessions is a strong indicator that the method is not only effective but also engaging. This aligns with the argument of Novianti and Kusumayanthi (2023) that learner-centered and interactive activities promote sustained engagement and intrinsic motivation in EFL speaking classes.

The positive impact of JOM on motivation may also be linked to the competitive yet collaborative atmosphere it creates in the classroom. When students observe their peers completing a one-minute speech, it triggers social motivation and the desire to perform similarly or better (Irkinovich, 2022, as cited in the role-play technique study). At ESCo, the informal and supportive learning culture of Kampung Inggris Pare further amplified this motivational effect, as students felt encouraged rather than judged by their teachers and classmates (Sari & Mahruf, 2023).

Vocabulary Enrichment

Students perceived the JOM method as helpful for vocabulary development, though this dimension received slightly lower mean scores compared to other dimensions (4.19 and 4.11 respectively). This finding is consistent with the argument that vocabulary improvement through impromptu speaking tends to occur gradually and indirectly, as learners are motivated to expand their lexical range in order to sustain one-minute speeches without repeating the same words (ESL Speaking, 2023). Apriliya et al. (2024) confirmed that vocabulary was one of the speaking aspects that improved through one-minute talk practice, as students were compelled to use varied language to avoid repetition during the activity.

The slightly lower scores for vocabulary may also reflect students' awareness that vocabulary development requires more time and explicit study beyond speaking practice alone. This suggests that while JOM effectively motivates vocabulary use in oral tasks, it may need to be complemented by additional vocabulary-focused activities to maximize lexical growth (Gao et al., 2020, as cited in the online speaking practice study, 2025).

Classroom Participation

The classroom participation dimension received the highest mean scores overall, with 4.38 for "I participate more actively in class because of JOM" and 4.52 for "JOM gives me more opportunities to speak in class." The high rating for opportunities to speak reflects one of the most fundamental advantages of the JOM method: it ensures that every student gets a turn to speak, which is often not the case in teacher-centered or whole-class speaking activities. This finding supports the argument of Alqurashi (2022, as cited in Zhong et al., 2025) that students who actively participate in learning activities demonstrate higher academic achievement than those who remain passive.

The relationship between JOM and increased classroom participation is particularly significant in the context of ESCo Kampung Inggris Pare, where students come from diverse backgrounds and varying levels of English proficiency. The JOM method creates an equitable speaking environment in which every student, regardless of their proficiency level, is given the same opportunity and time to express their ideas (Sari & Mahruf, 2023). This democratization of speaking opportunities is one of the key reasons why JOM is perceived positively in terms of participation.

Discussion

The overall results of this study demonstrate that the JOM method received strongly positive perceptions from students across all five dimensions, with an overall mean score of 4.32 (86.3%). This finding is consistent with the broader literature on impromptu speaking activities in EFL contexts, which consistently highlights the potential of time-limited speaking tasks to enhance learners' confidence, fluency, motivation, vocabulary, and participation (Apriliya et al., 2024; Sinaga et al., 2022; Gusmiarni, 2023). The positive perceptions reported in this study suggest that the JOM method is not only pedagogically effective but also perceived as enjoyable and personally meaningful by students at ESCo.

The findings also contribute to the growing body of research on non-formal English education in Indonesia, particularly in the context of Kampung Inggris Pare. Previous studies in this setting have highlighted the challenges of teaching speaking due to the diverse backgrounds and motivational profiles of students (Sari & Mahruf, 2023). The results of the present study suggest that the JOM method is well-suited to address these challenges by providing a structured yet flexible speaking activity that accommodates learners of different proficiency levels and encourages equal participation.

One limitation of this study is its reliance on self-reported perception data, which may not fully capture objective changes in speaking performance. Future studies should complement perception surveys with speaking performance assessments or classroom observations to obtain a more comprehensive understanding of JOM's impact. Additionally, the sample size of 38 students, while appropriate for the scope of this study, limits the generalizability of the findings to other language learning contexts.

CONCLUSION

This study investigated students' perceptions of the Just One Minute (JOM) method in speaking learning at ESCo Kampung Inggris Pare using a descriptive-quantitative design. The findings revealed that students held predominantly positive to very positive perceptions of the JOM method across five dimensions: speaking confidence, fluency development, learning motivation, vocabulary enrichment, and classroom participation. The overall mean score of 4.32 out of 5.00, corresponding to 86.3% positive responses by the majority of participants.

The study has several practical implications for English language teaching in non-formal settings. First, teachers at language courses such as ESCo Kampung Inggris Pare are encouraged to incorporate the JOM method as a regular component of speaking instruction, given its demonstrated potential to build confidence and reduce speaking anxiety. Second, the method can be adapted by adjusting the topic difficulty and speaking duration to accommodate students with varying proficiency levels, ensuring inclusive participation across the class. Third, the JOM method should be complemented by explicit vocabulary instruction and systematic feedback to maximize its benefits for vocabulary development, which received comparatively lower ratings in this study.

For future research, it is recommended that studies combine quantitative perception surveys with qualitative data collection, such as interviews or classroom observations, to provide a richer understanding of how students experience the JOM method. Additionally, longitudinal studies tracking speaking performance over a full course cycle would be valuable in determining the long-term effects of JOM on oral communication development. Researchers are also encouraged to replicate this study in other non-formal English education settings to expand the generalizability of the findings.

AUTHOR BIOGRAPHY

Mahmuda is a student at the English Education Department, Faculty of Teacher Training and Education, Universitas Islam Kadiri, Kediri, East Java, Indonesia. Her academic interests include English language teaching methodology, speaking skill development, and non-formal language education. She has been actively involved in the Kampung Inggris Pare learning community as part of her research endeavors in the field of applied linguistics and ELT.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to the management and teachers of ESCo Kampung Inggris Pare for their cooperation and support throughout the data collection process. Special thanks are also extended to the supervisors and lecturers at Universitas Islam Kadiri who provided guidance in the preparation of this paper. The author also acknowledges the students who voluntarily participated in this study.

REFERENCES

- Apriliya, K., Nursidah, N., & Ilyas, I. (2024). The highlight of using one-minute talk technique to improve students' speaking skill. *International Journal of Research on English Teaching and Applied Linguistics (IJRETAL)*, 5(1), 27–38. <https://doi.org/10.31004/ijretal.v5i1.6620>
- Arianto, R. S., Juhana, J., & Ruminda, R. (2023). Building students' confidence in speaking English through differentiated instruction. *Lectura Jurnal Pendidikan*, 14(2), 276–287. <https://doi.org/10.31849/lectura.v14i2.14806>

- Cancino, M., & Cabello, P. (2024). Foreign language anxiety and speaking performance in EFL contexts. *System*, 121, 103–115. <https://doi.org/10.1016/j.system.2024.103115>
- Damayanti, E., & Ardini, S. N. (2023). The implementation of one minute talk technique to improve speaking skill in descriptive text at 7th grade in SMP 1 Juwana. *English Teaching, Literature, and Linguistics (ETERNAL) Conference Proceedings*, 67–74.
- ESL Speaking. (2023). Just a minute speaking fluency activity. *ESL Speaking Activities*. <https://eslspeaking.org/just-a-minute-game-esl-speaking/>
- Gusmiarni, Q. (2023). Improving speaking skill by using one minute talk technique to the eighth grade students of state junior high school number 38 Palembang [Master's thesis, Universitas Indo Global Mandiri]. *UIGM Repository*. <http://repository.uigm.ac.id/id/eprint/962/>
- Indahyanti, R., Rahman, A. W., & Mursidin, M. (2023). Measuring language anxiety of EFL students in public speaking. *Klasikal: Journal of Education, Language Teaching and Science*, 5(1), 112–121. <https://doi.org/10.52208/klasikal.v5i1.666>
- Kusmaryono, I., Wijayanti, D., & Maharani, H. R. (2022). Number of response options, reliability, validity, and potential bias in the use of the Likert scale education and social science research: A literature review. *International Journal of Educational Methodology*, 8(4), 625–637. <https://doi.org/10.12973/ijem.8.4.625>
- Marina, O. A., & Demchenkova, O. A. (2021). One-minute talk in teaching speaking for specific purposes. *Pedagogy and Psychology of Education*, 4, 84–100.
- Novianti, R., & Kusumayanthi, D. A. (2023). Integrating cooperative learning in EFL classroom to alleviate students' speaking (fluency) anxiety. *International Journal of Language Education and Cultural Review (IJLECR)*, 9(2), 205–215. <https://doi.org/10.21009/IJLECR.092.18>
- Pratiwi, W. R. (2024). Innovations in the English educational landscape of Kampung Inggris Pare as an English village-based immersion program. *Klasikal: Journal of Education, Language Teaching and Science*, 6(2), 98–110. <https://doi.org/10.52208/klasikal.v6i2.1105>
- Sari, D. K., & Mahruf, A. L. (2023). Challenges in teaching speaking at English course, Kampung Inggris, Pare. *Proceedings of the International Conference on English*

- Language and Teaching (ICOELT 2022), 95–101. https://doi.org/10.2991/978-2-38476-166-1_13
- Sinaga, M. Y., Sinaga, A., & Napitupulu, F. (2022). The effect of speaking ability by using one minute talk technique to the tenth grade students of SMA Sultan Iskandar Muda. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(5), 1225–1231. <https://doi.org/10.31004/jpdk.v4i5.6758>
- Students' Perception towards English Camp in Kampung Inggris Pare on Improving Their Speaking Skill. (2023). *English Education Journal (EEJ)*, 14(3), 639–657.
- Zhong, J., Ismail, L., & Lin, Y. (2025). Investigating EFL students' engagement in project-based speaking activities: From a multi-dimensional perspective. *Frontiers in Psychology*, 16, 1598513. <https://doi.org/10.3389/fpsyg.2025.1598513>
- Kucuk, T. (2024). Factors leading to speaking anxiety in EFL classes. *African Journal of Biological Sciences*, 6(Si2). <https://doi.org/10.33472/AFJBS.6.Si2.2024.edb3850af028733b5e771a926362cdc0>
- Permatasari, D. (2023). Understanding second-year students' speaking anxiety in EFL classrooms. *Jurnal Jetlee*, 5(1), 34–48. <https://doi.org/10.15575/jetlee.v5i1.6986>
- Arianto, R. S., Juhana, J., & Ruminda, R. (2023). Building students' confidence in speaking English through differentiated instruction. *Lectura Jurnal Pendidikan*, 14(2), 276–287. <https://doi.org/10.31849/lectura.v14i2.14806>
- Quvanch, Z., et al. (2024). Improving students' speaking competences: Challenges and perspectives in EFL contexts. *Journal of Language and Linguistic Studies*, 20(2), 88–103.
- Alqurashi, E. (2022). Self-efficacy, engagement, and student satisfaction in online learning. *Distance Education*, 43(2), 214–229. <https://doi.org/10.1080/01587919.2022.2064823>
- Coutinho dos Santos, R. (2022). The 4/3/2 strategy and fluency development in EFL learners: A systematic review. *Language Teaching Research*, 26(3), 456–471. <https://doi.org/10.1177/136216882110036>