THE IMPLEMENTATION OF *JUST A MINUTE* (JAM) TECHNIQUE TO SCAFFOLD STUDENTS' SPEAKING FLUENCY: A CASE STUDY

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ABSTRACT

Fluency happens to be the main obstacle for EFL learners in mastering speaking. There are many ways to scaffold students' speaking fluency; one of them is *Just a Minute* (JAM). JAM is an impromptu speech activity where the speaker is supposed to express their ideas on the given topic, within the duration of a minute, without hesitation and repetition. The purposes of this research are to describe the implementation of JAM, the impact of using JAM, and the students' perception towards the use of JAM. Case study method was used in conducting the research. The qualitative data was obtained from observation, rubric, questionnaire, and interview. The participants of the research are nine students of XII Hotel Accommodation in SMKN 3 Bogor. The results of the research show that JAM can be well-implemented in English formal classroom, JAM has given positive impact in scaffolding students' speaking fluency, and JAM has gained students' positive perception towards its use. This study suggests the English teachers to try adapting JAM as a mean to help their students scaffold the speaking fluency.

Keywords: *Fluency*, *impromptu*, *scaffold*, *speaking*.

INTRODUCTION

Speaking is the production skill that includes fluency as its element. Gower et al. (1995) as cited in Derakhshan et al. (2016, p.2) take into account the term of fluency as "the ability to keep going when speaking spontaneously". Brumfit (1984) as cited in Hunter (2012, p.2) regards fluency as "Natural language use that may result in native-speaker-like language comprehension or production". Abrar et al. (2018, p. 137) indicates fluency as the "sub-theme of language barriers". Hence, it is understandable that not every EFL learners has the immediate ability to speak English fluently.

Many factors may badly affect students' speaking fluency. Hunter (2012, p.1) mentions "teacher-centered classroom will not lead to fluency because the main focus is on linguistic form". Even though speaking does not cover just knowing the linguistic feature, this is an undeniable trait of Indonesian schools. No matter what method the teachers try to apply in the classroom, the assessment will revert to the teachers' own beliefs, and students seem to be too convenient to question it. This behavior may result in students' lack of confidence to speak in English because they are not sure whether what they say is right or wrong.

Another factor that adds students' main concern when they want to speak English fluently is vocabulary (Abrar et al., 2018, p.136). Most students admit they have a limited range of vocabulary, and the thought of using appropriate vocabulary which confuses them. This goes in the same direction as sentence structure and pronunciation. The students' biggest concern is that the listeners might not understand their utterances; thus, it results them to stray further from speaking fluently.

Although fluency happens to be the main obstacle for EFL learners in

mastering speaking, there are many ways to help them scaffold their speaking fluency. In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding, and ultimately, greater independence in the learning process. One of the techniques available is a *Just a Minute* (JAM). JAM is a radio show for the BBC designed by Ian Messiter (Dixon, 2014). It is an impromptu speech where the speaker is supposed to express the ideas on the given topic, within the duration of a minute, without hesitation, deviation or repetition. Over eight hundred episodes later, JAM has become popular around the world, and it is wonderfully adaptable to English classroom. It is a common occurrence to see the student chosen as the speaker being nervous when they are asked to speak instantly. Effective impromptu speaking is a skill that can be learnt through practice and training. One of the functions of using JAM in the classroom is to scaffold the acquisition of English speaking skill.

In this study, the writers focus on the implementation of *Just a Minute* (JAM), an impromptu speech based radio show from BBC, to scaffold students' speaking fluency. This study focuses on how JAM technique is implemented in teaching speaking, what is the impact of JAM technique in scaffolding students' speaking fluency, and the students' perception towards the use of JAM technique to scaffold speaking fluency.

THEORETICAL BACKGROUND
Speaking
Speaking is one of four main skills in English. Azadi et al. (2015) in Zyoud (2016, p. 2) explains that "Speaking is the most common way to convey the message to others". Forwarding this statement, Nunan (1995) as cited in Leong and Ahmadi (2017, p.2) says "Speaking is to say words orally, to communicate as by talking, to make a

request, and to make a speech". It adds up to the statement of Chaney (1998) in Leong and Ahmadi (2017, p.2) that "Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts". It is in line with Rosanti & Jaelani (2016) assuming that in spoken language, much of the meaning is determined by the context. To strengthen these expressions of view, Brown (1994) and Bygate (1987) in Leong and Ahmadi (2017, p.2) regards speaking as "An interactive process of make some meanings by producing, receiving and processing information" as well as "The production of auditory signals to produce different verbal responses in listeners" respectively.

The ability to communicate effectively is a basic requirement which needs to be taken seriously in English education. Hence, the gist of the statements above is, by doing speaking, the learners will be able to convey their needs and express their feelings. Through speaking, languages can be used interactively to reveal their intention. Therefore, this skill is what delivers the learners' thoughts and enables them to communicate with each other.

Consequently, speaking is signified as one of the productive skills besides writing, which becomes the evidence of learners' competence in English. Moreover, much of the communication is made through speaking. In short, learning a language remains incomplete if one does not achieve competence in speaking (Zyoud, 2016). In relation to this statement, Scrivener (2005) as cited in Al Hosni (2014, p.23) considers speaking as "The most important skill among four skills (listening, speaking, reading, and writing) because people who know certain language are referred as speakers of that language". Thus, from these opinions, it can be inferred that using language as a tool of communication is

very important because spoken language is used more often on daily basis than written language.

Elements of Speaking

Mazouzi (2013) as cited in Leong and Ahmadi (2017, p.3) states that "Students' speaking activities should be designed based on an equivalence between fluency and accuracy achievement". Harmer (2007, p.343) adds "If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use stress and intonation patterns and speak in connected speech". Therefore, based on the statements above, both fluency and accuracy are two important elements of speaking skill that teachers must pay attention to. However, this study will only focus on fluency as one of essential elements in speaking skill since it happens to be the main aim of most teachers in teaching speaking as well as the main obstacle for EFL learners in mastering speaking.

Speaking Fluency

To be able to speak fluently means there should be less hesitation and more confidence as the speakers are expected to keep the communication going. According to Gower (1995) as cited in Derakhshan et al. (2016, p.2) "Fluency is the ability to keep going when speaking spontaneously". Hughes (2002) as cited in Leong and Ahmadi (2017, p.3), claims fluency as "The students' ability to speak in understandable way in order not to break down communication because listeners may lose their interest". In addition to this statement, Hedge (2000) as cited in Leong and Ahmadi (2017, p.3) expresses that "Fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation".

Fluency can also be defined as a spectrum, which primary criteria for determining a person's fluency level in a foreign language is that the speakers are able to use their target language to learn more target language (Nagel, 2012). Thus, it can be inferred that if learners do not know certain word in English (as the target language), but they know how to elaborate the word from a native speaker's point of view, they have just demonstrated a high level of fluency.

Indicators of Fluency

According to O'Malley and Pierce (1996) in *WorldView Levels 1-4: Video/DVD Speaking Rubric for Fluency Activities* (2005), there are 4 (four) ratings of speaking fluency:

Table 1 Speaking Rubric for Fluency Activities

Demonstrated Competence	Rating
• Uses a variety of vocabulary and expressions • Uses a variety of structures with only occasional grammatical errors • Speaks smoothly, with little hesitation that does not interfere with communication • Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction • Pronunciation and intonation are almost always very clear/accurate	4
• Uses a variety of vocabulary and expressions, but makes some errors in word choice • Uses a variety of grammar structures, but makes some errors • Speaks with some hesitation, but it does not usually interfere with communication • Stays on task most of the time and communicates effectively; generally	3

responds appropriately and keeps trying to develops the interaction • Pronunciation and intonation are usually clear/accurate with a few problem areas	
• Uses limited vocabulary and expressions • Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors • Speaks with some hesitation, which often interferes with communication • Tries to communicate, but sometimes does not respond appropriately or clearly • Pronunciation and intonation errors sometimes make it difficult to understand the student	2
• Uses only basic vocabulary and expressions • Uses basic structures, makes frequent errors • Hesitates too often when speaking, which often interferes with communication • Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly • Frequent problems with pronunciation and intonation	1

Factors Affecting Speaking Fluency

There are three main factors that affect speaking fluency. The first one is pronunciation. Essentially, humans are born with the ability to make the whole range sounds available to other human beings, but as we grow and focus only one or two languages, we lose the habit of making those sounds. Learning English as a foreign language often presents unfamiliarity since some students have problems in distinguishing similar pronunciation of certain words, such as *bad* and *bed*. The students' biggest concern is that the listeners might not get their utterances; thus, it results them to stray further from speaking fluently. To counter this problem, according to Harmer (2002), "Teachers have to be able to show and explain exactly where sounds are produced".

Grammar comes as the second factor to affect speaking fluency. Corbett (2009) in Kianiparsa and Vali (2010) says "Students tend to believe that grammar is a rule that helps them to make a sentence in order to talk with others". This very factor has interfered in students' way of expressing their thoughts in English because they are afraid to make mistakes. However, Reynaud (2008) as cited in Kianiparsa and Vali (2010) claims "The better a learner knows the grammar of a language, the easier it will be for them to get knowledge of correct usage, and the easier it will be for them to communicate in the language and not be misunderstood by others". Therefore, learners are expected to master at least the most basic grammatical rules before learning to speak English fluently.

The third factor is vocabulary. According to Abrar et al. (2018, p.136) "Vocabulary contributes as students' main concern when they want to speak English". Most students admit they have a limited range of vocabulary, and the thought of using appropriate vocabulary confuses them. In order to help students to enhance their vocabulary, teachers can take a systematic approach to vocabulary practice. Students should be encouraged to learn new vocabulary daily, but in short spurts. If students commit to just 15 minutes a day of focused practice, they will soon have a solid linguistic base of new words and definitions.

Scaffolding in Speaking

The notion of scaffolding is first proposed by Woods, Bruner, and Ross (1976) based on Vygotsky (1978, 1987). Vygotsky explains that learning takes place in socio-historical contexts as we interact with peers and more experienced people (Wilson and Devereux, 2014). The purpose of scaffolding is to provide support to the learners and facilitate learning. In the field of education, the term scaffolding refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed. In educational contexts, the word 'scaffold' has become synonymous with support. Wilson and Devereux (2014) adds that support is valuable to students only when it leads to development. As Axford et al. (2009) in Wilson and Devereux (2014) argue, "Support alone can create dependency, which can inhibit a student's participation in the practices". Instructional scaffolding, also known as "Vygotsky scaffolding" or just "scaffolding," is a teaching method that helps students learn more by working with a teacher or a more advanced student to achieve their learning goals. Teachers are expected to give a sufficient help or support to their students into the task. Supports are expected to involve all the students to participate in real and meaningful communication. Scaffolding will be very useful for students who do not do well at school, if the teacher uses a visual in scaffolding as a technique that allows the teacher to model the nuances of complex topics. Visuals are not limited to pictures or videos only. Demonstrations are another great visual can be used in scaffolding the students.

***Just a Minute* (JAM) Technique**

One of many ways to scaffold English speaking fluency is practicing impromptu speech. *Just a Minute* (JAM) is a radio show for BBC that adopts this trait. JAM is designed by Ian Messiter and is chaired by Nicholas Parsons. The idea of this radio show sparks from Messiter's school day, where he was caught not paying attention in class. His teacher punished him to repeat everything the teacher had said during the lesson without hesitating or repeating ideas. Messiter brought the thought back and made it into format for a hugely popular game. Over eight hundred episodes later, JAM has become popular around the world, and it is wonderfully adaptable to English classroom. The BBC version of JAM is played by four contestants. Each of them shall speak on a given topic for a full sixty seconds without hesitation, deviation or repetition (Dixon, 2014).

Nevertheless, The JAM discussed in this study is a classroom version of the radio show. This classroom version requires the class split into several groups consist of four people in whichever way teacher prefers—based on seating, organized by gender, or using captains to choose their teams, etc. Everyone in the group must participate in the activity. Each of them can take the role of time watcher, mistake counter, and conclusion drawer. Every role holds their own responsibilities to give cue about the time remaining, to list down the speaker's mistakes, and to draw conclusion from the speech in order to see whether the speaker is able to deliver their ideas well. In spite of being teammates, they are not allowed to help the one chosen as the speaker or indulge themselves in the speech.

METHOD

This study is conducted by using qualitative approach and case study research to observe and analyze the implementation of JAM technique in high school to scaffold students' speaking fluency. The case study research is a method of instruction in the field of language acquisition that focuses on emphasizing detailed contextual analysis of a limited number of events or

conditions and their relationships. Case study method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study (Zainal, 2007). Yin (1984) as cited in Soy (2002) defines the case study research method as "An empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident, and where multiple sources of evidence are used". The writers use this research design to be able to examine the real-life situations and provide the basis for the implementation of JAM technique in English classroom.

The participants of this research are students at SMKN 3 Bogor. The writers choose SMKN 3 Bogor because as a tourism vocational high school, the use of English is definitely needed, and the students require great communication skill to be able to perform their job. The writers assemble nine students in class XII Hotel Accommodation (lit. *Akomodasi Perhotelan*) as participants since they are obliged to undergo industrial work practice before the national exam, and they require good fluency in speaking English to communicate with their foreign customers. In the classroom, the writers observes how the assigned teacher implements JAM technique, scores the students' performance, and gathers the students' opinions regarding to the use of JAM.

Observation, score documentation, questionnaire, and interview are used to collect the data in this research. The writers observe whether the assigned teacher is able to implement JAM technique in accordance with the steps that have been elaborated. After observing the assigned teacher, the

writers use score adapted from Husnawati (2017) to rate and evaluate the participants' speaking performance. There are four ratings to reflect the participants' performance in number 1 to 4. The evaluation is displayed in the documentation of the participants' scores. The writers gain the data through questionnaire by conducting several steps as follow:

1. The researcher prepares the questionnaire adapted from Darwis (2016).
2. The questionnaire is handed out to each participant after their participation in JAM.
3. The researcher helps students to understand the statements in the questionnaire and guides them to properly choose their answers.
4. The participants mark one of the predetermined options between Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) according to their opinion.

Adapted from Creswell (2012), the writers conduct the interview on several steps as follow:

1. Identify the interviewees
2. Audiotape the question and answer during the interview
3. Locate a suitable place to conduct the interview
4. Obtaining oral consent from the interviewee to participate in the study
5. Be courteous and professional during the interview

For this study, interview is addressed to obtain data to support and clarify the data gained from the questionnaire. The writers take five participants as samples and records the interview with a smartphone. To avoid misunderstandings, the writers conduct the interview in both English and Indonesian, and the participants may answer in English or Indonesian.

FINDINGS AND DISCUSSION
The Implementation of Just a Minute (JAM) Technique

Table 4.1 Teacher's Observation Result

No	Observation Items	Yes	No	Description
A	**Pre-teaching**			
1	The teacher greets the students	✓		
2	The teacher asks the students' condition	✓		
3	The students tell who is absent	✓		Initially, the writers assembled 12 students, but there were three students absent on the day of data collection.
B	**Whilst-teaching**			
1	The teacher demonstrates JAM to the students	✓		
2	The teacher sets up the class	✓		The groups were arranged randomly as suggested by the students themselves.
3	The teacher prepares the topics	✓		The topics used were *work safety*, *service*, and *tourism*. Those were related to the students major: Hotel Accommodation.
4	The teacher explains the rules of JAM	✓		
5	The teacher reckons the key element of JAM	✓		Students were given roles according to the steps in Dixon (2014).
6	The teacher winds up the students' performance	✓		Teacher and writers gave feedback regarding the students' performance of using JAM.
C	**Post-teaching**			
1	The teacher, the students, and the writers summarize the lesson	✓		
2	The writers prepare to conduct the questionnaire and interview	✓		

The result of the assigned teacher observation was good in all aspects as the teacher managed to implement JAM technique to scaffold students' speaking fluency in accordance with five essential steps to adapt JAM in English classroom. According to Dixon (2014), those five steps were elaborated as follow:

Setting up
The assigned teacher split the class into three randomly arranged groups consisted of three participants.
Topic Preparation
The assigned teacher had prepared three topics related to the major of the participants, which were *tourism*, *work safety*, and *service*.

Rules

Teacher briefly explained the rules of JAM and demonstrated the game for students who might have not seen it before. First, the chosen speaker of each group had to take a paper out of the lottery bag; in accordance with this rule, they could not change the topic once it had been drawn. Second, the speaker had to talk about the topic assigned continuously for one minute without any preparation. Third, pauses were allowed up to three seconds, and using fillers that indicated hesitation such as *um*, *hmm*, and its kind were not recommended. Lastly, the speaker should avoid repeating information.

Key Element

The assigned teacher had to make sure that every participant contributed to the group activity. In one group, besides the speaker, there had to be a time watcher, a mistake counter, and a conclusion drawer. The time watcher was responsible to watch the time and to give cue when the duration almost reached one minute. The mistake counter was responsible to count the pauses, fillers, and repetition of information that occurred during the speech. The

conclusion drawer had to summarize and elaborate the point of their friend's speech. During the data collection, because there was a lack of numbers, the participant who drew conclusion was taken from different group.

Winding up

Once the speakers had completed their speech, the performing group members shared their report regarding the pauses, repetitions, time, and the summary of the speech. The assigned teacher, with assistance of the writers, shared some feedback for the speakers. The writers then wrote down the comments and ratings on the speaking fluency rubric.

The Impact of Just a Minute (JAM) Technique

By implementing JAM, students were expected to increase their creativity in choice of words in order to avoid repetition. Their knowledge to the topics given was also put into test whether they were able to elaborate their ideas well. Another challenge was overcoming hesitation. They were made aware of these shortcomings they unconsciously did during their speech, and JAM helped in scaffolding their speaking fluency.

Table 2 Speaking Fluency Score Documentation for 1ˢᵗ Round

Participants	Competence					Total
	V	G	SF	TD	PI	
P1	3	3	3	3	3	15
P2	2	2	1	1	2	8
P3	3	3	3	3	3	15
P4	3	3	2	3	3	14
P5	2	2	2	2	3	11
P6	3	3	2	3	2	13
P7	3	3	2	2	3	13
P8	3	3	2	3	3	14
P9	3	3	3	3	3	15
Total	**25**	**25**	**20**	**23**	**25**	**118**
Average	**2.8**	**2.8**	**2.2**	**2.6**	**2.8**	**2.64**

Note:
4: Excellent
3: Good

V: Vocabulary and expressions
G: Grammatical structure
SF: Speaking flow

2: Fair	TD: Topic development
1: Bad	PI: Pronunciation and intonation
P: Participant	

The demonstrated competences of speaking fluency are *vocabulary and expressions*, *grammatical structure*, *speaking flow*, *topic development*, and *pronunciation and intonation*. In the first round, the average score of students' speaking fluency was 2.64 from total of nine participants. The average score of each competence are 2.8 for vocabulary and expressions, 2.8 for grammatical structure, 2.2 for speaking flow, 2.6 for topic development, and 2.8 for pronunciation and intonation.

Table 3. Speaking Fluency Score Documentation for 2nd Round

Participants	Competence					Total
	V	G	SF	TD	PI	
P1	4	4	4	4	3	19
P2	3	3	3	3	3	15
P3	3	3	3	3	3	15
P4	4	4	3	4	3	18
P5	3	3	3	4	3	16
P6	3	3	3	4	3	16
P7	3	3	4	4	3	17
P8	3	3	4	4	4	18
P9	3	3	3	3	3	15
Total	**29**	**29**	**30**	**33**	**28**	**149**
Average	**3.2**	**3.2**	**3.3**	**3.7**	**3.1**	**3.3**

Note:
4: Excellent — **V: Vocabulary and expressions**
3: Good — **G: Grammatical structure**
2: Fair — **SF: Speaking flow**
1: Bad — **TD: Topic development**
P: Participant — **PI: Pronunciation and intonation**

In the second round, the average score of students' speaking fluency escalated to 3.3 due to some increase in the average scores of each competence. The average score of vocabulary and expressions escalated from 2.8 to 3.2 because during the implementation of JAM, each student learnt to enhance their vocabulary by listening to their friends' speech, thus adding more for their own use in the second round. The average score of grammatical structure escalated from 2.8 to 3.2 since most students managed to maintain and improve the accuracy of their grammatical structure in both first and second round. The average score of speaking flow escalated significantly from only 2.2 to 3.3 as this indicated the students' effort to speak more fluently in the second round after they absorbed more experience from their friends' performance. The average score of topic development also significantly escalated from 2.6 to 3.7. This related to the previous competence that if the students were able to speak more fluently, they would be able to elaborate their ideas better. The last competence was pronunciation and intonation. The average score escalated from 2.8 to 3.1 since most of the students did not have notable problems in pronouncing words, and they were able

to use proper intonation during their speech.

Therefore, it could be concluded from the data above that the implementation of JAM had succeeded in making positive impact to scaffold students' speaking fluency.

Students' Perception towards the Use of Just a Minute (JAM) Technique

The data regarding to the students' perceptions towards the use of JAM to scaffold students' speaking were gained from the questionnaire and interview. The questionnaire consisted of 10

statements. To get the data clearer, the writers analyzed the statements into percentage category. The results for questionnaire were shown in table 4.4. Structured interview was conducted to support and clarify the results from questionnaire. The writers took five students as samples. The interview data consisted of questions and answers recorded in smartphone and were transcribed so that the data would be able to be analyzed. Based on the interview, most of the students had positive perceptions towards the use of JAM to scaffold their speaking fluency.

Students' Insight into *Just a Minute* (JAM) Technique

Table 4.4 Questionnaire Result

No	Statements	Percentage			
		SA	A	D	SD
1	I enjoy participating in JAM	55.6%	44.4%	0.00%	0.00%
2	The rules of JAM are easy to understand	77.8%	22.2%	0.00%	0.00%
3	The topic used is appropriate for me	66.7%	33.3%	0.00%	0.00%
4	Participating in JAM motivates me to speak English more fluently	77.8%	22.2%	0.00%	0.00%
5	I want JAM to be implemented in the classroom	22.2%	55.6%	22.2%	0.00%
6	JAM is too new for me	55.6%	22.2%	22.2%	0.00%
7	JAM is complicated	0.00%	11.2%	44.4%	44.4%
8	Participating in JAM makes me nervous	22.2%	33.3%	33.3%	11.2%
9	The level of JAM is not suitable for me	0.00%	22.2%	55.6%	22.2%
10	I don't recommend teacher to use JAM in the classroom	0.00%	11.1%	66.7%	22.2%

The first statement was about students' enjoyment to participate in JAM. Table 4.3 showed that the majority of the students (55.6%) strongly agreed and the rests of the students (44.4 %) agreed that they enjoyed participating in *Just a Minute* technique. It could be inferred that JAM technique was an enjoyable activity to help students to scaffold their speaking fluency.

The second statement was about the simplicity of JAM rules. Almost all students (77.8%) strongly agreed that the rules of JAM were easy to understand.

The small portion of students (22.2%) chose to agree with this statement. A conclusion could be drawn that basically everyone said they had no problem in understanding the rules of JAM.

The third statement was about the appropriateness of the topics used in JAM. Most students (66.7%) strongly agreed while the rest of the students (33.3%) agreed with this statement. As Hotel Accommodation students, the topics like work safety, tourism, and service were familiar with their daily activity at school.

The fourth statement was about how much JAM technique motivated them to speak English fluently. Almost all students (77.8%) strongly agreed that participating in JAM had motivated them to speak English more fluently while the small portion of students (22.2%) chose to agree with this statement. The percentages showed the impact of JAM technique for each students very well because they were basically motivated to scaffold their speaking fluency after participating in JAM.

The fifth statement was about whether or not the students wanted their English teacher to implement JAM technique in the classroom. The majority of the students (55.6%) agreed with this statement with the small portion of them chose strongly agree (22.2%). Besides those options, another small portion of the students (22.2%) chose to disagree. These could mean the majority of the participants wished for JAM to be implemented in their class because of the enjoyment and the motivation it gave them. As for the ones who disagreed, they might have enjoyed participating in JAM for a short period of time, but they did not want JAM to be used in longer period of time.

The sixth statement was about how unfamiliar was JAM to the students. Half of the students (55.6%) strongly agreed that JAM was too new for them, and they clearly had never heard of this technique before. Some students (22.2%) agreed to this as well, while the other students (22.2%) disagreed that JAM was something unfamiliar to them. Based on this result, it could be inferred that JAM had not been fully adapted in Indonesian's formal English class despite being quite popular abroad. Students who happened to know this technique had probably applied to additional English course outside the school or had listened to BBC radio channel prior to the data collection for this research.

The seventh statement was about the complexity of the whole procedure of JAM. The majority of students (44.4%) answered strongly agree and the other portion of students (44.4%) answered agree. Only a small number of students (11.2%) disagreed with this statement. In regard to this result, almost all students did not find the procedure of JAM complicated. This corresponded well with their good performance during the first and second round of data collection. The students were able to follow the instructions and presented themselves nicely.

The eighth statement was about whether or not they felt nervous during their participation in JAM. The answers to this statement varied. Some students (33.3%) agreed that they were nervous during their participation, but the other equal number of students (33.3%) disagreed. A small portion of students (22.2%) strongly agreed while the rest (11.2%) strongly disagreed. These results were acceptable because the condition of each student differed, and it was natural for them to be nervous because they were asked to immediately speak without any preparation beforehand. Those who did not feel nervous at all were likely used to be exposed in impromptu situation.

The ninth statement was about their opinion regarding the difficulty level of JAM to be applied to vocational high school students. The majority of them (55.6%) disagreed with the statement that the level of JAM was not suitable for them, which meant they agreed that JAM is suitable to be applied to vocational high school students. The other number of students (22.2%) strongly disagreed with this statement, which strengthened their agreement to the suitability of JAM level to vocational high school students. However, the rest of the students (22.2%) agreed that the level of JAM is not suitable for vocational high school students, which indicated that teacher still had to work it

out to make JAM more favorable for every student.

The last statement was about whether or not they would actually recommend JAM to be implemented by their English teacher in their classroom. The majority of the students (66.7%) disagreed with the statement that said they did not want to recommend JAM to their teacher, which meant they would recommend JAM to their teacher if the situation is possible. The other students (22.2%) strengthened this result by choosing strongly disagree. Only a small number of students (11.1%) agreed that they would not recommend this technique to their teacher. This completed the questionnaire as it could be concluded that JAM was an enjoyable activity to scaffold their speaking fluency that they would like to do more of it later in their class.

Students' Enjoyment in Using JAM

Table 5. The Reasons Students Enjoyed Using JAM

Participant	The Reasons Students Enjoyed Using JAM		
	Novelty	**Function**	**Familiarity**
P1	*It's new for me, and it makes a difference from normal classroom.*	-	-
P2	-	*It can improve my English.*	-
P3	*It is exciting.*	-	-
P4	-	-	*JAM technique is usually used in my English course, so I'm kinda used to it.*
P5	-	*JAM makes us brave to speak in English in front of people.*	-
TOTAL	**2**	**2**	**1**

The first question asked whether the students enjoyed the use of JAM in their classroom. All of them answered yes with various reasons. P1 and P3 enjoyed the use of JAM because of its novelty as the implementation of JAM in the class was a new experience to them. While P4 enjoyed the use of JAM because she was familiar with JAM. Although according to Dixon (2014) JAM had been adapted in many ESL and EFL classrooms throughout the world, and some English course places might have tried using JAM during the course time, Indonesian formal English classroom had yet to implement this technique. Therefore, it was understandable that students were excited in JAM as it was a new experience for them.

P2 and P5 enjoyed the use JAM because of its function because they believed JAM could improve their speaking fluency and increase their confidence in case they had to speak English immediately in front of people. This correlated with Gayathri (2016) that learners with good communication skills would be able to use JAM to increase their creativity in choice of words, context, flow, and style.

The objective of JAM, which was to make participants talk for sixty seconds on a given subject, without repetition, hesitation or deviation, was done by implementing 5 essential steps of JAM in accordance to Dixon (2014)

during the whilst-teaching period. First, the assigned teacher set up the class into three randomly arranged groups consisted of three participants. Second, the assigned teacher prepared three topics related to the major of the participants, which were *tourism*, *work safety*, and *service*. According to Gayathri (2016), when JAM was used for context specific topics, the participants' subject knowledge was put to a test, and this helped them to broaden their exposure to the subjects given. Third, teacher briefly explained the rules of JAM and demonstrated the game for students who might have not seen it before. Fourth, the assigned teacher had to make sure that every participant contributed to the group activity because contribution was the key element of JAM. Lastly, the assigned teacher, with assistance of the writers, winded up JAM activity by sharing some feedback for the participants.

In addition to the good implementation of JAM, the teacher also presented the role as a good facilitator and guide the participants when it was required. This corresponded well with the purpose of scaffolding according to Wilson and Devereux (2014), which was to provide support to the learners and facilitate learning. When the conventional language teaching was supplemented with interesting game like JAM, the results are satisfying enough due to the increase in the class participation and skill development. The teacher may have reached one of their aims in teaching speaking and tackled down the main obstacle for EFL learners in mastering speaking fluency.

The increase in the overall average score of students' speaking fluency score documentation indicated that there was positive impact from the use of JAM; moreover, the significant escalation of speaking flow and topic development average scores. In accordance to the instructional scaffolding, also known as "Vygotsky scaffolding", students learned more by working with a more advanced student to achieve their learning goals, which in this case was speaking fluency. They absorbed more experience from their friends' performance, and they believed the flow of their speaking related to their ability to elaborate ideas better. This corresponded well with the claim of Hughes (2002) as cited in Leong and Ahmadi (2017) that fluency was a way to not break down communication because listeners might lose their interest. JAM was able to spark competitive sense on the students as its implementation managed to motivate them, who got fair score during the first round, to practice more so that they could do better performances in the second round.

Perception (Latin: *perceptio*, *percipio*, *perceptionem*) meant to take possession of or to seize, be it physically grasping something or mentally seizing something with one's senses. Kearney (1984) in Lewis (2001) explained perception as stimuli experienced by individuals or groups from the outside world to which they associate with meaning. Although these stimuli were experienced similarly, they may often be interpreted differently. JAM, as the stimulus with addition of some challenges, had motivated the students to perform better. The implementation of JAM was able to gain participants' positive perception as it was a new experience for most of them. While some students were not really fond of the idea of implementing JAM on another occasion, some students were very enthusiastic to have JAM implemented again in their English classroom.

CONCLUSION
JAM can be an alternative teaching speaking technique to scaffold students' speaking fluency because the students are expected to deliver their thoughts regarding certain topic in one minute without hesitation and repetition. There

are five steps to implement JAM in the classroom. They are setting up, topic preparation, rules, key element, and winding up. If the assigned teacher is able to demonstrate and implement JAM in front of the participants, the teacher can reach one of the main aims in teaching speaking and tackle down the main obstacle for EFL learners in mastering speaking. The successful implementation of JAM and students' eager participation contribute in the significant escalation of the overall average score of students' speaking fluency rubric, thus it shows the positive impact in using JAM to scaffold students' speaking fluency. Students have positive attitude towards the use of JAM to scaffold their speaking fluency. They enjoy participating in JAM since it is such a new, exciting experience for them. Students agree that participating in JAM motivates them to speak English more fluently, and they want JAM to be implemented in formal English classroom as an alternative way to improve speaking fluency.

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