

## Speaking Up with Confidence: Affect Perseverance Theory as Pedagogical Tool at High School

Saiful Saiful

Departement of master's degree English Education, Universitas Muhammadiyah Makassar, Indonesia

---

### Article Info

#### Article history:

Received April 10, 2025

Revised May 29, 2025

Accepted May 31, 2025

---

#### Keywords:

High School;

Pedagogical Tool;

Perseverance Theory;

Speaking Confidence.

---

### ABSTRACT

This research investigates the impact of applying perseverance theory on high school students' speaking skills. Specifically, the intent was to enhance students' oral performance by fostering persistence, reducing anxiety, and encouraging continuous effort in speaking tasks. This type of research is a pre-experimental design, specifically the one-group pre-test and post-test model. We conducted this research at Public High School 20 Gowa. The study focused on first-grade students, with a total sample of 27 participants selected from the overall population. Speaking ability was measured through three main components: accuracy, fluency, and comprehensibility. The results of the study showed that in the pre-test, students showed low average scores—2.33 in accuracy, 2.14 in fluency, and 2.03 in comprehensibility—resulting in a total mean score of 6.59. After implementing perseverance-based teaching strategies, post-test results showed significant improvement: the average score increased to 3.37 in accuracy, 3.07 in fluency, and 2.85 in comprehensibility, with a total mean score of 92.2. These findings suggest that perseverance theory positively influences students' speaking performance, not only improving technical aspects of language use but also building their confidence and resilience. Therefore, integrating perseverance theory into speaking instruction can be considered an effective approach to support language development in EFL classrooms.

Copyright © 2025 ETDCI.  
All rights reserved.

---

### Corresponding Author:

Saiful Saiful,

Departement of master's degree English Education, Universitas Muhammadiyah Makassar, Indonesia

Email: [saiful@unismuh.ac.id](mailto:saiful@unismuh.ac.id)

---

## 1. INTRODUCTION

Language serves as a tool for expressing ideas, emotions, thoughts, and opinions. Among the numerous languages worldwide, Indonesia studies English as a foreign language (Saputri et al., 2024). The primary goal of English instruction is to develop students' proficiency across the four core language skills: listening, speaking, reading, and writing (Richards, 2017). Acquiring a foreign language involves learning to communicate effectively in that language, both orally and in writing (Pane et al., 2022). Oral interaction is more common in everyday communication than written forms. Therefore, to communicate effectively in real-life situations, learners must develop

strong speaking abilities. Hence, speaking is a crucial component in the process of learning a second language (Lin, 2025). identifies several speaking types, including everyday conversations, confident speaking, workplace interviews, general speaking tasks, teaching presentations, scripted pantomimes, speeches, and impromptu speaking. While all these modes involve spoken language, each demands specific skills. According to Sindoni (2011), a conversation is an informal exchange between two or more individuals, which can occur face-to-face, over the phone, or via digital platforms.

This study focuses specifically on conversational speaking, as the researcher believes it is the most commonly used form of oral communication in daily life. In Indonesia, English has been part of the national curriculum across all educational levels from early childhood to higher education (Ismail, 2024). Ideally, students in their first year of senior high school should possess adequate conversational skills in English. However, in practice, many still struggle with basic speaking performance. Although English is intended to be used in classroom interactions and basic dialogues (even when code-switching with Bahasa Indonesia occurs), in reality, the mother tongue often dominates. This imbalance presents a significant challenge (Lin, 2025). Students face several obstacles in enhancing their speaking abilities. These obstacles include a limited vocabulary, difficulties with pronunciation that are often influenced by students' native languages, inadequate understanding of grammar, fear of making mistakes, and a general reluctance to speak. As a result, they rarely practice English in everyday situations. Mastering spoken language is particularly difficult, despite it being the primary means of communication (Ritonga et al., 2022). The ability to speak English confidently remains a major challenge for many learners, particularly in EFL (English as a Foreign Language) contexts such as Indonesia. Despite years of formal instruction, a significant number of students continue to struggle with fluency, confidence, and willingness to participate in oral communication activities. These issues are often rooted in psychological barriers such as fear of making mistakes, low self-esteem, and lack of emotional motivation. Given that spoken communication is a crucial component of language proficiency and real-world interaction, immediate pedagogical intervention is necessary (Al-Khresheh, 2024). The traditional focus on grammar and vocabulary acquisition has not adequately addressed the emotional and affective dimensions of language learning, especially in speaking skills development.

The urgency lies in the need to integrate an innovative, affective-centered approach, Affect Perseverance Theory, which emphasizes the enduring impact of emotional attachment and belief systems on learner motivation and behavior (Wang et al., 2021; Bi et al., 2024). By applying this theory as a teaching strategy, educators can potentially foster greater learner confidence, promote emotional resilience, and enhance student engagement in speaking activities. In doing so, the classroom becomes not just a cognitive space but an emotionally supportive environment that nurtures both competence and confidence. This research is timely and necessary to address the persistent gap between theoretical language knowledge and actual communicative competence among learners, aiming to produce tangible improvements in students' ability and willingness to speak English (Xu et al., 2023).

Over the years, linguists and educators have introduced various approaches to facilitate second or foreign language teaching and acquisition (Larsen-Freeman, 2018). These innovations have been aimed at supporting educators and enhancing students' learning experiences, particularly in speaking. One such effort includes promoting learner-centered methods that foster creativity, engagement, and active participation in speaking practice (Mega & Sugiarto, 2020). Many learners believe that a large vocabulary is the key to fluency. While vocabulary is essential, it is not the sole factor. Some students, despite knowing many words, still struggle with fluency due to reliance on exact word-for-word translation. This often causes hesitation. Effective speakers tend to paraphrase or rephrase their ideas when they forget specific words, which is a skill worth practicing for fluent conversations (Wu et al., 2022). To address these issues, this study proposes the use of affect perseverance theory as a means of enhancing students' conversational English abilities.

This research introduces a distinctive and underexplored perspective in the field of language education by applying Affect Perseverance Theory as a framework for developing students' speaking abilities. While numerous studies have focused on cognitive strategies, linguistic competence, and traditional teaching methods to enhance speaking skills, few have examined the emotional and psychological dimensions that influence learners' confidence and communicative performance (Madjid, 2020). The novelty of this study lies in its integration of a social-psychological theory originally grounded in behavioral and cognitive sciences into the pedagogical domain of English language teaching. By doing so, it highlights how students' persistent emotional attachments, attitudes, and affective states can be leveraged to create more effective, personalized, and motivating speaking environments.

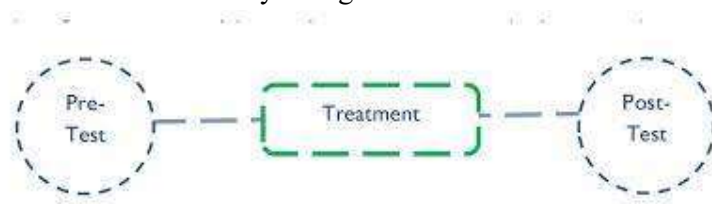
Furthermore, the research diverges from conventional approaches by treating confidence not merely as an outcome but as a central construct that can be nurtured through emotional reinforcement and sustained belief systems (Nuha & Saputri, 2021). The paper presents a new direction for language instruction: rather than focusing solely on linguistic input and output, it emphasizes the internal affective mechanisms that sustain language use and learner engagement over time. By applying Affect Perseverance Theory in the classroom context, particularly in speaking activities, this study provides a fresh pedagogical model that has the potential to address both psychological and performance-based obstacles in EFL learning. As such, it contributes innovative insight to both language education research and practical teaching strategies.

According to Zhan (2023), perseverance refers to the determination to continue an action or belief, even in the face of challenges. When applied to emotional states, affect perseverance suggests that emotional preferences or attachments persist even after their original basis is no longer valid (Healey & Hodgkinson, 2024). In other words, once a person forms a liking or emotional bond, it tends to endure, regardless of changes in the circumstances that initially caused it. This theory highlights how emotions often override logic and reason (Feraco et al., 2023). Once a feeling is triggered, it follows its course and resists rational control. Even if the original reason for an emotional preference disappears, the feeling itself tends to remain. Based on the explanation, the

researcher formulates the research question as follows: Does the use of affect perseverance theory improve students' speaking ability in first grade in public high school 20 in Gowa?

## 2. METHOD

To examine whether the application of affect perseverance theory can enhance students' speaking skills, this study adopted a pre-experimental design, specifically the one-group pre-test and post-test model. This method was chosen because it allows the researcher to measure the impact of the treatment by comparing students' performance before and after the intervention without involving a control group. Although it lacks the robustness of true experimental designs, it is suitable for classroom-based research where random assignment is not feasible. The following presents the one-group pre-test and post-test model used in this study in Figure 1.



**Figure 1.** The one-group pre-test and post-test model

The population of this study consisted of all first-grade students enrolled at public high school 20 Gowa in the academic year 2023/2024. Purposive sampling selected one class from this population as the sample, considering the group's accessibility and suitability for the treatment. This sample represented a typical group of learners in terms of their English proficiency level and classroom dynamics. The instrument used for data collection was a structured speaking test, developed to assess key aspects of speaking competence, including fluency, pronunciation, vocabulary use, grammar accuracy, and coherence. The test was administered twice: once before the treatment (pre-test) and once after the treatment (post-test).

The data collection procedure followed three main phases. First, we administered a pre-test to evaluate the students' initial speaking abilities. Second, students received instructions incorporating affect perseverance theory over a period of several weeks. This involved classroom activities designed to enhance emotional engagement and self-belief, aligned with the theory's principles. Third, we administered a post-test to gauge any enhancement in speaking skills following the intervention. For the data analysis, both descriptive and inferential statistics were applied. Descriptive statistics summarized students' scores, while a paired sample t-test was used to determine whether there was a statistically significant difference between the pre-test and post-test results. This statistical method is appropriate for comparing two related samples and evaluating the effectiveness of an intervention in a single group.

### 3. RESULTS AND DISCUSSION

#### Results

The researcher administered a pre-test to students before applying the treatments based on Perseverance Theory. During the pre-test, students were tasked with selecting situations to practice expressions related to asking for and giving things, as well as offering to help, aiming to assess their speaking skills in terms of accuracy, fluency, and comprehensibility. The researcher conducted a post-test following the treatments to assess the improvements in the students' speaking performance. The research findings included the analysis of pre-test and post-test scores, the frequency and percentage rates of these scores, the calculation of mean scores, t-test values, and hypothesis testing.

#### Comparison of Pre-test (X1) and Post-test (X2) Scores

To answer the research questions outlined earlier, the researcher gathered results from two sets of tests: the pre-test and the post-test. The pre-test, administered before treatment, was designed to measure students' confidence in expressing opinions and emotions. The post-test, given after the treatment phase, required students to perform conversations in front of the class. During the pre-test, many students faced challenges articulating their ideas in English, often displaying hesitation due to poor pronunciation, limited vocabulary, and insufficient grammatical knowledge.

During the treatment phase, students were organized into groups. We divided the total of 27 students into four groups, each comprising approximately seven members. The Perseverance Theory was implemented across four sessions, each lasting 90 minutes. The first session introduced the material and had students select situations related to asking for and giving items or offering help. The second session focused on practicing expressions for asking and giving; the third session emphasized offering to do something; and the fourth session combined both types of expressions. Observations indicated that students gradually gained confidence in expressing their ideas and feelings. The data analysis, based on pre-test and post-test results, focused on improving students' speaking abilities, particularly in the areas of accuracy, fluency, and comprehensibility, as reflected in the subsequent tables.

#### Students' Scores for Speaking Components in the Pre-test

The pre-test revealed the students' performance in the three speaking components. Regarding accuracy, none of the students achieved very good or good scores; 12 students scored at an average level, another 12 scored poorly, and 3 received very poor scores. Regarding fluency, no students achieved very good or acceptable scores either; 8 students scored average, 15 scored poor, and 4 scored very poor. As for comprehensibility, there were no very good or outstanding scores; 8 students achieved an average score, 14 were rated poor, and 5 were rated very poor. After the treatment sessions, the researcher administered the post-test, where students were asked to discuss given topics to assess their speaking skills across the three key components: accuracy, fluency, and comprehensibility. Prior to the treatment, the pre-test served to establish the students' initial speaking ability in the classroom.

### Students' Scores for Speaking Components in the Post-test

Following the treatments, the posttest evaluated the students' speaking proficiency by asking them to discuss topics they had previously studied. The data presented in Table 4.2 shows the results for accuracy, fluency, and comprehensibility in the posttest. In terms of accuracy, no students achieved a very acceptable score; 12 students obtained satisfactory scores, 13 were average, 2 scored poorly, and none received very poor ratings. For fluency, again, no students scored very excellent; 4 achieved acceptable scores, 19 were average, 4 were poor, and none were very poor. No student received a very good rating for comprehensibility; 2 received a good rating, 19 received an average rating, 6 received a poor rating, and none received a very poor rating. The pretest served to assess the students' initial speaking abilities, while the posttest, conducted after the treatments, aimed to measure their improvement. We grouped the students and asked them to share their thoughts on the given topics. Despite some students still struggling to initiate conversations, overall progress was evident. We introduced different topics to the students at each meeting over the course of three treatment sessions.

The Perseverance Theory guided the lessons, which focused on practicing expressions for asking and giving, as well as helping. Students shared information on assigned topics in the post-test, demonstrating significant improvements in their speaking abilities. The study's findings summarize the students' pre-test and post-test scores, frequency and percentage rates, mean scores, t-test values, and results of hypothesis testing.

**Result in the tables show the three components in the speaking situation score of the student's pre-test and post-test**

**Table 1.** The Comparison of the Students' Pre-Test and Post-Test on Accuracy

No.	Classification	Pre-test	Post-test
1	Very Good	0%	0%
2	Good	0%	44.44%
3	Average	44.44%	48.14%
4	Poor	44.44%	7.40%
5	Very Poor	11.11%	0%
<b>Total</b>		<b>100%</b>	<b>100%</b>

Table 1 illustrates a comparison between the pre-test and post-test results in terms of fluency. It is evident that no students achieved an "excellent" score in either test, with 0% recorded in both instances. Additionally, none of the students obtained a "good" score in the pre-test, whereas 44.44% managed to achieve this level in the post-test. In terms of "average" performance, 44.44% scored at this level during the pre-test, and that number slightly increased to 48.14% in the post-test. Meanwhile, 44.44% of students received a "poor" score before the intervention, but this figure dropped significantly to 7.40% afterwards. Lastly, 11% of students fell into the "destitute" category in the pre-test, while no students were in this category following the post-test. These results suggest an improvement in fluency, as reflected by the higher scores in the post-test.

**Table 2.** The Comparison of the Students' Pre-Test and Post-Test on Fluency

No	Classification	Pre-test	Post-test
1	Very Good	0%	0%
2	Good	0%	14.81%
3	Average	29.62%	70.37%
4	Poor	55.55%	14.81%
5	Very Poor	14.81%	0%
	Total	100	100

Table 2 presents a comparison of students' comprehensibility scores between the pre-test and post-test. The data reveals that no students achieved an "excellent" score in either test, with 0% recorded in both. Similarly, no students obtained a "good" score in the pre-test, while 14.81% managed to reach this level in the post-test. In terms of "average" performance, 29.62% of students scored at this level in the pre-test, increasing significantly to 70.37% in the post-test. For the "poor" category, 55.55% of students fell into this group before the intervention, decreasing to 14.81% after the post-test. In the pre-test, 14.81% of students were "destitute," but none were after the post-test. These findings indicate a notable improvement in students' comprehensibility, as reflected in the higher post-test scores.

**Table 3.** The Comparison of the Students' Pre-Test and Post-Test on Comprehensibility

No	Classification	Pre-test	Post-test
1	Very Good	0%	0%
2	Good	0%	7.407%
3	Average	29.62%	70.37%
4	Poor	51.85%	22.22%
5	Very Poor	18.51%	0%
	Total	100	100

Table 3 presents a comparison between students' pre-test and post-test results in terms of comprehensibility. The data show that no students achieved a "excellent" score in either the pre-test or post-test, with both recording 0%. In the pre-test, no students earned a "good" score, whereas 7.407% of students reached this level in the post-test. The percentage of students with "average" scores increased from 29.62% in the pre-test to 70.37% in the post-test. For the "poor" category, 51.85% of students fell into this group before the intervention, decreasing to 22.22% afterward. Additionally, 18.51% of students received a "destitute" score in the pre-test, while none fell into this category after the post-test. These results indicate a positive improvement in students' comprehensibility as reflected in the post-test outcomes.

### Result of the students mean score in accuracy, fluency and comprehensibility in term of pre-test and post-test

The results of the students' pretest, post-test, were presented as in the following Table 4:

**Table 4.** The mean score and the standard deviation of students

Test	Mean score	Total score
Pre-test	6,592	178
Post-test	9,22	249

The data presented in Table 4 reveals that the average score obtained by students in the pre-test was 6.592, while the post-test average increased to 9.22. This significant difference indicates that students performed better after the intervention. Table 5 further details the improvement in students' speaking ability following the treatment sessions.

**Table 5.** The test of the students speaking achievement

Variable	t-test	t-table
(X2-X1)	4,94	2.056

Table 5 above it explains that the t-table was 2,056 and the t-test was 4.94. It could be concluded that the t-table was smaller than the t-test value of students' speaking ability achievement. Referring to the data shown, it also could be inferred that there was a significant difference between the result of the students' score in the pre-test and post-test.

### Discussion

This section presents a comprehensive discussion of the findings related to the implementation of perseverance theory in the teaching of oral English, specifically focusing on three essential aspects of speaking skills: accuracy, fluency, and comprehensibility. The research was conducted on second-grade students at public high school 20 Gowa, and the analysis is based on the results of both pre-tests and post-tests administered before and after the implementation of the treatment. We conducted the pretest to evaluate the students' initial speaking ability prior to any intervention. The data collected showed that most students struggled significantly in all three components of speaking. For the accuracy component, none of the students attained a "excellent" or "good" score. Only 32% of the participants reached an "average" level, while the majority, 52%, were rated as "poor," and the remaining 16% fell under the "destitute" category.

These results highlight that students generally lacked accuracy in their spoken English, possibly due to limited vocabulary, frequent grammatical errors, and lack of practice in using correct sentence structures. We observed a similar pattern in the fluency aspect. There were no students who achieved "excellent" or "good" scores in this component either. Only 20% of the students were categorized as "average," while the majority (64%) were found to be "poor," and 12% were "destitute." The low fluency scores suggest that most students faced difficulty in maintaining smooth and continuous speech. This could be attributed to nervousness, lack of confidence, or insufficient



exposure to spontaneous speaking activities. This result is also in line with the findings by [Syahputra et al. \(2023\)](#).

In the comprehensibility component, the findings were again consistent with the previous two. No students reached the "excellent" or "good" levels. These results indicate that a significant portion of the students struggled to make themselves understood when speaking English, possibly due to unclear pronunciation, disorganized ideas, or limited use of appropriate expressions. Following these findings, the students received four treatment sessions that applied the perseverance theory as an instructional strategy. The treatment was designed to foster resilience, persistence, and continuous effort among students in the learning process, with the aim of encouraging them to keep trying despite difficulties or mistakes. The findings of this study are consistent with the research conducted by [Bohari \(2020\)](#). After the treatment, a post-test was administered, and the data revealed notable improvements across all three speaking components.

In terms of accuracy, students moved into the average category ([Bohari, 2020](#)), with the "poor" category. The percentage of students in the "destitute" group dropped significantly. Although no students achieved "good" or "excellent" levels yet, the shift from "destitute" to "average" is evidence of meaningful progress. The fluency scores also showed advancement. In the posttest, the students were now in the "average" range, an increase from the previous. The "poor" category had 55.55% of the students, and only 14.81% remained in the "destitute" group. Again, the study suggests that students become more confident and smoother in their speaking because of repeated practice and perseverance-oriented instruction. The comprehensibility component showed similar gains. Students in the "average" group showed improvement, while those in the "poor" group continued to be classified as "destitute." Though the results still show areas that require further improvement, the increased average scores suggest that more students became capable of expressing their ideas in ways that listeners can understand.

When comparing individual performance, it was found that accuracy: 25 out of 27 students improved their scores, while 2 remained unchanged. None of the students experienced a decrease. Fluency: 22 students showed improvement, 5 students stayed the same, and none declined. Comprehensibility: 18 students demonstrated progress, while 9 had no change, and again, no students regressed. This data indicates that the application of perseverance theory contributed to better speaking performance overall and minimized the risk of regression or stagnation among students. The findings support the idea that students who are encouraged to persist and are given repeated opportunities to speak in English are more likely to overcome their initial limitations. This paper also has the same findings by [Sadapotto et al. \(2024\)](#). This significant increase in mean scores quantitatively confirms the qualitative observations from the test results.

Moreover, the t-test analysis indicated that the t-test value was higher than the critical t-table value, indicating that the improvement in students' performance after the treatment was statistically significant. This finding strengthens the conclusion that perseverance theory has a positive impact on learners' oral English development. In conclusion, the data demonstrate that the integration of perseverance theory in teaching speaking had a substantial impact on student outcomes. Students who previously

showed low proficiency in accuracy, fluency, and comprehensibility were able to make measurable progress in their speaking ability. The result suggests that perseverance not only fosters motivation and resilience in language learning but also translates into better performance when students are guided and supported consistently. These findings align with broader educational research, which emphasizes the role of persistence, motivation, and sustained effort in achieving language proficiency (Nagle, 2021; Dörnyei & Henry, 2022).

#### 4. CONCLUSION

The integration of perseverance theory in the teaching of speaking skills has a meaningful and positive impact on students' performance, particularly in terms of boosting their confidence when engaging in conversations with peers. This theory encourages students to persist in the face of challenges, overcome fear of making mistakes, and continuously strive for improvement in their oral communication. During the pre-test, students' speaking abilities were evaluated through three essential components: accuracy, fluency, and comprehensibility. The average score for accuracy was 2.33, fluency was 2.14, and comprehensibility was 2.03, resulting in a total mean score of 6.59. These results indicate that, prior to the implementation of the perseverance-based strategy, students still demonstrated limited proficiency in all aspects of speaking. We administered a post-test to measure progress after the intervention, which involved applying perseverance theory in classroom activities over a period.

The results revealed significant improvement: the mean score for accuracy increased to 3.37, fluency rose to 3.07, and comprehensibility improved to 2.85. The total mean score in the post-test reached 92.2, indicating a substantial leap from the pre-test score of 6.59. The sharp contrast between pre- and post-test results demonstrates that the use of perseverance theory was highly effective in enhancing students' speaking performance. Students showed not only better mastery of linguistic aspects such as pronunciation and grammar (accuracy), smoother and more coherent speech (fluency), and improved listener comprehension (comprehensibility), but also greater confidence and resilience in speaking tasks.

In summary, the findings strongly suggest that incorporating perseverance theory into speaking instruction helps students develop their oral English skills more effectively. It provides a motivational foundation that fosters persistence, self-efficacy, and a willingness to communicate, all of which are crucial for successful language learning. Therefore, perseverance theory can be considered a valuable pedagogical approach for improving both the technical and affective dimensions of students' speaking abilities.

#### ACKNOWLEDGEMENTS

First and foremost, the researcher would like to express sincere gratitude to Mr. H.M. Sahrul, S.Pd., M.Pd., the principal of Public High School 20 Gowa, for his kind support, cooperation, and permission that enabled the researcher to conduct this study at the school. Deep appreciation is also extended to all the teachers, administrative staff, and especially the students who willingly participated and contributed to the success of this research. Their

openness, time, and valuable responses played a crucial role in making this study possible. The researcher is also profoundly thankful to the Rector of Universitas Muhammadiyah Makassar, who provided essential support in the form of administrative assistance, research permissions, and funding facilitation throughout the process. The encouragement and institutional backing offered by the university leadership were instrumental in ensuring the smooth implementation of the research activities. Without the generous support and cooperation of these individuals and institutions, this research would not have been successfully completed.

## REFERENCES

- Al-Khresheh, M. H. (2024). The role of presentation-based activities in enhancing speaking proficiency among Saudi EFL students: A quasi-experimental study. *Acta Psychologica*, 243, 104159. <https://doi.org/10.1016/j.actpsy.2024.104159>
- Bi, J., Izadpanah, S., Mohammadi, Z., & Rezaei, Y. M. (2024). Investigating the impact of technology-based education on academic motivation, academic perseverance, and academic self-efficacy in english language learning skills. *Education and Information Technologies*, 29(15), 20523-20545. <https://doi.org/10.1007/s10639-024-12712-0>
- Bohari, L. (2020). Improving speaking skills through small group discussion at eleventh grade students of SMA Plus Munirul Arifin NW Praya. *Journal of Languages and Language Teaching*, 7(1), 68-81. <https://doi.org/10.33394/jollt.v7i1.1441>
- Dörnyei, Z., & Henry, A. (2022). Accounting for long-term motivation and sustained motivated learning: Motivational currents, self-concordant vision, and persistence in language learning. In *Advances in motivation science* (Vol. 9, pp. 89-134). Elsevier. <https://doi.org/10.1016/bs.adms.2021.12.003>
- Feraco, T., Sella, E., Meneghetti, C., & Cona, G. (2023). Adapt, explore, or keep going? The role of adaptability, curiosity, and perseverance in a network of study-related factors and scholastic success. *Journal of Intelligence*, 11(2), 34. <https://doi.org/10.3390/jintelligence11020034>
- Healey, M. P., & Hodgkinson, G. P. (2024). Overcoming strategic persistence: Effects of multiple scenario analysis on strategic reorientation. *Strategic Management Journal*, 45(8), 1423-1445. <https://doi.org/10.1002/smj.3589>
- Ismail, H. (2024). Upgrade the Students' Speaking Ability: Implementation of the Callan Method at the Second Grade Students High School. *ETDC: Indonesian Journal of Research and Educational Review*, 3(2), 59-69. <https://doi.org/10.51574/ijrer.v3i2.1386>
- Larsen-Freeman, D. (2018). Looking ahead: Future directions in, and future research into, second language acquisition. *Foreign language annals*, 51(1), 55-72. <https://doi.org/10.1111/flan.12314>
- Lin, J. (2025). A structural relationship model for L2 oral proficiency, L2 interest, perceived importance of speaking, and out-of-class L2 contact. *Language Teaching Research*, 29(2), 700-725. <https://doi.org/10.1177/13621688221074027>
- Madjid, M. (2020). Improving speaking skill by using group work method. *JLA (Jurnal Lingua Applicata)*, 3(1), 1-9. <https://doi.org/10.22146/jla.50732>
- Mega, I. R., & Sugiarto, D. (2020). Speaking Skill in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students. *Journal of Foreign Language Teaching and Learning*, 5(2). <https://doi.org/10.18196/ftl.5253>

- Nagle, C. (2021). Using Expectancy Value Theory to understand motivation, persistence, and achievement in university-level foreign language learning. *Foreign Language Annals*, 54(4), 1238-1256. <https://doi.org/10.1111/flan.12569>
- Nuha, M. U., & Saputri, T. (2021). Improving Students' speaking Skill Through Youtube Video: Systematic Review. *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 13(1), 25-36. <https://doi.org/10.35457/konstruk.v13i1.1098>
- Pane, I. I. I., Hutasuhut, M. L., Damanik, S. F., & Haswani, F. (2022). Teachers' Perception Of 2013 Curriculum Implementation In Junior High School. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 6(2), 545-559. <https://doi.org/10.30743/ll.v6i2.8863>
- Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. *RELC Journal*, 48(1), 7-30. <https://doi.org/10.1177/0033688217690059>
- Ritonga, M., Febriani, S. R., Kustati, M., Khaef, E., Ritonga, A. W., & Yasmar, R. (2022). Duolingo: An Arabic speaking skills' learning platform for andragogy education. *Education Research International*, 2022(1), 7090752. <https://doi.org/10.1155/2022/7090752>
- Sadapotto, A., Syahrir, L., & Hermansyah, S. (2024). An Analysis of the Use of Collaborative Learning Methods in Increasing Students' Motivation in Learning English. *INTERACTION: Jurnal Pendidikan Bahasa*, 11(2), 924-935. <https://doi.org/10.36232/interactionjournal.v11i2.1192>
- Saputri, K., Sulistiyo, U., & Abrar, M. (2024). Assessing the Preparedness of English as a Foreign Language (EFL) Teachers in Implementing the 2022 National Curriculum at Senior High Schools. *AL-ISHLAH: Jurnal Pendidikan*, 16(2), 934-947. <https://doi.org/10.35445/alishlah.v16i2.4765>
- Sindoni, M. G. (2011). Online conversations: A sociolinguistic investigation into young adults' use of videochats. *Classroom Discourse*, 2(2), 219-235. <https://doi.org/10.1080/19463014.2011.614055>
- Syahputra, D. S., Azwan Ali, M., Ikhsan Alfasiri, Herdiansyah Putra, & Raja Muhammad Husein. (2023). Public Speaking Training for Youth in Koto Perambahan Village, Kampar Regency in Improving Public Speaking Skills. *Al-Arkhabiil: Jurnal Pengabdian Masyarakat*, 3(3), 31-41. [https://doi.org/10.51590/jpm\\_assunnah.v3i3.508](https://doi.org/10.51590/jpm_assunnah.v3i3.508)
- Wang, R., Shirvan, M. E., & Taherian, T. (2021). Perseverance of Effort and Consistency of Interest: A Longitudinal Perspective. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.743414>
- Wu, Y. T., Foong, L. Y. Y., & Alias, N. (2022). Motivation and Grit Affects Undergraduate Students' English Language Performance. *European Journal of Educational Research*, 11(2), 781-794. <https://doi.org/10.12973/eu-jer.11.2.781>
- Zhan, L. (2023). Leading with passion, purpose, and perseverance. In *The rise of Chinese American leaders in US higher education: Stories and roadmaps* (pp. 331-341). Cham: Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-42379-6\\_28](https://doi.org/10.1007/978-3-031-42379-6_28)