INTERNATIONAL JOURNAL OF EDUCATION, PSYCHOLOGY AND COUNSELLING (IJEPC)

www.ijepc.com

IMPROVING ENGLISH SPEAKING SKILLS FOR MATH-MAJORED STUDENTS THROUGH EXTRA SPEAKING ACTIVITIES – A STUDY AT A HIGH SCHOOL FOR THE GIFTED IN VIETNAM

Le Thi Giao Chi[1*], Luu Ngoc Bao Trang[2]

[1]   University of Foreign Language Studies, The University of Danang, Vietnam
     Email: ltgchi@ufl.udn.vn
[2]   University of Foreign Language Studies, The University of Danang, Vietnam
     Email: 419190039@sv.ufl.udn.vn
[*]   Corresponding Author

Abstract:

This research investigates the effectiveness of extra speaking activities (ESAs) in improving students' English speaking skills at Le Quy Don High School for the Gifted in Danang, Vietnam (LQDHS). The study seeks to examine the perceptions on, and attitudes toward, the implementation of ESAs amongst a group of math-majored students at LQDHS. In the research, a quantitative approach with a Classroom Action Research design was used. The population consists of 26 Grade 10 math-majored students which consists of 24 male students and 02 female students. Data were collected through observation, speaking tests, and questionnaires. The speaking tests were carried out in three stages: pre-test, treatment, and post-tests with two cycles. Different speaking teaching techniques were adopted, including group discussion, public presentation, debating, and role-play. After each activity, constructive feedback and corrections from the teacher and peers were provided. The results show that the implementation of ESAs significantly improved the students' speaking in terms of accuracy and fluency. In addition, many students engaged more actively in class activities after joining ESAs. Most students showed positive perceptions and attitudes toward ESAs.

Keywords:

Speaking Skills, Extra Speaking Activities, Group Discussion, Public Presentation, Debating, Role-Play

Introduction

In this era of increasing globalisation, English has gained growing importance as a medium of international communication, and the ability to effectively communicate and exchange information in English has become crucial in all aspects of life, from trade, business, and tourism, to research and education. Of the four language skills, speaking has a vital role to play in enabling learners to understand and use the language fluently in authentic environments.

However, it is more than an easy task to improve speaking skills of Vietnamese students, especially for those who are not majoring in English. This might be attributable to their shyness, limited vocabulary and grammar wealth, uninteresting activities, and low motivation, not to mention fear of making mistakes. Furthermore, although more emphasis is now laid on developing the speaking skills of high school students, the number of speaking activities implemented in the classroom remains limited. More specifically, at LQDHS in Danang, Vietnam, Grade 10 math-majored students have three English periods in a week, and according to the curriculum written in the textbook, there is only one out of eight lessons in a unit that lays focus on developing speaking. As a result, those weaker students suffering from problems in speaking English might not have sufficient chances to practise speaking, nor their teacher ample opportunities to support them in tackling the problems and improving their speaking skills.

To address the issues faced by students in practicing English speaking, as well as to improve learners' speaking abilities, there is a need for more speaking activities to be implemented during the English lessons for these high school students. In addition, the use of different techniques such as group discussion, public presentation, debating, role-play, and so forth which are engaging and have the possibility of capturing students' attention in speaking class is urgently needed. Therefore, this action research is conducted at Le Quy Don High School for the Gifted which is intended to improve Grade 10 Math-majored students in speaking skills through extra speaking activities (ESAs). By adopting a variety of techniques, the activities are hoped to contribute to the development of students' speaking abilities and communicative competence. To achieve the aim stated, this research aims to answer the following questions:

1. How can ESAs be implemented to improve the speaking skills of Grade 10 math-majored students at LQDHS?
2. How effective is the implementation of ESAs in improving the speaking accuracy and fluency of Grade 10 math-majored students at LQDHS?
3. What are these math-majored students' perceptions and attitudes toward ESAs?

Literature Review

There have been a number of studies investigating various techniques which are used in speaking activities in a classroom environment. Arung and Jumardin (2016), for example, employed the debate technique to boost students' speaking ability. The main aim of this study is to illustrate the use of debate to teach English speaking and to determine how much students' speaking skills improve after engaging in debate activities. Using data gathered through testing and observation, the findings of the study revealed that employing the debating technique can greatly enhance students speaking skills, which is demonstrated by the improved test scores by students during the surveyed period.

Hamkah (2018) conducted an action research whereby the author examined the possibility of enhancing the speaking skill of students in the Eleventh Grade of SMAN 2 Camba-Maros in terms of fluency and accuracy by means of discussion technique. The findings indicate that there was a significant difference in the students' achievement before and after participating in the discussion activities organized by the teacher.

In a study by Safitri, Rafli and Dewanti (2020), task-based learning is employed to help students improve their speaking skills. The results show that using task-based learning helps students improve their speaking abilities in three areas: accuracy, vocabulary, and understanding. Students perform the tasks by engaging in numerous activities during three stages of learning: pre-task, task-cycle, and form focus. They are successful in developing their speaking abilities and acquiring self-confidence. Students can assess their learning in pairs and groups.

There have been a few studies carried out in Vietnam to examine solutions to improving English skills for students. Tran Thanh Du (2022), for example, looked at how English speaking skills amongst Vietnamese students could be improved through the instruction of tones and their attached communicative values. This research aims to raise students' awareness and give them practical experience with the tones they must deal with in speech.

Given a number of studies conducted regarding the issue of improving students' speaking abilities, little has been done to explore the effectiveness of employing speaking tasks as extra activities after students have completed all the main tasks in the lessons. In previous studies, most researchers implemented speaking activities as the main tasks during a 45-or-more-minute lesson. In addition, the research involving participants who are maths-majored students at a gifted high school is still left unexplored, which has given an impetus for this piece of research to be carried out in this area.

Theoretical Background

Speaking Skills
The skill of speaking has been defined in different ways by different authors. According to Argawati (2014, p.74), speaking is an activity in which someone communicates with others. Mart (2012, p.91) defines speaking as the ability to communicate, express or share ideas through the utilization of language. Gani, Fajrina, and Hanifa (2015, p.20) believe that speaking skills refer to the capacity to express one's beliefs, thoughts, and feelings to others orally. This skill occurs everywhere and has become a part of our daily lives, with which people interact with others while resorting to language to convey ideas and exchange information.

Accuracy and Fluency in Speaking
Speaking is a productive skill that is normally divided into two categories: accuracy and fluency. In the description of Derakhshan et al. (2016), accuracy refers to the ability to employ vocabulary, grammar, and pronunciation correctly in a variety of situations, whereas fluency is defined as the ability to maintain speaking when communicating spontaneously.

As such, fluency can be described as the flow and efficiency with which learners express ideas, mainly while speaking. That is, the speaking may have a few grammar errors from time to time, but it should be presented in a way that is easy to grasp and demonstrates their proficiency in

the language. Indeed, how people explain or illustrate their arguments – smooth and concise, with few pauses - is just as crucial as the content of their presentation (British Council, 2023).

Accuracy, however, indicates learners' ability to accurately employ the grammar, lexical items, and punctuation needed for a speaking task, including verb forms (*past, present*, and *future* tenses), articles (*a, an, the*), and prepositions (*up, down, in,* etc.) (British Council, 2023). Accuracy activities focus on the details of language production to ensure that the language is used 100% precisely. They often occur during the controlled practice section of the class.

Extra Speaking Activities (ESAs)
Extra activities (or *post activities*) are the activities that are implemented after students have completed all the main tasks in a lesson. These are usually done in order to help the learner more deeply understand what they have learnt in the lesson, including vocabulary, grammar, pronunciation, cultural knowledge and topic-related knowledge. In this piece of research, the extra activities are mainly speaking tasks which are intended to help the student review and recycle the lexical and structural resources while recycling the cultural knowledge learnt for practising speaking. Furthermore, extra speaking activities provide students with opportunities to apply what has been taught in communicating effectively. In reading and listening lessons, extra activities are also labeled post-reading or post-listening activities.

Group Discussion in Teaching Speaking
Kindsvatter et al. (1996, 242) define group discussion as a group of students working together to achieve specific learning goals, allowing learners to take greater responsibility for their learning, develop social and leadership skills, and become active in a different teaching style. The goal of a group discussion is to help students practice teamwork and brainstorm on a specific issue, analyze and evaluate a topic, and achieve an agreement or general conclusions after talking with each other.

Public Presentation in Teaching Speaking
Public speaking is an activity in which a person or a group of people make their opinions known to the general public (Do & Dang, 2014). Zulhermindra and Hadiarni (2020) stated that through public speaking, students will sharpen their critical thinking abilities and learn how to adjust the message they will deliver to the audience, how to select strategies for arranging convincing messages, and how to enhance listening techniques. Students will learn how to lessen speaking anxiety while developing self-confidence.

Debating in Teaching Speaking
Debate is defined by Krieger (2005) as a recognized method of interactive and representative argument which is aimed at persuading the audience. According to Richa (2011), the debate is an effective activity for language acquisition since it involves students in a number of cognitive and linguistic ways. In a debate, students are divided into at least two teams and stand on their position, attack the opposite arguments and defend their ideas.

Role-play in Teaching Speaking
Role-play activity allows students to act out a specific situation or adopt the character of another person. Role-play enables students to build learning experiences by involving in

genuine situations and engaging with other people in a targeted way. According to Daniastuti (2018), role play is one amongst a wide range of communication approaches that encourage engagement in the classroom and increase motivation in language classes. This type of teaching and learning promotes not just peer learning but also the sharing of responsibilities between students and the instructor and also between students and students in the whole process of learning.

Principles for Designing Speaking Techniques

In the study titled "Teaching by Principles an Interactive Approach to Language Pedagogy", (Brown, 2001, pp.275-276) suggests seven principles for designing effective speaking activities, which can be summarised as follows:

(i)   *Employ strategies that address the whole range of learners' needs, from language-based precision to message-based involvement, meaning, and fluency.* According to Brown (2001), many teachers might easily slide into an activity that does not emphasize grammatical points or pronunciation essential for speaking effectively. As a result, instructors must pay attention to the language that is being taught and at the same time avoid exhausting children with repetitive exercises.

(ii)   (ii) *Organize activities that are intrinsically motivating.* The teacher should try to appeal to students' ultimate aims and interests, as well as their desire for knowledge, reaching competence and autonomy, and "becoming all that they can be".

(iii)   (iii) *Promote the use of natural language in appropriate settings.* The instructor should encourage students to utilize real language throughout speaking exercises to ensure that the activities are relevant and meaningful to their learning process. It is difficult to maintain active engagement, hence the instructor must be creative in determining what sort of proper language should be used during speaking exercises.

(iv)   (iv) *Offer helpful feedback and corrections*. Most EFL students are completely reliant on the teacher for effective linguistic input. When students make mistakes while participating in activities, the teacher should provide appropriate corrections and constructive feedback so that the students do not repeat the same errors.

(v)   (v) *Take advantage of the natural connection between speaking and listening*. Speaking and listening cannot be separated, hence the instructor should combine listening exercises with speaking tasks. Language production skills are usually initiated through reception skills.

(vi)   (vi) *Create opportunities for students to develop spoken communication*. Initiating a discussion plays a crucial part in oral communication. Students can improve their communication skills by asking questions or engaging in a conversation.

(vii)   (vii) *Promote the development of effective techniques.* Students are often unaware that they are creating their specific tactics for achieving oral communicative goals when learning a language. The tactics include asking for clarification, requesting someone to repeat something, utilizing fillers, using conversation maintenance cues, attracting someone's attention, using paraphrases for structures, employing expressions, and using nonverbal language to convey meaning.

Methodology

In this research, quantitative research with Classroom Action Research (CAR) design was employed. According to Gall et al. (2005), one of the purposes of CAR is to help teachers

identify the challenges faced by learners and seek solutions systematically. For this piece of research, CAR is attempted to find ways of improving students' speaking abilities.

The population for this study consists of 26 Grade 10 math-majored students at Le Quy Don High School for the Gifted in Danang, Vietnam (LQDHS). The sample of the research is the students of Class 10A2 which consists of 24 male students and 02 female students.

The research was carried out in three stages: pre-test, treatment, and post-test. Before implementing the extra activities, a pre-test was used to evaluate the students' speaking competence. At this stage, a formative assessment was carried out, assessment criteria for different activities were designed, and the frequency of students' participation in the activities was recorded. In the second stage, ESAs were organized for English lessons using different teaching techniques. This was followed by the final stage in which a post-test was given to students to measure their speaking ability and the frequency of classroom contribution. There were two cycles in the post-tests. These tests were used to determine how well the students spoke English by asking them questions orally and using assessment criteria. The components of speaking skills evaluation mainly include task fulfillment, grammar, vocabulary, pronunciation and fluency. In addition, a questionnaire was designed to learn about the students' attitudes toward ESAs in class.

The data were collected through observation, speaking tests and questionnaires.

First, observation was conducted with questions being asked as an indication of formative assessment during the lessons to identify the problems encountered by students when speaking English.

Second, a speaking test was organized to evaluate students' speaking abilities, using criteria for marking speaking. Furthermore, students' engagement and contribution to speaking activities were recorded in the form of bonus points.

Third, ESAs were implemented in all lessons apart from the Speaking and Writing lessons. Different teaching techniques were adopted, including group discussion, public presentation, debating and role-play. After each activity, constructive feedback and correction from the teacher and peers were provided.

Fourth, two cycles of post-tests were employed to assess students' speaking skills after participating in ESAs. Cycle I is implemented after 03 weeks of treatment, and Cycle II is implemented at the end of the period. The effectiveness of the activities was also assessed via the record of students' contribution to classroom speaking activities.

Fifth, a questionnaire was used to explore students' perceptions on, and attitudes toward, ESAs.

In the research, the ESAs were employed in four main steps.

Step 1: Teacher explained the requirements of the activity.

Step 2: Teacher introduced the speaking assessment criteria.

Step 3: Students completed the speaking tasks.

Step 4: Students received constructive feedback and corrections from peers and teacher.

Figure 1: Four Steps to Implement ESAs

In the first step, the teacher explained the requirements clearly and made sure that students understand what they were going to do in the activity. After that, the teacher showed the speaking assessment criteria and explained how students' performance was marked or evaluated. In the next step, students completed the speaking task individually, in pairs or in groups of four. After delivering the speaking performance (answering the discussion questions, giving a public presentation, joining in a debate or a role-play), students received peer feedback and comments from the teacher to improve their speaking skills.

The procedure was slightly different for various speaking activities. In the group discussion or debate, the peer feedback section could be eliminated, and students were provided with suggested ideas for speaking after the performance. However, in a public presentation or role-play, peer feedback was emphasized so that students could learn from each other and reflect on their own speaking abilities.

Below is an example of an ESA that was employed:
- Textbook: English Book 10, Global Success (Vietnam Ministry of Education and Training, 2022)
- Unit 8, Reading Lesson (p. 89) - Topic: Different ways of learning *(See Appendix)*

Post Reading task: Debate: Which way of learning is better? Why?

* Teacher:

- Divides the class into 3 teams and explains the debate rules;

- Provides students with useful expressions for debating.

PRESENT THE MOST IMPORTANT POINT	CONCEDING AN ARGUMENT
•This argument/idea is of paramount importance. •The most important argument for ... is ... •The main idea/thing is ... •The most important idea is... •Most importantly, I want to mention that...	•It's true/obvious/evident that ... However, ... •While you might say that ..., it's important to remember that ... •I agree with you that ... On the other hand, ... •Although/even though it is true that... I believe that... •I agree/admit/concede that... , but we must remember that... •I can understand that... Nevertheless,...

** Students:

- Draw for ways of learning to support: online learning, traditional learning, blended-learning;

- Have 3 minutes to discuss in groups and prepare ideas for the debate, *using the vocabulary and grammar they have just learnt in the reading task*;

- Take turns to make a speech to support the given way of learning/ oppose the other teams' ideas without support from teammates.

**** Teacher:

- Acts as the chairperson who controls the proceedings;

- Offers support when students are off-topic;

- Summarizes students' arguments at the end of the debate;

- Gives feedback on students' ideas, pronunciation, and fluency level at the end of the debate.

Findings and Discussions

Students' Speaking Skills in the Pre-test

Table 1: Classification of Students' Speaking Skills in the Pre-Test

Score interval	Category	Number of Students	Percentage
0-49	Very poor	2	7.7%
50-60	Poor	6	23.0%
61-70	Fair	7	26.9%
71-85	Good	6	23.0%
86-100	Very good	5	19.4%

Source: Classification by Romlah and Pangkuh (2020)

Table 1 illustrates the students' speaking abilities assessed in a pre-test which was carried out to evaluate the learners' speaking skills before the ESAs implementation. The result shows that 23% of learners had poor speaking ability and 7.7% had extremely poor performance in speaking. Through observation and questioning, it is found that most of the sample students were weak at using correct grammar and vocabulary, as well as feeling shy when speaking in front of an audience. Learners with fair speaking skills accounted for 26.9% which was also

the largest proportion. A majority of these learners had difficulties speaking English fluently with too much repetition and pausing during the performance. However, 42.4% of students in the class had good to very good speaking skills, yet they still face some minor problems related to using gestures and making eye contact with the audience.

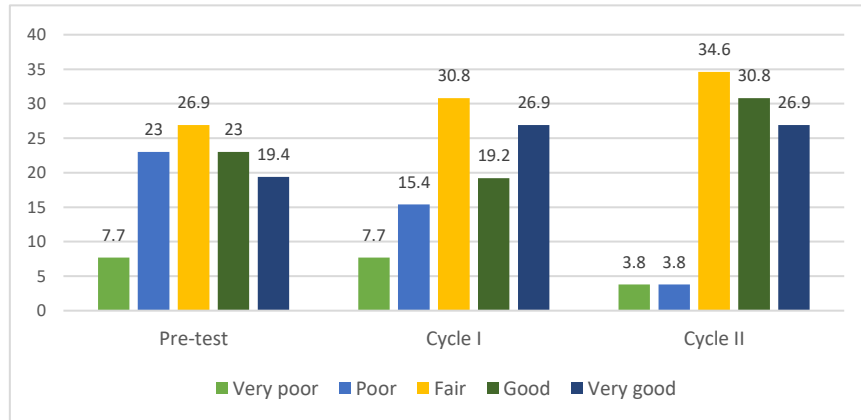*Students' Speaking Skills Improvement in Cycles I and II*

Figure 2: Students' Speaking Skills Improvement in Cycle I and Ii

After the first post-test, the students' speaking skills improved. While the percentage of students having very poor speaking skills remained unchanged after the first post-test, the percentage of students having poor speaking ability significantly decreased to 15.4%. Meanwhile, students showed a noticeable improvement in speaking ability from good to very good, with the percentage rising from 19.4% to 26.9%. The result of the first post-test also illustrates an increase in the number of students bettering their skills from poor to fair, with 30.8% students having fair speaking skills in Cycle I.

It can be seen from Cycle II that the speaking skills of Grade 10 Math majors increased considerably. After the second post-test, there were only 7.6% of students who were poor or extremely poor at speaking English. However, Cycle II witnessed a great increase in the percentage of students having fair, good, and very good speaking skills, at 34.6%, 30.8%, and 26.9% respectively. The results of Cycle I and Cycle II show that ESAs implementation had good impact on students' performance and contributed to the enhancement of students' speaking skills in general.

Table 2: Paired Samples Statistics in Speaking Test Score

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest score	**69.88**	26	17.635	3.458
	Cycle I score	**73.08**	26	16.973	3.329
Pair 2	Cycle I score	**73.08**	26	16.973	3.329
	Cycle II score	**75.23**	26	16.379	3.212

Table 3: Paired Samples Correlations in Speaking Test Score

		N	Correlation	Sig.
Pair 1	Pretest score & Cycle I score	26	.994	**.000**
Pair 2	Cycle I score & Cycle II score	26	.997	**.000**

Table 4: Paired Samples Test in Speaking Test Score

Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest score Cycle I score	-3.192	2.040	.400	-4.016	-2.368	-7.979	25	**.000**
Pair 2	Cycle I score Cycle II score	-2.154	1.377	.270	-2.710	-1.598	-7.977	25	**.000**

The Paired Sample T-test was employed to evaluate the effectiveness of the extra speaking activities. The three tables above indicate the difference in students' general speaking test scores before and after the implementation. As can be seen in Table 2, the mean level of students' speaking test scores was higher following the participation in extra speaking activities. A paired samples t-test showed that the participant's level of speaking increased from the pre-test (M = 69.88, SD = 17.635) to the post-test in Cycle I (M = 73.08, SD = 16.973; t = -7.979, $p < .001$) and to post-test in Cycle II (M = 75.23, SD = 16.379, t = -7.977, $p < .001$).

Improvement in Students' Accuracy and Fluency
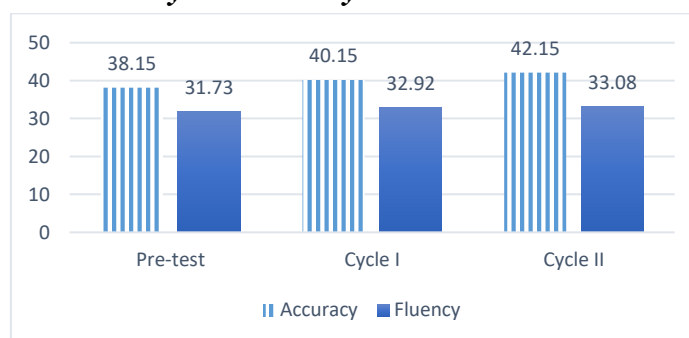
Figure 3: Students' Means of Accuracy and Fluency before and after Implementation

As illustrated in **Figure 3**, there was a slight difference in the level of students' accuracy and fluency throughout the period. Overall, students were better at using the language correctly, including adopting precise grammar, vocabulary and sample patterns in speaking than communicating in English fluently, including using the good flow of speech, body language,

rhythm and pausing control. Through observation and concept-checking questions and answers, the teacher realized that after joining in ESAs, students had more opportunities to revise and repeat new pronunciation, grammar and vocabulary in the lesson and practice using them in conversations, hence they made fewer mistakes in terms of language accuracy.

This improvement could be seen more clearly in the public presentation activity. Students who were well-prepared for the presentation could master the language very quickly, in addition to practicing the public speaking skills, gradually overcome the fear of speaking in front of an audience and use the language more confidently. Furthermore, in the debate activity, students were required to remember new knowledge and react quickly to the argument from the opposite team to defend their ideas. Thereby, not only students were forced to learn the new words in a limited period of time (in a 3-minute preparation phase of a debate), but they also learnt to combine the new knowledge with the one in the previous lessons to win the debate. However, the debate activity did not contribute much to students' accuracy development. It is because when students were focusing on speaking English and making themselves understood, they tended to forget the correct grammar and vocabulary. That is the reason why peer feedback and teacher corrections after the activity played an important role in pointing out the mistakes for students to avoid in the future.

Regarding discussion and role-play, students made progress in speaking English fluently with good use of gestures, hand and leg movements, and eye contact. In addition, in these activities, students made an attempt to sound as natural as possible. Many students showed progress through group discussion activities in which they tried to be very clear about the message they want to convey and at the same time speak without too much hesitation and repetition.

Improvement in Students' Participation in Speaking Activities

Table 5: Means of Students' Participation

	Pre-test	**Cycle I**	**Cycle II**
Mean	1.842	2.042	2.569
N	26	26	26
Std. Deviation	1.4478	1.4547	1.4307

As illustrated in **Table 5**, the means of students' participation increased during the period. Starting at only 1.842, the figure rose to 2.569 at the end of the treatment. Through observation, the researcher concluded that after participating in extra speaking tasks, students were more confident in joining in classroom activities. Before the treatment, most students who had poor to very poor speaking skills rarely took part in any speaking activities except for being called randomly by the teacher. Nevertheless, after several weeks of treatment, these groups of students gradually actively contributed to the lesson by raising their hands and answering easy-to-moderate questions. Meanwhile, students who had good to very good speaking skills had more opportunities to participate in the lesson via extra activities. The percentage of students voluntarily period presenting ideas in front of the class in Cycle III rose dramatically compared to the pre-test period. Some learners who were very good at speaking even took the role of leading discussions in groups of four. Furthermore, instead of taking notes and listening to

other classmates, students who were fairly good at speaking English started to prepare the lesson at home so that they could take part more in the ESAs. It is apparent that students' learning motivation and interest in English lessons also increased noticeably. As a result, the atmosphere in the class had been lightened greatly, leading to less anxiety when speaking English and presenting in front of the class.

Students' Perception and Attitude toward Extra Speaking Activities

Table 6: Students' Perception and Attitude toward ESAs

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel interested in participating in ESAs.	**88.5%**	9.5%	2.0%	-	-
I enjoy discussing with my classmates.	**40.4%**	32.7%	20.9%	6.0%	-
I enjoy participating in a debate.	42.1%	35.8%	14.3%	5.5%	2.3%
I enjoy delivering public presentations.	**60.2%**	20.4%	19.4%	-	-
I enjoy making role-play in groups and pairs.	30.8%	34.0%	22.2%	5.7%	7.3%
My motivation in learning speaking has increased since joining ESAs.	**58.6%**	30.2%	10.3%	0.9%	-
I feel that I can improve my speaking skills by joining in ESAs.	24.5%	**45.5%**	25.6%	2.1%	2.3%
I feel satisfied with my speaking progress after participating in ESAs.	23.9%	**41.8%**	28.0%	5.2%	1.1%
I have a positive attitude toward ESAs.	19.9%	**80.0%**	0.1%	-	-

The figure displayed in **Table 6** illustrates the perception and attitude of Grade 10 math-majored students towards ESAs. More specifically, most students felt interested in participating in different types of ESAs, with 88.5% of learners strongly agreeing and 9.5% learners agreeing with this attitude. Although the favourability was slightly different for various techniques used in speaking activities, the data show that a majority of students enjoyed joining in group discussion, debate, public presentation and role-play, at 73.1%, 77.9%, 80.6%, and 64.8% respectively. In addition, 70.0% of Grade 10 Math majors believed that their motivation in learning speaking could be improved by taking part in ESAs, and 65.7% of learners felt

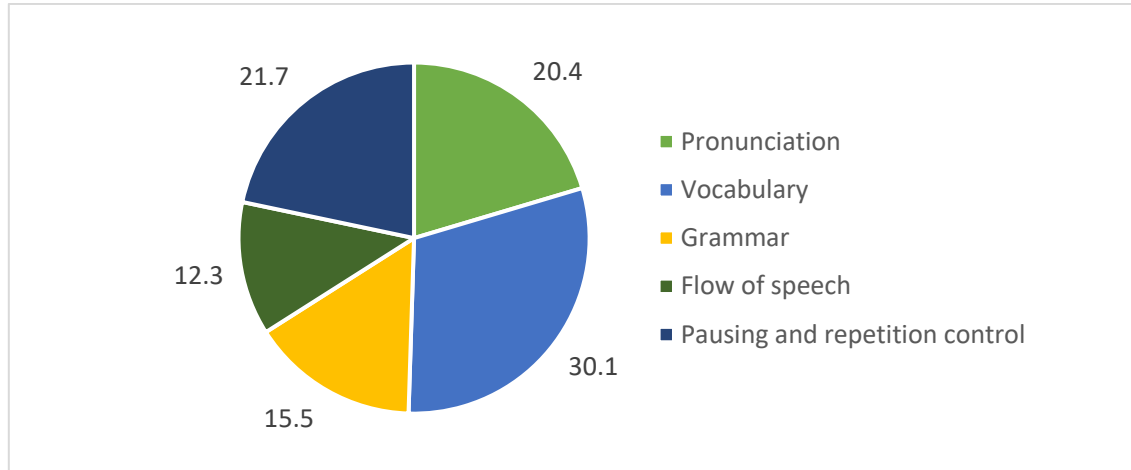satisfied with their speaking development. Noticeably, 99.9% of students had a positive attitude toward ESAs.

Figure 4: English Elements that are improved The Most Through ESAs

It can be seen from the pie chart that vocabulary improvement after students joining in ESAs accounted for 30.1%, being the most improved of all the English elements surveyed. This was followed by pausing and repetition control, at 21.7%, and pronunciation, at 20.4%. The improvement in the flow of speech and grammar made up the smallest proportion, only 12.3% and 15.5% respectively.

Table 7: How ESAs Support Students to Address the Speaking Problems

	Variable	Percentage
ESAs help me reduce anxiety when speaking in front of an audience.	18	69.2%
ESAs offer me more opportunities to practice speaking English.	21	80.7%
I receive more feedback and corrections from peers and the teacher after ESAs.	23	88.4%
I make fewer mistakes in pronunciation, vocabulary and grammar after joining ESAs.	15	57.6%
I learn how to speak English with less hesitation and repetition in ESAs.	19	73.0%

Table 7 indicates that a majority of students were supported in tackling the difficulties when speaking English through ESAs. 69.2% of Grade 10 math-majored students agreed that ESAs help them reduce the fear of speaking English in front of their classmates. It is because in most ESAs, students were required to stand in front of an audience and present their ideas. Gradually,

students got accustomed to speaking English and learnt how to use the language confidently and naturally. Furthermore, 80.7% of learners stated that they were provided with more opportunities to practice speaking, which played an important role in helping them master the English elements. What is more, many students agreed that they could avoid more mistakes in terms of pronunciation, grammar, vocabulary and body language after receiving constructive feedback from peers and the teacher in each EAS. They also learnt to speak with less hesitation and repetition, leading to an improvement in English fluency.

Conclusions

From the analysis of the results, the following conclusions can be drawn:

In Grade 10 math-majored class, extra speaking activities were employed in four key stages. In the first phase, the instructor properly explained the criteria and ensured that learners could understand what they would accomplish in the activity. After that, the teacher demonstrated the speaking assessment criteria and explained how students' performance was graded or evaluated. The speaking activity was then completed by students individually, in pairs, or groups of four. Students received peer feedback and teacher comments after giving their speaking performance in various activities (answering discussion questions, making a public presentation, participating in a debate, or role-playing).

The implementation of ESAs effectively improved students' speaking activities in terms of accuracy and fluency. The Paired Sample T-test was used to assess the effectiveness of the ESAs and to show the change in students' general speaking test scores before and after treatment. Although development could be seen from the mean scores in the pre-test and post-tests, the fluency improvement level was slightly lower than the accuracy level. In addition, many students gradually contributed to the class more actively after joining ESAs.

A majority of students had a positive perception and attitude toward ESAs. Most Grade 10 Maths majors enjoyed participating in different kinds of ESAs and agreed that the activities boosted their motivation in learning speaking, as well as supported them in addressing the problems when speaking English.

Acknowledgements

References

Argawati, N. O. (2014). Improving students' speaking skill using group discussion. *ELTIN Journal*, *2*(2), 74–81.

Arung, F., & Jumardin, J. (2016). Improving the students' speaking skills through debate techniques. *Journal of English Education*, *1*(1), 70–76.

British Council. (2023). *Fluency vs Accuracy*. Retrieved from https://www.britishcouncilfoundation.id/en/english/articles/fluency-vs-accuracy

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Longman.

Daniastuti, M. A. (2018). The effectiveness of simulation and role play technique to teach speaking for high and low motivation students. *LEKSIKA*, *12*(1), 30. https://doi.org/10.30595/lks.v12i1.2323

Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learner's speaking ability, accuracy and fluency. *English Language and Literature Studies*, *6*(2), 177–186.

Do, T. Q. T., & Dang, T. C. T. (2014). Impacts of video-recorded feedback in public speaking classes: An empirical study. *Language Education in Asia*, *5*(1), 28–45. https://doi.org/10.5746/LEiA/14/V5/I1/A04/Do_Dang

Du, T. T. (2022). Improve english speaking skills for Vietnamese students through teaching tones and their communicative values: A case study at Thu Dau Mot University. *Journal of Psychology Research*, *12*(9). https://doi.org/10.17265/2159-5542/2022.09.001

Gall, J. P., Gall, M. D., & Borg, W. R. (2005). *Appling Educational Research: A Practical Guide*.

Gani, S. A., Fajrina, D., & Hanifa, R. (2015). Students' learning strategies for developing speaking ability. *Studies in English Language And Education*, *2*(1), 17–30.

Hamkah, F. (2018). *The students' speaking performance in using Time Token Arends (TTA) technique*. Muhammadiyah University of Makassar.

Kindsvatter, R., William, W., & Margaret, I. (1996). *Dynamics of Effective Teaching*. London: Longman Published Ltd.

Krieger, D. (2005). Teaching debate to ESL students. *The Internet TESL Journal*, *11*(2).

Mart, C. T. (2012). Developing speaking skills through reading. *International Journal of English Linguistics*, *2*(6). https://doi.org/10.5539/ijel.v2n6p91

Richa, R. (2011). *Improving Students' Speaking Skill through Debate Technique*. Tarbiyah Walisongo State Institute For Islamic Studies.

Romlah, U., & Pangkuh, A. (2020). The Students' English Achievement on the Program of Lecturer Teaching in School at Junior High School in Tarakan. *Advances in Social Science, Education and Humanities Research*, *619*, 181–185.

Safitri, H., Rafli, Z., & Dewanti, R. (2020). Improving students' speaking skills through task-based learning: an action research at the English Department. *International Journal of Multicultural and Multireligious Understanding*, *7*(6), 88. https://doi.org/10.18415/ijmmu.v7i6.1647

Vietnamese Ministry of Education. (2022). *English 10 – Global Success*. Ha Noi: Viet Nam Education Publishing House.

Zulhermindra, Z., & Hadiarni, H. (2020). Improving students' public speaking skills through the use of videotaped feedback. *Ta'dib*, *23*(1), 75. https://doi.org/10.31958/jt.v23i1.2008

Appendix

Textbook: Unit 8 – New ways to learn – Reading lesson (Vietnamese Ministry of Education, 2022)