



UKBA's Students' Perception towards the Implementation of "Just A Minute" Game

Nicko Tami¹, Zul Amri², and Aryuliva Adnan³

^{1,2,3}Universitas Negeri Padang

email: goefajar73@gmail.com

Article History

Published: 2024-11-20

Abstract

This study aimed to discover (Unit Kegiatan Bahasa Asing) UKBA students' perception towards the implementation of "Just a Minute" in three aspects: cognitive, affective, and conative. The sample in this research was 30 non-English major students in UKBA. Descriptive approach is used in this research, incorporating quantitative method. By using questionnaire, there were 10 questions for three each aspect: cognitive, affective, and conative, which 30 questions in total. the researcher used descriptive statistical analysis in SPSS and shows an overall highly positive result, on cognitive (3.32), affective (3.26), and conative (3.28). It shows that JAM was positively increase students' speaking ability.

Keywords:

Students' perception, Just a Minute, Speaking ability

©2024 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Tami, N., Amri, Z., & Adnan, A. (2024). UKBA's Students' Perception towards the Implementation of "Just A Minute" Game. *Journal of English Language Teaching*, 13. (4): pp. XX-XX, DOI: [10.24036/jelt.v13i4.131454](https://doi.org/10.24036/jelt.v13i4.131454)

4. INTRODUCTION

1. Background of The Study

Speaking is a vital component among the four key language skills—reading, writing, listening, and speaking—essential for mastering the English language. Specifically, speaking ability plays significant role in communication. As highlighted by Andrian et al. (2020), Speaking is necessary for a daily interaction and communication. In addition, They suggest that practicing speaking can lead to improved public speaking ability and increased self-confidence. However, when it comes to the context of producing language, Speaking presents a significant hurdle in the language learning process. In which supported by Formadon and Sidabalok (2017), Speaking presents the greatest challenge considering certain aspects, such as verbal, non-verbal, and functional described. It is sensible to conclude, in developing fluency in all aspects of English essential, mastering speaking presents a unique challenge due to its complexity.

An informal observation had been conducted at the end of October 2023 with non-English major students at Universitas Negeri. It appeared that they still hesitant when speaking English. Fatmawati et al. (2020) identified these factors as due to limited vocabulary, afraid of making mistakes, and insufficient practice opportunities.

Participating in a language learning community is expected to be able to foster their progress in learning language, including the aspect such as speech development. Speech community refers to a cohort of people who communicate using the same language (Pujiyanto & Rakhmawati, 2016). Additionally, a study by Huriyah (2015) suggested that participating in speech community can help students to foster their speaking ability because it provides a language environment that encourages the use of English, offers practice opportunities in real-life situations. This concept is aligned with UKBA, which provides a proper environment for students to learn language with peers who has the same goal, specifically enhancing speaking ability.

Universitas Negeri Padang (UNP) has a foreign language community under the Unit Kegiatan Bahasa Asing (UKBA), which included in Speech Division. According to the UKBA website (2023), UKBA is a foreign language community that provides opportunities for both English and non-English major students to enhance their proficiency in language skills. This organization offers three language classes: English, Japanese, and Arabic. In the English division, each class such as Toastmasters, Debate, Speech, Writing, and students who experience difficulties in developing their English skills, especially in speaking, can join the Speech Division of UKBA.

Speech division learns about speech techniques both formally and informally. It holds 16 meetings over two semesters, discussing about speech theories and speech practice. However, classroom game was commonly been used as warm-ups at the beginning of class or fill-ins near the end of the class. Particularly, JAM was implemented consistently as a supplementary activity in the speech curriculum. The tutor used JAM as supplementary activity to encourage students to overcome their hesitant in learning to speak.

JAM game had been implemented within 14 meetings every week in the beginning or at the end of the class session. The amount of the session would give students enough time to be engaged cognitively, emotionally, and behaviourally (Fredricks et al. 2016). The JAM game tasks students with speaking about a topic for one minute by avoiding hesitation, deviation, and repetition.

Therefore, this research aimed to explore the perceptions of non-English major students regarding the implementation of the JAM game in the Speech Division at UKBA. The goal is to explore the impact of JAM that can be use by tutors in Speech Division to help students improve their speaking abilities.

Literature Review

1.1. Perception

There are varied of definitions of perception according to experts. According to Walgito (2019), Perception is the process of organizing and interpreting sensory information to form meaningful representations and create a cohesive response in an individual. Additionally, Qiong (2017) emphasized that perception is not a passive reflection, but is a dynamic process through which individuals actively construct their understanding of sensory information. Huffman (2009) stated that through perception, individuals transform raw sensory data into meaningful patterns. Thus, it is sensible to conclude that perception appears as a dynamic process by which individuals develop their understanding of the surroundings. This development is shaped by experiences gained through the five senses: sight, touch, taste, hearing, and smell.

This convergence allows them to create a unique and adaptive perception of the world surroundings.

1.2. Aspects of Perception

Walgito (2019) identifies three aspects that influence perception: cognition, affection, and conation. These aspects collectively shape how students process, feel, and respond to language learning activities.

Cognition relates to recognition and encompasses the mental processes involved in acquiring understanding through thought, experience, and sensory input. According to Bayne et al. (2019), cognition involves the mental manipulation and application of concepts, facilitating processes like thinking, reasoning, perceiving, imagining, and memorizing. Similarly, Byrne (2019) describes cognition as the information processing of the mind, involving the acquisition, storage, retrieval, and manipulation of information, operating both consciously and unconsciously.

Affective processes pertain to feelings and are among the most fundamental human needs (Floyd et al., 2005). In the learning context, affective elements significantly impact the emotional domain of student engagement and overall learning experiences. Leite (2012) emphasizes that integrating emotional well-being into teaching practices fosters a more enjoyable and enriching environment for students. This connection between emotions and learning underscores the importance of creating an emotionally supportive atmosphere to enhance educational outcomes.

Conative processes involve motives and actions. Militello et al. (2006) describe conation as the mental process guiding individuals toward action, encompassing both deliberate decisions and instinctive urges. In the learning context, Snape et al. (2013) define conation as a student's willingness, motivation, and effort to learn. Gerdes et al. (2008) expand this definition, viewing conation as a combination of instinct, deliberate striving, and conscious effort to perform self-determined tasks. Therefore, conation fundamentally fuels students' motivation and determination to actively participate in learning.

1.3. Process of Perception

Qiong (2017) delineates the process of perception into three distinct stages: selection, organization, and interpretation.

Selection marks the initial phase of perception, where individuals engage in selective attention to transform environmental stimuli into meaningful experiences. This stage is guided by individual interests, past experiences, and attitudes, which influence the prioritization of stimuli (Sharma, 2020).

Organization follows as the second phase, wherein the gathered information is structured through the identification of significant patterns. This stage serves two critical functions. Firstly, it provides a framework for human perception, integrating raw sensory inputs into coherent experiences. Secondly, it reinforces the stability of perception, as categorizing and identifying stimuli render them more enduring in our understanding of the world.

Interpretation constitutes the final stage, where information is integrated with existing knowledge to construct meaning. This stage underscores the subjectivity of perception, as individuals may interpret the same stimuli differently based on their unique perspectives and prior experiences. These stages collectively illustrate the

dynamic and subjective nature of the perception process, highlighting its role in shaping individual understanding and experiences.

1.4. Types of Perception

Irwanto (2002) classifies perceptions into two main categories: positive perception and negative perception.

Positive perception involves interpreting information, knowledge, and responses in a favorable or expected manner. This type of perception emerges when individuals experience satisfaction and pleasure in their interactions, leading them to support and accept the perceived object or situation.

On the other hand, negative perception refers to interpreting information, knowledge, and responses in an unfavorable way that fails to meet expectations. Negative perceptions often arise from dissatisfaction or displeasure with one's experiences, resulting in a lack of support and a critical or unfavorable view of the perceived object.

2.5. Speaking

The term "speaking has various definition. Nunan (2005) defines speaking as an oral skill that involves systematically producing language to convey meaning. Leong and Ahmadi (2017) discussed speaking as the channel for two or more persons to communicate in certain time and context. In addition, Kusumawardini and Mardiyani (2018) considered speaking a productive skill that involves production and expression intelligible speech to be understood by a listener. Furthermore, Putra (2017) mentioned that in speaking, speakers are able to express his or her ideas, emotions and, reactions to other person or circumstance and persuade another person. He continued that when oral response is expected from the listener or receiver, it can facilitate further conversation between the speaker and the interlocutor.

Thus, it is sensible to define that speaking is a process when the speaker as a sender delivers a structured form of information orally to the listener as a receiver to comprehend the message in processing information. Furthermore, effective communication necessitates speaking in a structured order to ensure the perspicuity of one's message.

2.6. Speech Community

There are diver of definitions of speech community by experts. According to Morgan (2014), Speech community is a group of people who share a common perspective on language use and its various forms. He continued that this community emerged through longstanding interaction among participants who share common perspective on language use and its forms and styles of communication. Additionally, Pujiyanto (2017) defined speech community as group of people utilize a variety of a certain language and share certain principles for speaking and comprehending speech.

2.7. Just a Minute Game

Just a Minute (JAM) game first aired as an entertainment show on Radio 4, hosted by Nicholas Parsons on 22 December 1967. The goal of this game is for panellist to talk for sixty seconds on a given topic while avoiding restrictions such as hesitation, and filler words. However, the exposure has led the game to be well-known and has proven highly adaptable, knowing its simplicity and costumizability when implemented in English language classroom (Jaelani and Utami, 2020).

In JAM game, the host will present certain topic, the speakers are tasked with delivering a one-minute speech while avoiding hesitation, repetition, and deviation. When a player from the opposing team notices a rule break from the speaker, they interrupt, state their objection, and continue what the unfinished task by previous player in order to get a point. However, JAM was modified where the opposite team silently count the speaker's mistakes and reveals them only after the speaker finishes. The one who speak longer with the fewest mistakes is the winner. At the end of the round, the tutor and participants share their feedback on their performances.

There are details in terms of JAM game. "Repetition" refers to the repeated use of a word or phrase, however the common connectors like "and" or "but", pronouns such as "it", articles like "the", and linking verbs like "is" are permitted. "Hesitation" is defined as a brief pause of no longer than 5 seconds before continuing the topic. "Deviation" refers to straying from the assigned topic.

METHOD

3.1. Instrumentation

The researcher used close-ended questions in collecting data related to UKBA students' perception towards the implementation of JAM in increasing their speaking skill. According to Krause (2002), a closed-ended question is a structured inquiry that achieves responses either in a single word or phrase, to gather data on a particular subject in the research. This question format provides data collection on the specific research topics, allowing the researcher to obtain specific information from the students.

The questionnaire was designed based on Walgito's (2019) theory, which addresses the aspects of perceptions: cognitive, affective, and conative. Considering the relevance, The choices was made because the questions provided are related to getting the answers to the research questions to assess UKBA students' perception towards the implementation of Just a Minute game on this research.

This research used four-point Likert scale with the options "strongly agree", "agree", "disagree", and "strongly disagree". As explained by Jamieson (2004), Likert scales are commonly used to quantify attitudes, providing respondents certain range of options to express their agreement or disagreement with a given statement. The number of responses categories is similarly used by Jaelani and Utami on their study. Thus, the researcher will be able to analyze students' perception towards the implementation of Just a Minute game.

Table 1. The questionnaire identifying UKBA students' perception towards the implementation of Just a Minute game in cognitive, affective, and conative aspect

NO	Statements	SD	D	A	SA
Cognitive					
1.	The JAM game helps me better understand how to structure my speech				
2.	I feel that participating in JAM improves my vocabulary usage.				
3.	JAM enhances my ability to think quickly while speaking.				

4.	I find that JAM helps me organize my thoughts more effectively.				
5.	Participating in JAM has increased my awareness of common speaking errors.				
6.	JAM helps me understand how to speak fluently without long pauses.				
7.	I have learned new speaking strategies through JAM.				
8.	JAM has improved my ability to maintain a clear line of thought while speaking.				
9.	I believe JAM helps me apply theoretical knowledge of speech in practice.				
10.	JAM helps me improve my speaking accuracy.				
Affective					
11.	I enjoy participating in JAM during speech class.				
12.	JAM makes me feel more confident about speaking in front of others.				
13.	I feel motivated to speak more because of JAM.				
14.	JAM reduces my anxiety when speaking in English.				
15.	I find JAM to be a fun way to practice speaking.				
16.	I feel a sense of accomplishment after completing a JAM session.				
17.	JAM makes me feel more engaged in the speech class.				
18.	I am more enthusiastic about speaking activities because of JAM.				
19.	JAM has helped me overcome my fear of making mistakes while speaking.				
20.	I look forward to participating in JAM in future speech classes.				
Conative					
21.	I am willing to participate in JAM activities regularly.				
22.	JAM encourages me to practice speaking outside of class.				
23.	I try to apply speaking techniques I learn from JAM in other situations.				
24.	I make an effort to speak more clearly during JAM sessions.				
25.	JAM has made me more persistent in improving my speaking skills.				
26.	I actively seek feedback on my performance during JAM.				
27.	I am committed to improving my speaking skills through JAM.				
28.	I practice the JAM techniques even when not required by the class.				
29.	I participate actively in JAM despite challenges or difficulties.				
30.	I am more willing to take on speaking challenges because of JAM.				

3.2. Technique of Data Collection

A closed-ended questionnaire was employed to ascertain students' perception towards Just a Minute game implementation in enhancing speaking ability. A Likert scale format was adopted for questionnaire items, providing respondents with a range of options, consisting of "strongly agree," "agree," "disagree," and "strongly disagree". The instrument was shared

electronically with non-English major students within the UKBA speech division via Google Forms. Subsequent to data collection, the researcher employed Microsoft Excel to tabulate and calculate frequency distributions, percentages, and average, Thereby establishing students' perception towards the implementation of Just a Minute game.

3.3. Technique of Data Analysis

A descriptive statistical analysis was implemented on the collected data by using SPSS. It is employed to define students' perception towards JAM activity. The researcher input the data into a table to calculate the frequency distributions, percentages, and mean scores of the questionnaire responses. After calculating the mean scores to determine whether students' perceptions were positive or negative, the researcher classified them using Sugiyono's (2012) formula. According to the analysis, conclusions drawn regarding students' perceptions towards the implementation of JAM. This includes their perceptions in the aspect of cognitive, affective, and conative. The researcher summarized the key findings and discuss students' perception of JAM game.

RESULT AND DISCUSSION

4.1. Students' Perceptions Toward JAM Implementation in Cognitive Aspect

To answer the question "What is students' perception of the impact of JAM implementation on enhancing their speaking ability in terms of cognition?", the researcher used questionnaire addressed to cognitive aspect. The data was as follow:

Table 2. Result of questionnaire of students' perception toward JAM implementation in cognitive aspect

Items	Frequency (%)				Mean	Category
	SA	A	D	SD		
1. The JAM game helps me better understand how to structure my speech.	23.3	76.7			3.23	Positive
2. I feel that participating in JAM improves my vocabulary usage.	56.7	40	3.3		3.53	Strongly Positive
3. JAM enhances my ability to think quickly while speaking.	46.7	50	3.3		3.43	Strongly Positive
4. I find that JAM helps me organize my thoughts more effectively.	33.3	63.3	3.3		3.30	Strongly Positive
5. Participating in JAM has increased my awareness of common speaking errors.	40	50	10		3.30	Strongly Positive
6. JAM helps me understand how to speak fluently without long pauses.	30	70			3.30	Strongly Positive
7. I have learned new speaking strategies through JAM.	30	63.3	6.7		3.23	Positive

8. JAM has improved my ability to maintain a clear line of thought while speaking.	36.7	60	3.3		3.33	Strongly Positive
9. I believe JAM helps me apply theoretical knowledge of speech in practice.	30	63.3	6.7		3.23	Positive
10. JAM helps me improve my speaking accuracy.	40	56.7	3.3		3.37	Strongly Positive
Total					3.32	Strongly Positive

The first statement indicates that 23 students (76.7%) selected ‘Agree’, while 7 students (23.3%) selected ‘Strongly Agree’. With a mean score of 3.23, the response to the first statement is categorized as ‘Positive,’ suggesting that JAM positively helps students improve their understanding of how to structure their speech.

The second statement, 17 students (56.7%) selected ‘Strongly Agree’, 12 students (40%) selected Agree, and 1 student (3.3%) selected ‘Disagree’. With a mean score of 3.53, the response on the second statement indicates ‘Strongly Positive’ category. It appears that the JAM game effectively helps students improve their vocabulary usage.

The third statement, 15 students (50%) selected ‘Agree’, 14 students (46.7%) selected ‘Strongly Agree’, and 1 student (3.3%) selected ‘Disagree’. With a mean score of 3.43, the third statement indicates ‘Strongly Positive’ category. It is concluded that the JAM game significantly helps student to enhance their ability to think quickly while speaking.

The fourth statement, 19 students (63.3%) selected 'Agree,' 10 students (33.3%) selected 'Strongly Agree,' and 1 student (3.3%) selected 'Disagree.' With a mean score of 3.30, the response is categorized as 'Strongly Positive.' This suggests that the JAM game effectively helps students organize their thoughts.

For the fifth statement, 15 students (50%) selected 'Agree,' 12 students (40%) selected 'Strongly Agree,' and 3 students (10%) selected 'Disagree.' With a mean score of 3.30, the response falls under the 'Very Positive' category. It shows that the JAM game effectively helps students increase their awareness of common speaking errors

The sixth statement, 21 students (70%) selected 'Agree,' and 9 students (30%) selected 'Strongly Agree' With a mean score of 3.30, the response is classified as 'Strongly Positive'. This suggests that the JAM game significantly helps students understand how to speak fluently without long pauses.

For the seventh statement, 19 students (63.3%) selected 'Agree,' 9 students (30%) selected 'Strongly Agree,' and 2 students (6.7%) selected 'Disagree.' With a mean score of 3.23, the response falls under the 'Positive' category. This suggests that the JAM game helps students learn new speaking strategies.

For the eighth statement, 18 students (60%) selected 'Agree,' 11 students (36.7%) selected 'Strongly Agree,' and 1 student (3.3%) selected 'Disagree.' With a mean score of 3.33, the response is classified as 'Strongly Positive.' This suggests that the JAM game significantly improves students' ability to maintain a clear line of thought while speaking.

For the ninth statement, 19 students (63.3%) selected 'Agree,' 9 students (30%) selected 'Strongly Agree,' and 2 students (6.7%) selected 'Disagree.' With a mean score of 3.23, the response is categorized 'Positive. It shows that the JAM game positively helps students apply theoretical knowledge of speech in practice.

The tenth statement, 17 students (56.7%) selected 'Agree,' 12 students (40%) selected 'Strongly Agree,' and 1 student (3.3%) selected 'Disagree.' With a mean score of 3.37, the response is 'Very Positive', showing that the JAM game significantly helps students improve their speaking accuracy.

4.2. Students' Perceptions Toward JAM Implementation in Affective Aspect

To answer the question "What is students' perception of the impact of JAM implementation on enhancing their speaking ability in terms of affective?", the researcher used questionnaire addressed to affective aspect. The data was as follow:

Table 3. Result of questionnaire of students' perception toward JAM implementation in affective aspect

Items	Frequency				Mean	Category
	SA	A	D	SD		
11. I enjoy participating in JAM during speech class.	46.7	46.7	3.3	3.3	3.37	Strongly Positive
12. JAM makes me feel more confident about speaking in front of others.	36.7	53.3	6.7	3.3	3.23	Positive
13. I feel motivated to speak more because of JAM.	30	60	6.7	3.3	3.17	Positive
14. JAM reduces my anxiety when speaking in English.	23.3	60	16.7		3.07	Positive
15. I find JAM to be a fun way to practice speaking.	53.3	43.3	3.3		3.50	Strongly Positive
16. I feel a sense of accomplishment after completing a JAM session.	40	53.3	6.7		3.33	Strongly Positive
17. JAM makes me feel more engaged in the speech class.	26.7	66.7	6.7		3.20	Positive
18. I am more enthusiastic about speaking activities because of JAM.	30	70			3.30	Strongly Positive
19. JAM has helped me overcome my fear of making mistakes while speaking.	26.7	63.3	10		3.17	Positive
20. I look forward to participating in JAM in future speech classes.	36.7	56.7	3.3	3.3	3.27	Strongly Positive
Total					3.26	Strongly Positive

The eleventh statement, 14 students (46.7%) selected 'Strongly Agree,' 14 students (46.7%) selected 'Agree,' 1 student (3.3%) selected 'Disagree,' and 1 student

(3.3%) selected 'Strongly Disagree.' The response is categorized in 'Very Positive' category within the mean score of 3.37. This suggests that students enjoy participating in the JAM game during speech class.

The twelfth statement, 16 students (53.3%) selected 'Agree,' 11 students (36.7%) selected 'Strongly Agree,' 2 students (6.7%) selected 'Disagree,' and 1 student (3.3%) selected 'Strongly Disagree.' With a mean score of 3.23, the response is classified as 'Positive.' This suggests that the JAM game positively helps students feel more confident about speaking in front of others.

The thirteenth statement, 18 students (60%) selected 'Agree,' 9 students (30%) selected 'Strongly Agree,' 2 students (6.7%) selected 'Disagree,' and 1 student (3.3%) selected 'Strongly Disagree.' With a mean score of 3.17, the response indicates a 'Positive' level. This suggests that students feel more motivated to speak because of the JAM game.

The fourteenth statement, 18 students (60%) selected 'Agree', 7 students (23.3%) selected 'Strongly Agree', and 5 students (16.7%) selected 'Disagree'. With a mean score 3.07, the result is classified under 'Positive' category. Thus, it suggests that JAM is positively helps students reduce their anxiety when speaking in English.

The fifth statement, 16 students (53.3%) selected 'Strongly Agree', 13 students (43.4%) selected 'Agree', and 1 student (3.3%) selected 'Disagree'. Within the mean score of 3.50, the statement is classified as 'Very Positive' category. It suggests that JAM game significantly allows student to find it JAM game as a fun way to practice speaking.

The sixteenth statement, 16 students (53.3%) chose 'Agree', 12 students (40%) chose 'Strongly Agree', and 2 students (6.7%) chose 'Disagree'. Classified in 'Very Positive' level within the mean score of 3.33, this response suggests that JAM is significantly helps students to feel a sense of accomplishment after completing a JAM session.

The seventeenth statement, 20 students (66.7%) selected 'Agree', 8 students (26.7%) selected 'Strongly Agree', and 2 students (6.7%) selected 'Disagree'. The mean score is 3.20, indicating the seventeenth statement on 'Positive' category. It appeared that JAM positively make students feel more engaged in the speech class.

The eighteenth statement, 21 students (70%) selected 'Agree', and 9 students (30%) selected 'Strongly Agree'. The mean score 3.30, classifies the statement on 'Very Positive' level. It suggests that students are more enthusiastic about speaking activities because of JAM.

The nineteenth statement, 19 students (63.3%) selected 'Agree', 8 students (26.7%) selected 'Strongly Agree', and 3 students (10%) selected 'Disagree'. The mean score is 3.17, the response is classified under 'Positive' Level. This suggests that JAM positively helps students to overcome their fear of making mistakes while speaking.

The twentieth statement, 17 students (56.7%) selected 'Agree', 11 students (36.7%) selected 'Strongly Agree', 1 student (3.3%) selected 'Disagree', and 1 student (3.3%) selected 'Strongly Disagree'. Within the mean score of 3.27 indicating the 'Very Positive' category, the twentieth statement suggests that students are looking forward to participate in JAM in future speech classes.

4.4. Students' Perceptions Toward JAM Implementation in Conative Aspect

To answer the question "What is students' perception of the impact of JAM implementation on enhancing their speaking ability in terms of conative?", the researcher used questionnaire addressed to conative aspect. The data was as follow:

Table 4. Result of questionnaire of students' perception toward JAM implementation in conative aspect

Items	Frequency				Mean	Category
	SA	A	D	SD		
21. I am willing to participate in JAM activities regularly.	30	56.7	10	3.3	3.13	Positive
22. JAM encourages me to practice speaking outside of class.	33.3	60	6.7		3.27	Strongly Positive
23. I try to apply the speaking techniques I learn from JAM in other situations.	43.3	56.7			3.43	Strongly Positive
24. I make an effort to speak more clearly during JAM sessions.	30	66.7	3.3		3.27	Strongly Positive
25. JAM has made me more persistent in improving my speaking skills.	43.3	53.3	3.3		3.40	Strongly Positive
26. I actively seek feedback on my performance during JAM.	33.3	63.3	3.3		3.30	Strongly Positive
27. I am committed to improving my speaking skills through JAM.	43.3	50	6.7		3.37	Strongly Positive
28. I practice the JAM techniques even when not required by the class.	26.7	66.7	6.7		3.20	Positive
29. I participate actively in JAM despite challenges or difficulties.	26.7	60	13.3		3.13	Positive
30. I am more willing to take on speaking challenges because of JAM.	46.7	43.3	10		3.37	Strongly Positive
Total					3.28	Strongly Positive

The twenty-first statement, 17 students (56.7%) selected 'Agree', 9 students (30%) selected 'Strongly Agree', 3 students (10%) selected 'Disagree', and 1 student (3.3%) selected 'Strongly Disagree'. With a mean score of 3.13, the response classified as the 'Positive' category. This suggests that students are positively willing to participate in JAM activities regularly.

The twenty-second statement, 18 students (60%) selected 'Agree', 10 students (33.3%) selected 'Strongly Agree', and 2 students (6.7%) selected 'Disagree'. With a

mean score of 3.27, the response classified as the 'Very Positive' category. This suggests that JAM is significantly encourages students to practice speaking outside of class.

The twenty-third statement, 17 students (56.7%) selected 'Agree', and 13 students (43.3%) selected 'Strongly Agree'. With a mean score of 3.43, the response is classified as the 'Very Positive' category. This suggests that students actively try to apply the speaking techniques they learn from JAM in other situations.

The twenty-fourth statement, 20 students (66.7%) selected 'Agree', 9 students (30%) selected 'Strongly Agree', and 1 student (3.3%) selected 'Disagree'. With a mean score of 3.27, the response is classified under 'Very Positive' category. This suggests that students are actively make an effort to speak more clearly during JAM sessions.

For the twenty-fifth statement, 16 students (53.3%) selected 'Agree', 13 students (43.3%) selected 'Strongly Agree', and 1 student (3.3%) selected 'Disagree'. With a mean score of 3.40, the response is classified under 'Very Positive' category. This suggests that JAM has significantly encouraged students to be more persistent in improving their speaking skills.

For the twenty-sixth statement, 19 students (63.3%) selected 'Agree', 10 students (33.3%) selected 'Strongly Agree', and 1 student (3.3%) selected 'Disagree'. With the mean score of 3.30, the response is classified under the 'Very Positive' category. This suggests that students are actively seek feedback on their performance during JAM.

For the twenty-seventh statement, 15 students (50%) selected 'Agree', 13 students (43.3%) selected 'Strongly Agree', and 2 students (6.7%) selected 'Disagree'. With the mean score of 3.37, the response is classified under the 'Very Positive' category. This suggests that students are actively committed to improving their speaking skills through JAM.

The twenty-eighth statement, 20 students (66.7%) selected 'Agree', 8 students (26.7%) selected 'Strongly Agree', and 2 students (6.7%) selected 'Disagree'. With the mean score of 3.20, the response is classified as the 'Positive' category. This suggests that students are positively practice the JAM techniques even when not required by the class.

The twenty-ninth statement, 18 students (60%) selected 'Agree', 8 students (26.7%) selected 'Strongly Agree', and 4 students (13.3%) selected 'Disagree'. With the mean score of 3.13, the response is classified as the 'Positive' category. It suggests students are participate actively in JAM despite challenges or difficulties.

The thirtieth statement, 14 students (46.7%) selected 'Strongly Agree', 13 (43.3%) selected 'Agree', and 3 students (10%) selected 'Disagree. With the mean score of 3.37, the response is classified as the 'Very Positive' category. It suggests students are willing to take on speaking challenges because of JAM.

Discussion

This study aimed to examine UKBA students' perceptions toward the implementation of JAM game, focusing on cognitive, affective, and conative aspects.

In the cognitive aspect, the statements (2, 3, 4, 5, 6, 8, 10) were highly positive, indicating that UKBA students strongly agreed that the JAM game significantly

contributed to their vocabulary improvement, fluency, speaking accuracy, quick thinking, and ability to organize thoughts effectively. These findings aligned with Savitri (2018) in her study, which discovered that students improved their vocabulary and developed the ability to think quickly, and carefully during JAM activities, concerning the rules of JAM which not allowing them to hesitate when speaking. Furthermore, Gayathri (2016) emphasized that participants in JAM needed to expand their vocabulary to avoid repetition and became more aware of common language mistakes.

However, the statement (1, 7, 9) were classified as positive, indicating students' perceptions were positive toward JAM's role in enhancing their speech structure, speaking strategies, and theoretical knowledge of speech practice. It is supported by Charyulu et al. (2019), highlighting that JAM helped students develop a more structured approach to their speech, enabling them to present ideas logically and fluently. Additionally, the study suggested that JAM provided a practical setting for students to apply theoretical speech concepts, increasing their comfort and proficiency when speaking in front of class.

In the affective aspect, the statements (11, 15, 16, 18, 20) were highly positive, demonstrating that JAM significantly engaged students emotionally by providing enjoyment, a sense of accomplishment, and enthusiasm. This finding was consistent with Jaelani and Utami (2020), who revealed that students enjoyed participating in JAM sessions and showed high enthusiasm for the activity. Similarly, Gayathri (2016) noted that students felt a sense of satisfaction with their accomplishments during JAM participation.

Conversely, the statements (12, 13, 14, 17, 19) were in positive level, indicating that JAM contributed positively to students' confidence, speaking motivation, and anxiety reduction. Charyulu et al. (2019) emphasized that JAM significantly boosted students' confidence in speaking and motivated them to perform in front of others. Jaelani and Utami (2020) further highlighted that while students initially felt anxious in English-speaking situations, their anxiety diminished as they became more familiar with the activity.

Finally, in the conative aspect, the statements (22, 23, 24, 25, 26, 27, 30) were highly positive, suggesting that JAM encouraged students to speak outside the JAM activity, apply the technique in any speaking situation, seek feedback, and willingly to take speaking challenges. On the other hand, the statements (21, 28, 29) were in positive level, showing that JAM positively influenced students' willingness to participate regularly, practice JAM outside class, and engage actively despite its challenges.

These findings aligned with Charyulu et al. (2019), who revealed that JAM motivated students to speak more frequently outside the activity and adapt its techniques for classroom presentation. Additionally, the incorporation of feedback in JAM further encouraged students to improve their performance. Jaelani and Utami (2020) supported this by explaining that participants and tutor took notes and shared feedback with speakers at the end of the sessions, enhancing the learning process.

Overall, the findings of this study demonstrated that the Just a Minute game was effective in fostering cognitive, affective, and conative engagement among UKBA students. It significantly contributed to improving their vocabulary, fluency,

confidence, and ability to organize thoughts while reducing speaking anxiety and increasing motivation. JAM as supplementary activity also encouraged students to apply the skills learned during JAM sessions to broader speaking contexts, fostering a willingness to practice and seek feedback. These results highlight how JAM as a supplementary activity contribute the learning activities in the UKBA speech division.

CONCLUSION

This study aimed to identify UKBA students' perceptions of the 'Just a Minute' (JAM) game. The results indicate that JAM positively contributes to students' cognitive, affective, and conative aspects of language learning. Cognitively, students' demonstrated improvements in their ability to organize their thoughts, leading to better fluency, and varied vocabulary usage. Affectively, the game promoted emotional engagement by reducing anxiety and creating a more enjoyable learning experience, which fostered better confidence in speaking. Conatively, students were highly motivated to participate, by expressing a desire for the game to be implemented in the future classes, highlighting its potential to encourage continued language practice.

As the result, these findings support the conclusion that the JAM game is positively improving speaking ability by addressing not only the cognitive but also the emotional and motivational needs of learners. However, the study acknowledges limitations, such as the short duration of implementation and the relatively small sample size, which may affect the generalizability of the results.

REFERENCES

- Akour, M., Alsghaier, H., & Aldiabat, S. (2020). Game-based learning approach to improve self-learning motivated students. *International Journal of Technology Enhanced Learning*, 12(2), 146-160.
- Akour, M., Alsghaier, H., & Aldiabat, S. (2020). Game-based learning approach to improve self-learning motivated students. *International Journal of Technology Enhanced Learning*, 12(2), 146-160.
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: speaking*.
- Barzilai, S., & Blau, I. (2014). Scaffolding game-based learning: Impact on learning achievements, perceived learning, and game experiences. *Computers & Education*, 70, 65-79.
- Burns, A. & Joyce, H. 1997. *Focus on Speaking*. Sydney: Macquire University Press.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge
- Dian Fitriana. 2012. Improving the Speaking Skills through Guessing Games of the Seventh Grade Students of Smp Muhammadiyah 1 Seyegan Yogyakarta in the Academic Year Of 2012/2013. Universitas Negeri Yogyakarta.
- Gay, L. R, *Educational Research*. New York: Charles Merril Publishing. Co, A. Bell and Howel Company.
- Gay, L. R, Mills, E. Geoffrey, Airasian, Peter. 2006. *Educational Research Competencies for Analysis and Applications*. Upper Saddle River, New Jersey Columbus, Ohio: Pearson Merrill Prentice Hall
- Gayathri, S. (2016). Just a Minute (or JAM): A Joyous Communication Enhancement Game. *International Journal of Communication and Media Studies*, 6(1).

- H. Douglas Brown. 2001, *Teaching by Principles: An Interactive Approach to Language Pedagogy, 2nd ed.*, New York: Addison Wesley Longman.
- Harris, David. 1974. *Testing English as a Second Language*. New York: Mc. Graw.
- Hassan, E.M.I. (2014). Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31-44.
- Babu, T. (2020). The Essentialities of the English Grammar. *International Journal for Research in Applied Science and Engineering Technology*.
- Amalia, F. N., Rambe, S. S., & Lubis, Y. (2023). Literature Review On English Consonant Pronunciation Problems Encountered By Indonesian Students. *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora*, 3(3), 175-184.
- Gerdes, K. E., & Stromwall, L. K. (2008). Conation: A missing link in the strengths perspective. *Social Work*, 53(3), 233-242.
- Read, J. (2000). *Assessing vocabulary*. Cambridge University P.
- Floyd, K., Hess, J. A., Miczo, L. A., Halone, K. K., Mikkelson, A. C., & Tusing, K. J. (2005). Human affection exchange: VIII. Further evidence of the benefits of expressed affection. *Communication Quarterly*, 53(3), 285-303.
- Karen Huffman. (2017). *Psychology in Action* (12th ed.). Wiley.
- Leite, S. A. D. S. (2012). Affection in teaching practices. *Temas em Psicologia*, 20(2), 355-368.
- Leong, L. M., & Ahmadi, S. M. (2017). AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING SKILL.
- Militello, L., Lipshitz, R., & Schraagen, J. M. (2017). *Naturalistic decision making and macrocognition*. CRC Press.
- Kusumawardani, S. A., & Mardiyani, E. (2018). The correlation between English grammar competence and speaking fluency. *PROJECT (Professional Journal of English Education)*, 1(6), 724-733.
- Putra, A. S. (2017). The correlation between motivation and speaking ability. *Channing: Journal of English Language Education and Literature*, 2(1), 36-57.
- Irwanto. (2002). *Interaksi dan Motivasi dalam Proses Pembelajaran*. Edusarana. Alfabeta.
- Snape, P., & Fox-Turnbull, W. (2013). Perspectives of authenticity: Implementation in technology education. *International Journal of Technology and Design Education*, 23, 51-68.
- Sharma. (2020). *Organisation Behaviour*. Mathura : SBPD Publications.
- Bayne, T., Brainard, D., Byrne, R. W., Chittka, L., Clayton, N., Heyes, C., ... & Webb, B. (2019). What is cognition?. *Current Biology*, 29(13), R608-R615.
- Jaelani, A., & Utami, I. R. (2020). THE IMPLEMENTATION OF JUST A MINUTE (JAM) TECHNIQUE TO SCAFFOLD STUDENTS' SPEAKING FLUENCY: A CASE STUDY. *English Journal*, 14(1), 1-15.
- Kaur, D., & Aziz, A. A. (2020). The Use of Language Game in Enhancing Students' Speaking Skills. *International Journal of Academic Research in Business and Social Sciences*, 10(12), 687-706.
- Keraf, G. 1997. *Komposisi: Sebuah Pengantar Kemahiran Bahasa*. Ende, Flores: Penerbit Nusa Indah.

- Kiftiah, Siti (2014) Improving the Second Year Students' Speaking Ability by Using Strip Story Technique (A Class Action Research of SMPN 27 Makassar). Undergraduate (S1) thesis, Universitas Islam Negeri Alauddin Makassar.
- Morgan, M. H. (2014). Speech communities. Cambridge University Press.
- Kusumawardini, A.D., Mulya, D., & Faizah, A. (2019). Empowering students' creativity and critical thinking through discovery learning-based writing assessment. *Linguists: Journal of Linguistics and Language Teaching*, 5(1), 1-6.
- Andrian, A., & Faudi, F. (2020). Enhancing Students' Speaking Ability by Using Story Telling Technique (STT). *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(4), 3314-3332.
- Fredricks, J. A., Filsecker, M., & Lawson, M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. *Learning and instruction*, 43, 1-4.
- Qiong, O. U. (2017). A brief introduction to perception. *Studies in literature and research in using writing to promote science learning. Theorizing the future of science education research*, 43-60. Indore, M. P., India Walgito. (2019). *Pengantar Psikologi Umum*.
- Huriyah, H. (2015). Implementing Speech Community Strategy to Enhance Students' English Speaking Ability. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 1(2), 150-169.
- Pujiyatno, A., & Rakhmawati, F. (2016). Improving Speaking Ability Through Community-based Learning. *Leksika: Jurnal Bahasa, Sastra dan Pengajarannya*, 10(2).
- Formadon, S., & Sidabalok, D. M. (2017). The Use of Role Plays in Improving Students' Vocabulary Mastery at Grade Eleven of Persada Senior High School. *Linguistika: Jurnal Pendidikan Bahasa Inggris Universitas Bandar Lampung*, 8(1), 499930.
- Juhana (2012). Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South. *Journal of Education and Practice*, 3(12), 100-110.
- Nadzirotunnuha, A. (2017). THE ANALYSIS OF STUDENTS' PROBLEMS ON SPEAKING SKILL AT SMP ISLAM DARUSSALAM DONGKO.
- Meilyaningsih, A. I. (2015). Improving the Students' Speaking Ability through the Use of Role Playing Technique for Grade VIII Students of SMP N 1 Banguntapan in the Academic Year of 2013/2014. Unpublished Master's Thesis). State University of Yogyakarta, Yogyakarta.
- Richards, Jack C. And Willy A. Renandya. (2002). *Methodology in Language Teaching*. New York: Cambridge University Press.
- Richards, JC & TS Rodgers. (2001). *Language Teaching- "Approaches and Methods in Language Teaching"*. Cambridge: Cambridge University Press.