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Improving Vocational High School Students' Speaking Ability through the One Minute Sharing (OMS) Technique

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ABSTRACT

Speaking is often perceived as one of the most challenging skills in learning English, including among Grade X Broadcasting students at a vocational high school in Yogyakarta. To address this issue, a Classroom Action Research (CAR) was conducted to investigate the effectiveness of the One Minute Sharing (OMS) technique in enhancing students' speaking ability. The OMS technique requires students to speak spontaneously for one minute on selected topics, and in this study, it was implemented over two research cycles. Initial observations and a pre-test revealed low speaking proficiency, with an average score of 63 and only 15% of students meeting the Minimum Mastery Criterion (SKM). Furthermore, many students lacked confidence, and only one-third demonstrated strong motivation. In Cycle I, the average speaking score increased to 70, with 63% of students achieving SKM, and motivation levels rising to 60%, although some hesitation persisted. In Cycle II, improvements were made by incorporating more engaging activities, providing direct modelling and feedback, and offering small rewards as appreciation. These refinements resulted in an average score of 80, with 86% of students meeting SKM and an equal percentage reporting greater motivation and confidence in speaking English. The findings indicate that providing regular, individual speaking opportunities through OMS can substantially improve speaking ability, enhance motivation and self-confidence, and foster better classroom engagement. Therefore, the OMS technique can be considered an effective and practical instructional strategy for promoting autonomous speaking practice, particularly in vocational high school contexts.

Introduction

Speaking is widely recognized as one of the most complex and challenging skills for English as a Foreign Language (EFL) learners to master (Brown & Lee, 2015). Unlike receptive skills such as listening and reading, speaking requires the simultaneous orchestration of linguistic knowledge, cognitive processing, and socio-pragmatic competence under real-time conditions (Ting, 2023). For many Indonesian students, particularly those in vocational high schools (*Sekolah Menengah Kejuruan*, *SMK),* speaking in English remains a major hurdle due to limited exposure to authentic communication, a strong focus on grammar and written assessments, and affective barriers such as fear of making mistakes (Destiawati et al., 2024; Hoque et al., 2025; Rozimela et al., 2024). The challenge is particularly evident among Grade X Broadcasting students, whose future careers in media, communication, and public engagement will demand high levels of oral proficiency. Similar challenges have been reported in studies exploring English clubs as a medium to improve speaking skills (Jayanti et al., 2022), the role of media such as TV series in enhancing fluency (Etikasari et al., 2022; Sukrutrit, 2025), and students' perceptions of digital platforms for language learning (Agustiningrum & Susanti, 2025). The challenge is particularly evident among Grade X Broadcasting students, whose future careers in media, communication, and public engagement will demand high levels of oral proficiency. In this vocational track, speaking is not merely an academic requirement but a professional necessity, making oral English competence a key employability skill.

In the context of vocational high schools in Yogyakarta, preliminary classroom observations and diagnostic speaking assessments reveal that many students struggle not only with pronunciation, vocabulary recall, and fluency, but also with self-confidence and motivation to speak. These findings echo earlier research (Adiananta et al., 2023; Milania et al., 2022; Oktalia et al., 2024)noting that EFL learners in Indonesia often experience "communication apprehension" stemming from limited practice opportunities and a teacher-centered classroom dynamic (Kabir, 2023; Muengnakin & Narathakoon, 2025; Muliyah & Aminatun, 2020). In the target school of this study, an initial pre-test showed an average speaking score of 63, with only 15% of students meeting the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal, SKM*). Moreover, interviews and informal discussions indicated that students often avoided volunteering answers, displayed minimal eye contact, and resorted to short, hesitant responses when prompted. This combination of low proficiency, low confidence, and low motivation illustrates the need for an intervention that addresses both linguistic and affective dimensions of speaking.

Addressing these challenges requires the implementation of speaking activities that are

engaging, time-efficient, and adaptable to the students' proficiency levels. One promising approach is the OMS technique, in which students speak spontaneously for one minute on a given topic without interruption. OMS is grounded in the principles of fluency-oriented practice, where time pressure encourages rapid idea formulation, reduces over-monitoring, and promotes automaticity in language production (Agavekar et al., 2023; Ericsson et al., 2023; Heideman & Laury, 2022). The method also aligns with communicative language teaching (CLT) by providing authentic, learner-centered speaking opportunities within a supportive environment (Hoque et al., 2025; Kumar et al., 2022; Tamayo et al., 2024). While similar timed-speaking activities such as the 4/3/2 technique have been explored in other contexts (Hashim et al., 2019; Ogawa, 2022; Santos & Ramírez-Ávila, 2022; Tran & Saito, 2024), research on OMS, particularly in Indonesian vocational high schools, is scarce, creating a gap that this study seeks to address. Compared to role play or debate, which often involve lengthy preparation and limited student participation, or the 4/3/2 technique, which requires complex management in large classes, OMS offers a simple yet powerful alternative. Its time-bound, individual accountability structure ensures that every student has equal opportunity to speak, an advantage particularly valuable in vocational contexts such as broadcasting, where learners must practice concise, high-pressure oral delivery.

Existing studies suggest that structured, time-bound speaking activities can yield significant gains in both fluency and confidence. Integrating structured group speaking activities has been shown to improve learners' oral performance and reduce hesitation (Hoque et al., 2025). Likewise, modelling and immediate corrective feedback play an important role in enhancing students' self-monitoring skills during oral performance (Destiawati et al., 2024). Similar results were found in integrated strategies to enhance speaking proficiency (Usman & Mahmud, 2024), which highlight the importance of scaffolding and peer support. However, there is limited evidence on how OMS functions in contexts where students have low baseline confidence and minimal autonomy in speaking activities. This study therefore investigates the extent to which OMS can improve speaking ability, motivation, and self-confidence among vocational students, and how the technique might be adapted to suit their learning needs. However, much of this research treats these factors in isolation. Few studies have examined how time pressure, modelling, feedback, and peer support can be combined into a single pedagogical framework. Even fewer have investigated their application in vocational high schools, where learners' confidence and motivation are typically low, and where speaking skills have direct professional relevance.

This study seeks to fill that gap by investigating the effectiveness of OMS in improving vocational

high school students' speaking ability, motivation, and self-confidence. It also explores how intrinsic and extrinsic forms of motivation emerge in the OMS process, and how the broadcasting context shapes students' responses to time-bound speaking practice. The present study employs a Classroom Action Research (CAR) design, which is particularly well-suited to addressing practical classroom problems through iterative cycles of planning, action, observation, and reflection (Kemmis et al., 2014). Conducted over two cycles with Grade X Broadcasting students in a vocational high school in Yogyakarta, the research examines the effects of OMS on three key areas: (1) speaking ability, (2) motivation to speak English, and (3) self-confidence in oral performance. By integrating both quantitative and qualitative data, the study aims to provide a comprehensive understanding of OMS's pedagogical value in this context.

Based on this background, the study addresses the following research questions:

1. To what extent does the OMS technique improve the speaking ability of Grade X Broadcasting students in a vocational high school in Yogyakarta?
2. How does the implementation of OMS affect students' motivation to speak English?
3. How does the OMS technique influence students' self-confidence in speaking English?

Method

Research Design

This study employed Classroom Action Research (CAR) to address specific learning problems in the classroom. CAR was chosen because it enables teachers to identify issues in their teaching, implement targeted interventions, and evaluate the outcomes collaboratively with students. CAR in this study adopted the Kemmis and Taggart spiral model, which consists of iterative cycles involving three stages: (1) planning, (2) action and observation, and (3) reflection (Kemmis et al., 2014). The process is repeated until the desired improvement is achieved. Figure 1 illustrates the sequence of these stages.

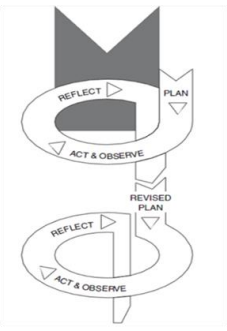

Fig 1: Steps of action research (Kemmis et al., 2014)

Context and Participants

The research was conducted in a Grade X Broadcasting class at a vocational high school in Yogyakarta during the second semester of the 2024/2025 academic year. The class consisted of 30 students (16 females and 14 males), aged between 15 and 17 years old. The students' English proficiency levels ranged from lower-intermediate to intermediate based on school placement tests, with the majority demonstrating stronger receptive skills (listening and reading) compared to productive skills (speaking and writing).

Most participants had studied English for approximately 6–9 years in formal education but reported limited prior exposure to authentic speaking practice beyond classroom drills or scripted dialogues. Their broadcasting program focuses on technical and media production skills, yet requires effective oral communication for activities such as news reading, interviewing, and public speaking. This created an authentic need to enhance their oral English proficiency, making them a relevant target group for the study.

The Broadcasting program primarily focuses on technical and media production skills, but it also requires strong oral communication for activities such as news reading, interviewing, and public speaking. This vocational context created an authentic need to strengthen students' English-speaking proficiency, making them a relevant target group for the study.

Rationale for Choosing the OMS Technique

OMS technique was selected over other fluency-building methods such as the 4/3/2 technique, role play, or debate for several reasons. First, OMS requires students to speak spontaneously on a topic for one uninterrupted minute, which aligns with the time-constrained, high-pressure speaking demands often encountered in broadcasting contexts. Second, unlike debate or extended role plays, OMS can be implemented in short bursts within a lesson, making it highly adaptable to limited classroom time and large groups. Third, OMS combines low preparation requirements with high speaking frequency, allowing all students to participate within a single session.

Procedure of The One Minute Sharing (OMS)

OMS technique is a structured oral activity designed to improve students' fluency, confidence, and ability to organize ideas quickly in spoken English (Agavekar et al., 2023; Heideman & Laury, 2022). In OMS, each student speaks spontaneously for one minute on a given topic without interruption, allowing them to focus on meaning and delivery rather than over-preparing or relying on written notes. This approach encourages active participation from all learners and provides repeated opportunities for oral practice within a supportive classroom environment (Hoque et al.,

2025). The OMS procedure is essentially a hybrid technique, drawing from recommendations and best practices identified in various empirical studies, such as the importance of time-bound speaking drills for fluency (Sugianto et al., 2020), the role of modelling and feedback for accuracy and confidence (Destiawati et al., 2024; Kumar et al., 2022), the integration of staged learning frameworks to build fluency gradually (Tamayo et al., 2024), and the value of structured peer engagement to foster motivation (Borah, 2020; Muengnakin & Narathakoon, 2025). By integrating these research-based strategies into a single, systematic framework, OMS offers a comprehensive approach to developing speaking skills. The OMS procedure generally follows four main stages:

1. Topic Introduction

   The teacher introduced engaging and level-appropriate topics, some of which were related to broadcasting contexts (e.g., self-introduction as a news anchor, short reporting, announcing school events, giving short opinions on trending issues). For less familiar topics, a short pre-teaching of key vocabulary or expressions is conducted to ensure comprehension (Tamayo et al., 2024).
2. Preparation Phase

   Students are given one to two minutes to think about the topic and outline their ideas mentally. This stage avoids full script writing to maintain spontaneity in speaking (Muengnakin & Narathakoon, 2025).
3. Speaking Turn

   Each student takes the floor to speak for exactly one minute, with peers and the teacher listening attentively without interruption. A visible or audible timer is used to help students manage their time (Kumar et al., 2022).
4. Feedback and Reflection

   After the speaking turn, the teacher provides brief, focused feedback on aspects such as fluency, pronunciation, vocabulary, and clarity of ideas (Destiawati et al., 2024). Peers may also be invited to give positive comments or applause to maintain motivation (Borah, 2020).

This procedure ensures that each student has a clearly defined opportunity to speak within a fixed time frame, that all students receive individual turns, and that immediate, targeted feedback is provided after each performance (Usman & Mahmud, 2024).

Data Collection and Analysis

This study employed both quantitative and qualitative data collection methods to comprehensively evaluate the effectiveness of the OMS technique. Quantitative data were derived

from pre-test and post-test speaking scores in each cycle, assessed using holistic rubric adapted from (Brown & Lee, 2015). The rubric considered five dimensions including fluency, pronunciation, vocabulary, grammar, and content, but did not assign separate scores to each dimension. Instead, the assessor provided an overall score on a 1–5 scale based on the integrated impression of these dimensions, which was then converted into a 0–100 range. These scores, which form the basis of the improvement trends reported in the findings section, were analyzed using descriptive statistics to calculate mean scores, track changes across cycles, and determine the percentage of students meeting the SKM. This quantitative analysis corresponds to the improvements in average scores (63 to 70 to 80) and SKM attainment (15% to 63% to 86%) reported in the results.

Qualitative data came from structured classroom observations and semi-structured student interviews conducted at the end of each cycle. Observations used a checklist to capture behavioral indicators of motivation and self-confidence, such as willingness to volunteer, responsiveness to prompts, body posture, eye contact, and smoothness of delivery, reflected in the qualitative findings on classroom engagement. Interviews explored students' feelings, challenges, and perceived benefits of OMS, which informed the thematic analysis presented in the findings. The analysis followed the interactive model, involving data reduction (coding and condensing raw notes into themes), data display (arranging themes into matrices and tables), and conclusion drawing/verification (confirming patterns through triangulation of test results, observations, and interviews) (Miles et al., 2014). The success criteria, which match the achievement levels detailed in the results, were: (1) implementation of at least two CAR cycles; (2) ≥80% of students achieving a speaking score of 75 or higher; and (3) ≥80% of students demonstrating active participation and self-reported motivation to speak English during lessons.

Result and Discussion

Result

This section presents the findings of the study based on the two cycles of CAR conducted with Grade X Broadcasting students at a vocational high school in Yogyakarta. The results are organized according to the stages of each cycle and are discussed in direct relation to the three research questions concerning improvements in students' speaking ability, motivation, and self-confidence through the implementation of the OMS technique. Both quantitative data, derived from pre-tests and post-tests, and qualitative data, obtained from observations and interviews, are integrated to provide a comprehensive picture of the intervention's effectiveness.

Cycle I

Planning: In the first cycle, lesson plans were designed to incorporate the OMS technique into speaking activities. Topics were selected from familiar, everyday themes to encourage participation. Students were given a one-minute time limit to speak on the topic without interruption, while peers and the teacher acted as active listeners.

Action/Observation: The pre-test results showed an average speaking score of 63, with only 15% of students meeting the SKM of 75. After implementing the OMS technique, the post-test average increased to 70, with 63% of students achieving the SKM. Observations revealed improved willingness to participate, though some students still hesitated before speaking, relied on memorized phrases, and avoided eye contact. Motivation levels rose from 33% (highly motivated) to 60%, as students began to view speaking as less intimidating. Notably, much of this increase reflected *extrinsic motivation* (e.g., students speaking when encouraged by the teacher or supported by peers), while intrinsic motivation (e.g., speaking out of personal interest or enjoyment) remained modest.

Reflection: While OMS led to measurable gains in speaking scores and motivation (addressing Research Questions 1 and 2), hesitation and lack of vocabulary fluency indicated that self-confidence (Research Question 3) had improved only partially. The reflection stage identified the need for more engaging, contextually relevant topics related to broadcasting, teacher modelling, and immediate feedback to further enhance performance and confidence.

Cycle II

Planning: Based on the reflections from Cycle I, several enhancements were implemented in Cycle II:

a. Introducing more engaging and relatable topics including broadcasting-related prompts such as short news reading, announcing events, and giving brief commentary.
b. Providing teacher modelling of effective OMS delivery to demonstrate fluent, confident speaking.
c. Offering immediate formative feedback after each student's performance.
d. Giving small rewards (verbal praise and recognition) to recognize effort and encourage participation.

Action/Observation: The adjustments resulted in notable improvements. The average speaking score increased to 80, and 86% of students met or exceeded the SKM. Motivation levels also rose to 86%. Importantly, qualitative data showed a shift from primarily extrinsic motivation in Cycle I

(driven by rewards and teacher praise) toward stronger intrinsic motivation in Cycle II, as students expressed enjoyment in the activity itself and a sense of personal achievement. Most students actively volunteered to speak without being prompted. Qualitative observations showed that students spoke more fluently, used a broader vocabulary range, maintained better posture and eye contact, and demonstrated reduced hesitation compared to Cycle I. Interviews confirmed that the majority of students felt more confident and less anxious during speaking activities.

Reflection: All success indicators were achieved in Cycle II, fulfilling the criteria for concluding the CAR. The enhancements applied, modelling, feedback, and positive reinforcement, were not peripheral add-ons but essential components for the success of OMS, directly addressing the weaknesses identified in Cycle I. The improvements addressed all three research questions, showing that OMS, when supported by modelling, feedback, and positive reinforcement, significantly enhanced speaking ability, motivation, and self-confidence.

Comparative Summary of Results

To provide a clearer picture of the progression across the research cycles, the quantitative and qualitative findings were synthesized into a comparative summary. This summary highlights the measurable improvements in speaking ability, motivation, and self-confidence from the pre-test stage to the completion of Cycle II, directly addressing the three research questions. By comparing the outcomes side by side, Table 1 illustrates how the iterative process of planning, implementing, and refining the OMS technique led to consistent and substantial gains in both linguistic performance and affective learning outcomes.

Table 1. Comparative Summary of Results

Aspect / Research Question	*Pre-Test (Before Cycle I)*	*Post-Test Cycle I*	*Post-Test Cycle II*	*Improvement Highlights*
RQ1 – Speaking Ability (Average Score / % meeting SKM)	63 / 15%	70 / 63%	80 / 86%	+17 points average; +71% students meeting SKM
RQ2 – Motivation (% highly motivated)	33%	60%	86%	+53% increase in high motivation
RQ3 – Self-Confidence (qualitative indicators)	Low; frequent hesitation, minimal eye contact	Moderate; some hesitation reduced	High; fluent delivery, better posture, strong audience engagement	Progressive improvement in delivery and reduced anxiety

Qualitative Insights from Student Interviews and Observations

To complement the quantitative improvements observed in speaking scores, qualitative data from semi-structured interviews and classroom observations were analyzed to gain deeper insights into students' experiences with the OMS technique. The analysis revealed five key themes (Table 2) that illustrate changes in students' speaking ability, motivation, and confidence: (1) reduction of speaking anxiety, (2) improved focus and idea organization, (3) increased willingness to participate, (4) peer learning and supportive environment, and (5) positive shift in classroom climate. These themes were identified through iterative coding of interview transcripts and observation notes, and are illustrated with anonymized student quotes and documented classroom behaviors.

Table 2. Summary of Themes from Student Interviews and Observations

Theme	***Example Quotes***	***Data Source***
Reduction of Speaking Anxiety	*"Sometimes I still make mistakes, but I don't feel ashamed anymore because everyone is trying too."* (Student F)	Reduction of Speaking Anxiety
Improved Focus and Idea Organization	*"When the teacher gives us a topic and says we have one minute, I feel more focused because the time is clear."* (Student D) *"I try to write short points quickly so I can speak without stopping too much."* (Student I)	Interview
Increased Willingness to Participate	*"Before this activity, I only spoke if the teacher asked me directly. Now I often volunteer."* (Student E) *"I feel challenged to try every time, even if my English is not perfect."* (Student J)	Interview
Peer Learning and Supportive Environment	*"The feedback after I speak helps me know what to improve. I also learn from my friends' speaking."* (Student G) *"When I listen to others, I get new ideas and sometimes use their words in my turn."* (Student K)	Interview
Positive Shift in Classroom Climate	*"In Cycle II, students clapped for peers, smiled during presentations, and maintained eye contact."* (Observation Note) *"Students laughed together in a friendly way when someone made a small mistake, creating a relaxed atmosphere."* (Observation Note)	Observation

Theme 1: Reduction of Speaking Anxiety

Students consistently reported that OMS helped reduce their fear of speaking English in front of the class. At the start of the research, observation notes indicated that many students avoided making eye contact, spoke in very low voices, and often hesitated before answering questions. Student F reflected on this shift, saying: "Sometimes I still make mistakes, but I don't feel ashamed anymore because everyone is trying too." Similarly, Student H explained: "At first, I was afraid people would laugh at my pronunciation. But now I see my friends also have the same problem, so I'm more confident." These comments suggest that the structured, supportive environment provided by OMS normalized mistakes as part of learning, helping students gradually overcome performance anxiety

Theme 2: Improved Focus and Idea Organization

The one-minute time frame of OMS required students to plan their ideas quickly and efficiently, leading to observable improvements in focus and coherence. Student D shared: "When the teacher gives us a topic and says we have one minute, I feel more focused because the time is clear." Student I added: "I try to write short points quickly so I can speak without stopping too much." Observations confirmed that over time, students began using short preparatory notes or mental outlines before speaking, resulting in more structured delivery. This practice seemed to encourage better self-monitoring and time management during oral presentations.

Theme 3: Increased Willingness to Participate

A clear behavioral shift was seen in students' readiness to engage voluntarily in speaking activities. Initially, most students spoke only when directly called upon by the teacher. By Cycle II, however, proactive participation was evident. Student E remarked: "Before this activity, I only spoke if the teacher asked me directly. Now I often volunteer." Student J similarly said: "I feel challenged to try every time, even if my English is not perfect." Observation records documented more frequent instances of students raising their hands without prompting, suggesting a growing sense of ownership over their speaking practice.

Theme 4: Peer Learning and Supportive Environment

Another recurring theme was the role of peer learning in enhancing students' performance and confidence. Student G noted: "The feedback after I speak helps me know what to improve. I also learn from my friends' speaking." Student K reinforced this point, saying: "When I listen to others, I get new ideas and sometimes use their words in my turn." Observations recorded students listening

attentively to peers, occasionally taking notes, and incorporating newly heard vocabulary or sentence patterns into their own turns. This dynamic not only enriched individual learning but also cultivated a collaborative classroom ethos.

Theme 5: Positive Shift in Classroom Climate

The qualitative data also pointed to notable improvements in the overall classroom atmosphere. Observation notes in Cycle II recorded that "students clapped for peers, smiled during presentations, and maintained eye contact." Another note highlighted that "students laughed together in a friendly way when someone made a small mistake, creating a relaxed atmosphere." These behaviors contrasted with the tense and quiet mood observed at the beginning of the research. The shift toward a more supportive and encouraging environment appeared to sustain students' engagement and contributed to the success of OMS as a speaking activity.

Overall, the combined quantitative and qualitative findings from this CAR cycles demonstrate the effectiveness of the OMS technique in improving students' speaking ability, motivation, and confidence. Quantitatively, average speaking scores rose from 63 in the pre-test to 70 in Cycle I and 80 in Cycle II, with SKM attainment increasing from 15% to 86%. Motivation levels also improved, from 33% at the outset to 60% in Cycle I and 86% in Cycle II. Qualitative insights further illuminate these gains, revealing reduced hesitation, greater willingness to participate, improved posture, sustained eye contact, and more fluent delivery. Observations also documented a shift toward a more supportive and interactive classroom climate, with students actively learning from peers and showing greater comfort in expressing themselves. These converging strands of evidence indicate that the intervention not only met but also sustained the success criteria established for this study, providing a strong basis for interpreting the results in light of the research questions and existing literature. This contrasted with the tense and hesitant mood in Cycle I, underscoring how OMS, when reinforced with modelling and feedback, transformed classroom dynamics into a more collaborative and supportive environment.

Overall, the combined quantitative and qualitative findings demonstrate that OMS was effective not only in improving speaking ability but also in transforming students' motivational orientations and self-confidence. Cycle I gains were largely extrinsically driven and fragile, while Cycle II established more intrinsic, sustained engagement. The vocationally relevant topics further increased authenticity, reinforcing the link between OMS and the broadcasting skills students need in their future careers.

Discussion

The discussion in this section interprets the findings of the study in relation to the research questions, the theoretical framework, and relevant previous studies. As a CAR project, the purpose was not only to document changes in students' speaking performance but also to understand how the OMS technique could influence learners' motivation and self-confidence over two iterative cycles. The results are examined by comparing the outcomes of each cycle with the success indicators established at the outset, while also contrasting them with findings from earlier empirical research. In doing so, this discussion considers both the strengths and contextual limitations of the intervention, as well as the implications for future classroom practice.

Speaking Ability (RQ1)

The progressive increase in students' speaking scores, from an average of 63 in the pre-test to 80 in Cycle II, along with the rise in SKM attainment from 15% to 86%, demonstrates a clear and measurable improvement in performance throughout the intervention. This trend is consistent with findings that structured, focused speaking tasks create consistent opportunities for language production, thereby enhancing both fluency and accuracy among EFL learners (Beyene et al., 2024). Similar results have been reported, showing that repeated, time-limited speaking tasks and task-based learning can help learners overcome hesitation and improve automaticity in speech (Sugianto et al., 2020; Susanti et al., 2020). In the present study, the OMS technique provided repeated, time-bound speaking opportunities that required students to quickly organize their ideas and articulate them clearly within a one-minute time frame (Agavekar et al., 2023; Heideman & Laury, 2022).

The addition of teacher modelling and immediate feedback in Cycle II proved to be a turning point. These enhancements did not simply add value but were essential to the success of OMS. Modelling allowed students to observe and internalize discourse strategies, while immediate feedback reinforced correct usage and provided a sense of guided progression (Destiawati et al., 2024). The broadcasting-related topics further anchored speaking practice in authentic vocational needs, ensuring that fluency gains were not abstract but directly relevant to students' professional aspirations.

The addition of teacher modelling and immediate feedback in Cycle II appears to have played a critical role in accelerating these gains, highlighting the positive impact of explicit correction and scaffolded support in multilingual learning contexts (Hoque et al., 2025). Teacher modelling provided concrete examples of appropriate pronunciation, intonation, and discourse markers, while immediate feedback addressed linguistic gaps in real time, reinforcing the idea that timely

corrective feedback fosters both accuracy and learner confidence (Destiawati et al., 2024). Such scaffolding may be particularly beneficial for low-confidence learners, who often require clear, structured guidance before they can participate actively in open-ended communicative activities.

However, unlike other fluency techniques where learner autonomy and self-monitoring are central, the OMS implementation in this study relied heavily on teacher-led scaffolding, teacher-selected topics, and direct intervention. While effective in the observed context, this dependency suggests that the approach may be influenced by context-specific constraints, namely, the students' initial low confidence, limited experience with autonomous speaking, and possible over-reliance on teacher direction (Muengnakin & Narathakoon, 2025). Moreover, repeated exposure to the same test format can lead to familiarity effects, which may inflate performance scores independently of underlying language growth. For long-term sustainability and transferability of skills, future OMS applications could integrate learner-led elements such as peer facilitation, self-assessment checklists, and rotating responsibility for topic selection, thereby fostering greater independence and adaptability in unsupervised speaking situations (Usman & Mahmud, 2024). This underscores the need to gradually transition OMS toward more learner-led modes (e.g., peer facilitation, rotating topic selection) to ensure that gains in speaking ability can transfer to less structured contexts.

Motivation (RQ2)

The observed rise in students' motivation, from 33% in the pre-test stage to 60% in Cycle I and 86% in Cycle II, suggests that the OMS technique created a learning environment that supported greater willingness to participate in speaking tasks. By providing a structured but low-stakes speaking opportunity, OMS allowed students to experience repeated success, which in turn reinforced their motivation. The competitive yet supportive nature of the one-minute format appeared to reduce the fear of failure, a factor that has been shown to significantly enhance participation in L2 speaking activities (Hoque et al., 2025).

Importantly, qualitative data clarified that much of the Cycle I motivation was extrinsic (e.g., driven by teacher prompts, peer applause, or rewards), while Cycle II revealed stronger intrinsic motivation as students began to value OMS for its own sake. Students reported that the one-minute limit made them feel focused and challenged which highlights a shift from controlled to autonomous motivation. The integration of peer applause and supportive classroom climate also created a sense of belonging, further reinforcing intrinsic drive.

The strategic enhancements implemented in Cycle II, particularly direct modelling, immediate feedback, and small rewards, likely acted as extrinsic motivators that complemented the intrinsic

appeal of the task. Teacher feedback not only addressed performance gaps but also conveyed encouragement, which has been linked to increased willingness to communicate in EFL contexts (Destiawati et al., 2024). Furthermore, the introduction of small rewards served as tangible recognition of effort, which can boost short-term motivation when implemented thoughtfully (Beyene et al., 2024).

However, the reliance on teacher-led rewards and structured prompts raises questions about the sustainability of motivational gains in less controlled settings. In this study, while students demonstrated higher motivation during the intervention, it remains unclear whether these levels would persist in the absence of OMS or similar structured activities. Future applications could incorporate gradual fading of rewards, peer-led facilitation, and student-selected topics to encourage more self-determined engagement (Sugianto et al., 2020).

Self-Confidence (RQ3)

The steady improvement in students' self-confidence, observed qualitatively through reduced hesitation, improved posture, more sustained eye contact, and greater willingness to volunteer, suggests that OMS provided a psychologically supportive framework for oral language practice (Kumar et al., 2022). The one-minute time frame in OMS likely reduced cognitive pressure by setting clear performance boundaries, which aligns with the "manageable challenge" principle where moderately challenging yet achievable speaking tasks boost learners' belief in their communicative competence (Tamayo et al., 2024).

The scaffolding strategies added in Cycle II, teacher modelling, immediate feedback, and positive reinforcement, appear to have amplified these confidence gains. By observing the teacher model effective delivery, students were able to visualize a performance standard, while immediate feedback helped them make real-time adjustments, fostering a sense of progress and mastery. Small rewards, although primarily motivational, also functioned as public affirmations of ability, which prior studies suggest can reduce communication apprehension in EFL learners (Destiawati et al., 2024).

Nevertheless, the heavy reliance on teacher guidance may limit the transferability of these confidence gains to more autonomous or spontaneous speaking situations. In the present study, while OMS succeeded in creating a confidence-supportive micro-environment, it remains unclear whether students would maintain the same composure and willingness to speak without the structured prompts and supportive atmosphere. To promote resilience in self-confidence, future implementations could gradually transition to peer-led OMS sessions, include audience variation, or

introduce impromptu speaking tasks to strengthen self-belief in diverse communicative contexts.

Practical Implications

For teachers, this study highlights several takeaways: (1) OMS works best when paired with modelling, feedback, and peer support, which should be considered core elements, not optional add-ons; (2) vocationally relevant topics increase authenticity and learner engagement; (3) extrinsic motivators can jump-start participation but should be gradually replaced by autonomy-supportive strategies; and (4) OMS can be scaled to large classes by rotating speaking turns, integrating peer feedback, and using simple timers. These insights make OMS a feasible technique for teachers seeking to balance fluency practice with motivational and confidence-building goals.

Limitations and Contextual Considerations

While the overall gains in speaking ability, motivation, and self-confidence are evident, several limitations should be acknowledged. First, there is a potential familiarity effect, where repeated exposure to similar test formats may have inflated students' scores, reflecting improved test-taking comfort rather than purely linguistic development. Second, the significant improvements observed in Cycle II were partly the result of resource-intensive enhancements, such as teacher modelling, detailed feedback, and reward-based reinforcement, which may not be easily scalable in larger classes or under-resourced educational settings. Finally, the longevity of the effects remains uncertain, as this study did not include a long-term follow-up to determine whether the observed gains would persist once the novelty of the OMS technique and the extrinsic motivators had diminished. These considerations highlight the need for cautious interpretation of the results and suggest that further research should explore the sustainability and scalability of the intervention in varied contexts. Finally, the study was conducted in a Broadcasting program, where speaking is professionally relevant. This context may have amplified the effectiveness of OMS, suggesting that replication in other SMK majors or academic schools is necessary to test its broader applicability.

Conclusion

This study investigated the use of OMS technique to improve the speaking ability of Grade X vocational high school students. Conducted over two cycles, the study collected data from speaking tests, classroom observations, and student interviews, analyzed through both quantitative and qualitative approaches. The results showed a steady improvement in speaking performance: the mean score increased from 63 in the pre-test to 70 in Cycle I and to 80 in Cycle II. The proportion of

students achieving the Minimum Mastery Criterion (SKM) of 75 rose from 15% in the pre-test to 63% in Cycle I, and to 86% in Cycle II. Observation data indicated higher levels of active participation, and interview results reflected increased self-reported motivation and confidence in speaking English.

Based on these findings, OMS provided a structured and time-efficient way to ensure that every student participated in regular speaking practice. Its fixed time frame, individual accountability, and immediate feedback created an environment conducive to fluency development and confidence building. The measurable gains observed in this study demonstrate that OMS can be an effective instructional strategy for speaking skill development in vocational high school contexts.

From a practical perspective, teachers can replicate OMS by integrating it into regular speaking lessons, ensuring varied and relevant topics, providing short preparation time, and delivering concise, focused feedback after each turn. At the policy level, school administrators and curriculum designers may consider incorporating structured oral fluency activities like OMS into the speaking component of English instruction, especially in vocational programs where communication skills are directly tied to future employability.

Future research could explore the long-term sustainability of OMS's impact on speaking ability, its adaptability for larger classes or resource-limited contexts, and its effectiveness when combined with digital tools or peer-assessment methods. Further studies in different vocational majors or educational levels could also provide broader evidence of OMS's applicability across contexts. By addressing these areas, the evidence base for OMS as a pedagogical technique can be strengthened, supporting its wider adoption in English language teaching.

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