
Developing Thai Students' English Speaking Skills and Self-Confidence Through the English Competition Program

Belly Ubaidila^{1*}, Tarisa Amalia Dwi Arisanti², Dwi Mutiara Jelita³,
Karin Wahyu Cahyaningrum⁴, Nabiela Nailly⁵, Aris Fanani⁶

^{1,2,3,4,5,6}UIN Sunan Ampel Surabaya

*Corresponding author, e-mail: bellyubaidila@email.com.

Abstract

Enhancing English speaking skills is crucial for global communication, particularly at Santi Witya Serong School in Thailand. This study implements the English Competition Program as an innovative strategy distinct from conventional learning by incorporating competition-based and interactive activities. The research examines its effectiveness in improving students' speaking skills and confidence. Applying Asset-Based Community Development (ABCD) theory, the program utilizes school resources—teachers, students, and learning culture—as key assets for language development. Using a qualitative approach, data were collected through observations, interviews with teachers, and document analysis of competition results. The program includes three competitions: spelling bee for grades 1–2, guessing vocabulary for grades 3–4, and introduction speaking for grades 5–6. The findings indicate that competition-based learning significantly improves English proficiency in the form of speaking and confidence. The study recommends continuous implementation and evaluation to optimize the program. This study presents a novel approach, demonstrating that competition-driven methods can effectively enhance students' communication skills.

Keywords: Asset-based community development (ABCD); English competition; Speaking skill; Students' confidence.

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Introduction

English is an international language that plays an important role in global communication (Handayani, 2016). The ability to speak English is an indispensable skill in various aspects of life, including in the academic, professional and social worlds. In the context of education, attention to English speaking skills has become increasingly important. Increasing globalization has emphasized the need for students to master English speaking skills to be able to compete in a highly diverse and dynamic work environment (Durga, 2018). Therefore, many countries are currently very concerned about strategies and ways to make their citizens able to speak English. One of the realizations to achieve this goal is by placing English as one of the compulsory subjects in schools (Zein, 2022).

Likewise, Santi Witya Serong school in Thailand to respond to global challenges and to help their students speak English fluently, they try to implement existing strategies. Some of the strategies implemented are by making English as one of the compulsory subjects at school (Murni, 2024). Supporting activities are also carried out, such as the habit of memorizing foreign language vocabulary every day. However, it turns out that the strategies that have been implemented are still ineffective (Kanoksilapatham & Suranakkharin, 2021). English speaking ability at Santi Witya Serong school is still lacking. Especially in terms of students' confidence in speaking English. For example, in English classrooms students are inconfident to participate in the English learning activities like reading and speaking. Mispronunciation was also found when students try to speak in English.

Therefore, in this UINSA International Community Engagement (UICE) activity, the UICE participants who are also the researchers tried to find innovative strategies in the form of competition that could help Santi Witya students develop their English-speaking skills and confidence in speaking English (Kanoksilapatham & Suranakkharin, 2021). The English competition program is considered as an innovative step in designing an engaging and immersive learning experience for participants (Erna & Basri, 2023). This is based on research conducted by Shally Amna who emphasized the importance of using competition methods to improve English speaking skills (Christina et al., 2021). The results noted that the competition aspect can provide additional motivation for participants, encouraging them to speak more actively and proficiently. However, there are emerging research gaps regarding the effectiveness of this method across different levels of speaking proficiency.

Through various stages of competition, participants are not only encouraged to hone their speaking skills, but also to boost their confidence and mental toughness. In addition, the program gives participants the opportunity to apply their knowledge of English in a contextual way (Amna et al., 2021). This is in line with the educational philosophy that emphasizes the importance of active learning, where participants are not only the recipients of information, but also the main actors in their learning process (Mustaghfiroh, 2020).

This activity was chosen based on the assets owned at Santi Witya Serong school. As stated by the head master that one of the unique assets owned is the application of 5 languages at once in the school. The 5 languages are English, Thai, Malay, Mandarin and Arabic (Nuruddin, personal communication, November 13, 2023). One of the strategies implemented for the 5 languages is by reciting vocabulary in 5 languages during the morning ceremony routine. Each day, the vocabulary to be recited is different. However, this strategy is still very ineffective (Kanoksilapatham & Suranakkharin, 2021). So, the English competition program is expected to help in developing English speaking skills and building students' confidence.

Through the application of ABCD (Asset-Based Community Development) theory, researchers center on the potential that already exists in the community and develop it into a new asset that benefits the community. Therefore, in this study, the researchers explore and analyze the impact and effectiveness of the English competition program in developing English speaking skills and self-confidence in students at Santi Witya Serong school. In addition, the researchers also describe the dynamics of the process in implementing the English competition program to develop English speaking skills and build students' self-confidence at Santi Witya Serong school. This research is expected to significantly contribute to the development of English-speaking skills and increasing self-confidence through the English Competition program.

Method

This International Community Engagement activity was carried out for 26 days starting from November 2 to November 28, 2023. One of the locations is Santi Witya Serong School in Pattani, Thailand. This research uses a qualitative method that begins with the formulation, implementation, assessment, and observation of the effectiveness of English competition as the object of study on the development of students' speaking development and self-confidence.

This activity is a community development activity by implementing the Asset-Based Community Development (ABCD) theory. Community development can also be interpreted as community empowerment, which is a process of increasing community awareness to understand the problems faced through empowerment programs to achieve a prosperous life (Habib, 2021). Asset-Based Community Development theory, also known as 'ABCD', is one of the community development strategies (Riyanti & Raharjo, 2021).

In the concept of empowerment, the community that is the target of empowerment is no longer referred to as a weak group and has no potential. Instead, the community is seen as a group that actually has the potential to get out of various problems (Habib, 2021). This is similar to the way we see the glass half full, where we do not mean to deny the problems faced by the community, but to unite the energy of each individual to continue to participate in a more meaningful way for asset development. This ABCD concept is an alternative to community empowerment using assets (Habib, 2021). Assets in this context are given the meaning of the potential owned by the community itself, using the potential or wealth owned by the community can be used as the ultimate weapon to carry out empowerment programs (Hidayatulloh et al., 2022).

In applying this ABCD theory, there are several sequences that must be done, namely; Asset advantage analysis, expectation analysis, and asset development analysis.

Asset Advantage Analysis

In this study, researchers found two main assets owned by Santi Witya Serong School. First, the age of Santi Witya Serong School's elementary school students, who are in the range of 6-12 years old, can be categorized as the golden age of children (Nafaida et al., 2020). The golden age of children is an age range where children experience rapid growth and development and are vulnerable to environmental influences. At this age, children have a fast ability to learn (Vanagosi, 2016), so activities such as the English competition can provide useful experiences to help their students' ability to speak English.

The second asset is that Santi Witya Serong School implements 5 languages as the languages taught in the school, including English. These five languages consist of Thai, Malay, English, Mandarin, and Arabic. The implementation of these 5 languages is an important asset owned by Santi Witya Serong School, which is in line with the implementation of English competition activities as a form of implementation of teaching and learning activities, especially in English.

Expectation Analysis

Expectation analysis is the process of determining expectations from the assets that have been found in the previous stage. The process of finding these expectations was carried out through interviews with the principal and English teachers. Santi Witya Serong School's principal expects his students to have the courage to speak English, so that they can become experts in speaking English. He has emphasized the importance of English, saying that this language should be mastered by everyone before entering the work area. Although Thai is the national language used daily, English remains an important language in Thailand. Therefore, English is made one of the compulsory subjects in schools. As for the expectation of the English teacher at Santi Witya Serong School is that all students show similar goals, for having the ability to speak English well and confidence in speaking English, because the real conditions at school still show the opposite of these expectations.

Asset Development Analysis

The asset development analysis stage is the final stage where the advantages of the assets to be developed can be determined and adjusted to the expectations of the school so that an appropriate program can be made (Salahuddin et al., 2015). Based on the analysis above, the researchers can design an asset development program in the form of English competition. English competition aims to improve students' English language skills, as well as increase their confidence in speaking. It is also an effective strategy in providing knowledge and experience to students in self-development. Thus, English competition can be used as a means to apply students' knowledge and abilities that have been obtained in school. The competition provides an opportunity for students to use English in real and challenging situations, improving their communication skills in a fun way.

The purpose of this study is to determine the effectiveness of the English competition program on the development of English speaking skills and student confidence, which this program is also the development of one of the assets in Santi Witya Serong School regarding the implementation of 5 foreign languages; Thai, Malay, Mandarin, Arabic, and English. And this program is focused on the development of English which is an international language.

Result and Discussion

The implementation of the International Community Engagement program was carried out for 26 days starting from November 2nd to November 28th, 2023. During this time, the English competition program was implemented at Santi Witya Serong School, Pattani, Thailand with the aim of developing students' English speaking skills and confidence. This activity was carried out based on the assets owned at Santi Witya Serong school. Where one of the unique assets owned is the application of 5 languages at once in the school. The 5 languages include English, Thai, Malay, Mandarin and Arabic. So that the English competition program is expected to help in developing English language skills as an International language and building student confidence. The following will describe the process of implementing the English competition program and the activities that have been prepared by researchers based on the results of the ABCD approach.

Dynamics of the Implementation Process Student Activities

Spelling Bee Competition

A Spelling Bee is a competition where participants are asked to spell words correctly (Rohmawati, 2015). This activity is a competition activity which is attended by students in grades 1 and 2. This activity is carried out with the aim of encouraging students to speak English and be confident. In this activity, students will spell a vocabulary shown by the committee. This activity is carried out by prioritizing speed. Students who quickly raise their hands will be given the opportunity to spell the vocabulary. The vocabulary used in the spelling bee competition for grade 1 is the vocabulary of numbers from 1-5 in the preliminary round and numbers 6-10 in the semi-final and final rounds. While for grade 2 using stationary vocabulary.

Program implementation

This activity was carried out on November 15-16, 2023. Where the spelling bee competition for grade 1 was held on November 15, 2023 and November 16, 2023 for grade 2. This activity was carried out at 15.00 to 15.30 local time and took place in the prayer room at Santi Witya Serong school.

Dynamics of the Action Process

Stages of the spelling bee competition activity implementation:

Determination of Event Concept

Before carrying out the spelling bee competition, the researchers made observations to find out the assets at Santi Witya Serong school. The results of the observations found that Santi Witya Serong school implemented 5 language learning in the school. The 5 languages are Thai, Mandarin, Arabic, Malay and English. The strategies have been designed and implemented to make students are at least able to pronounce some vocabularies in 5 languages. Therefore, those 5 languages are included as a compulsory subject taught at school. Another strategy is by reciting different vocabularies using 5 languages in every morning ceremony routine.

However, this is still not very effective. Students still tend to be difficult to pronounce and lack confidence if asked to pronounce some English vocabularies and even to spell them. Thus to overcome this, the researchers implemented the English competition program as an innovative strategy to develop students' English speaking ability and confidence. After finding an innovative strategy, the researchers also made observations about the English language skills of each class. It was found that grades 1-2 still at the vocabulary spelling stage. However, they also tend to be afraid to try spelling. Some students were also found to be less confident in responding the answers. Finally, from the results of the preliminary observations, the researchers formed an activity in the form of a spelling bee competition for grades 1 and 2.

Vocabulary Assignment

After observation and consultation with the English teachers at Santi Witya Serong school, the vocabulary used for the spelling bee competition is about number and stationary. The classification of grade 1 is number, while for grade 2 is stationery vocabulary.

Activity Implementation

The grade 1 spelling bee competition was held on November 15, 2023 at the Musholla owned by Santi Witya Serong school. The details of the implementation of the activity are:

Table 1. 1st grade competition

Session	Vocabulary	Details
Preliminaries	One, two, three, four, six, nine, ten	In the preliminary round, students will raise their hands. The selected participant will be given the opportunity to do the spelling of the vocabulary shown. Participants are a combination of grades 1/1 and 1/2 with a total of 48 participants.
Semifinals	Three, five, seven, eight	From the 48 participants, 5 participants will be selected to proceed to the semifinal round. The competition procedure is the same as the preliminary round, where participants will raise their hands, the fastest will be given the opportunity to spell.
Final	Three, five, eight	From the 5 semifinal participants, 2 participants will be selected to compete for 1 st and 2 nd place.

**Picture 1. 1st Grade Competition**

The 2nd grade spelling bee competition was held on November 16, 2023, located in the Musholla owned by Santi Witya Serong school. The details of the activity implementation are:

Table 2. 2nd grade competition

Session	Vocabulary	Details
Preliminaries	Book, pencil, bag, eraser, pen	In the preliminary round, students will raise their hands. The selected participant will be given the opportunity to do the spelling of the vocabulary shown. Participants are a combination of grades 2/1 and 2/2 with a total of 45 participants.
Semifinals	Ruler, pencil case, paper, scissor	From the 45 participants, 5 participants will be selected to proceed to the semifinal round. The competition procedure is the same as the preliminary round, where participants will raise their hands, the fastest will be given the opportunity to spell.
Final	Glue, sharpener, cutter	From the 5 semifinal

participants, 2 participants will be selected to compete for 1st and 2nd place.



Picture 2. 2nd Grade Competition

Evaluation Session

This evaluation session was conducted by researchers to evaluate the implementation of activities that have been carried out. This evaluation session discusses the problems encountered during the implementation of activities. In this evaluation session, researchers also tried to describe the causes of the problems encountered to be minimized in the upcoming competition.

The spelling bee competition activity was carried out with the aim of encouraging students' confidence to try something and become a forum for students to develop their speaking skills. So, it is hoped that with this activity, students' English-speaking skills will improve and their self-confidence will grow. The following are the results of observations of the development of students' English-speaking skills and self-confidence before the spelling bee competition activity and after the spelling bee competition activity:

Table 3. Pre and post result of 1st – 2nd grade English competition

Before	After
Students tend to be silent when asked to spell the vocabulary that has been given	Students actively participate in the competition activities
Students tend to be afraid to answer	Almost all students tried to answer the questions that have been given even though the answers were wrong

Based on observations, students at Santi Witya Serong school tend to be unable to pronounce the letters "H", "V", "F" in English correctly. If the researchers show the number vocabulary where the number contains these letters, students tend to misspell the pronunciation.

Guessing Vocabulary Competition

Vocabulary games are very effective and supportive activities in improving students' language skills and proficiency (Wulanjani, 2016). This activity is a competition attended by students in grades 3 and 4. It is carried out with the aim of developing English speaking skills and encouraging student confidence. In this activity, students will guess by mentioning the English vocabulary from the picture shown by the committee. If the students are able to answer correctly, they will start spelling the vocabulary. This activity is done by prioritizing speed and accuracy. Students who quickly raise their hands will have the opportunity to guess the vocabulary and spell it. The vocabulary topic used in this type of competition is related to parts of body.

Program implementation

This activity was carried out on November 17 and 20, 2023. Where the guessing vocabulary competition activity for grade 3 was carried out on November 17, 2023 and November 20, 2023 for grade 4. This activity was held at 15.00 to 15.30 local time and took place in the prayer room at Santi Witya Serong school.

Dynamics of the Action Process:

Stages of the spelling bee competition activity implementation:

Determination of Event Concept and Vocabulary

Based on the interview with the English teacher, it can be concluded that students in grades 3-4 can spell the existing letters. They have understood about vocabulary number as well. Thus, through the discussion results, the researchers used higher vocabulary. The vocabulary used for grade 3 is stationery and

part of body. As for grade 4, the vocabulary used is related to part of body and activity in the form of verbs. Since grade 4 is considered to be able to spell the letters in English, the researchers increased the difficulty level of the competition by guessing the vocabulary based on original body parts shown by the committee and kinds of verb through direct demonstration.

Activity Implementation

The implementation of the 3rd grade guessing vocabulary competition activity was held on November 17, 2023 which was located in the musholla at Santi Witya Serong school starting at 15.00-15.30 local time. This activity consists of 3 rounds, here is a detailed explanation:

Table 4. 3rd grade competition

Session	Vocabulary	Details
Preliminaries	Nose, eye, hair, ear, mouth	Participants were a combination of grade 3/1 and 3/2 students with a total of 42 participants. The procedure for carrying out the activity is that the committee shows a picture of part of body. The fastest participant will guess the vocabulary from the picture. If the mentioned vocabulary is correct, participants are then asked to spell it letter by letter
Semifinals	Finger, mouth, knees, hand, tongue	Out of 42 participants, 5 participants were selected to proceed to the semifinals round. The procedure for this round is the same as the preliminary round. From 5 participants, only 2 participants will continue to the final round to compete for the 1 st and 2 nd winner
Final	Table, pencil, bag, pen, chair, book	The two selected participants will compete for 1 st and 2 nd place. The determination of this champion is done by pairing the vocabulary provided with the pictures that have been pasted. The fastest participant was asked to recite the vocabulary and spell each letter correctly



Picture 3. 3rd Grade Competition

The implementation of the 4th grade guessing vocabulary competition activity was carried out on November 20, 2023 located in the musholla at Santi Witya Serong school starting at 15.00-15.30 local time. This activity consists of 3 rounds, here is a detailed explanation:

Table 5. 4th grade competition

Session	Vocabulary	Details
Preliminaries	Hand, tongue, nose, eye, hair	Participants were a combination of grade 4/1 and 4/2 students with a total of 36 participants. The procedure for carrying out the activity is that participants raise their hands and the fastest participant will get the opportunity to answer. In this stage, the committee shows directly to original parts of body, then participants are asked to guess and then spell it
Semifinals	Reading, cooking, writing, cutting, swimming	Out of 36 participants, only 5 participants will be selected to proceed to the next round. The procedure for the semifinals round is by having direct demonstration related to the verbs given
Final	Cheek, eye, neck	Only 2 participants from the previous round can proceed to the next round. Both participants will compete for 1st and 2nd place by writing vocabulary that matches the picture shown by the committee for 20 seconds. The vocabulary is still related to human body parts. The participant who can write the vocabulary correctly with the higher number will be ranked in the highest determining the champion

Picture 4. 4th Grade Competition

The guessing vocabulary competition activity was carried out with the aim of encouraging students' confidence to try something and become a forum for students to develop their speaking skills. So it is expected that students' English speaking ability and self-confidence will increase. The following are the results of observations of the development on students' English speaking skills before the guessing vocabulary competition activity and after the guessing vocabulary competition activity:

Table 6. Pre and post result of 3rd – 4th grade English competition

Before	After
Students tend to remain silent when asked to answer questions even after the committee give them motivation	Grade 3 students play an active role in answering questions given by the researcher. As for class 4, although they have been given a lot of motivation, they still tend to not answer the questions given by the researcher
Students tend to answer questions in a low voice and shy	Some students from class 3 were able to answer questions in a louder voice. As for grade 4, they still answer questions in a low voice and shy to answer questions

Based on observations, students at Santi Witya Serong school tend to get difficulty to pronounce the letters "H", "V", "F" in English. Students from grade 3 have increased their confidence and started to dare in trying to speak and answer. However, for grade 4 students are still very passive to participate despite a lot of motivation and encouragement.

Evaluation Session

This evaluation session was conducted by researchers to evaluate the implementation of activities that have been carried out. This evaluation session discusses the problems encountered during the implementation of activities. In this evaluation session, researchers also tried to describe the causes of the problems encountered.

Introduction Competition

This competition activity attended by 5th and 6th grade students. This is carried out with the aim of developing English speaking skills and encouraging students' confidence so that they are able to apply English material contextually. In this activity, the preliminary round is carried out in a way that students will read the introduction text. Those who are able to read the text confidently and with good pronunciation will then continue to the next round, where they are asked to introduce themselves without reading. In determining the winner, students will write the introduction text read by the committee correctly.

Program implementation

This activity was held on November 21-22, 2023, where the introduction competition for grade 5 was carried out on November 21, 2023 and November 22, 2023 for grade 6. This activity was held at 15.00 to 15.30 local time and took place in the prayer room at Santi Witya Serong school.

Dynamics of the Action Process

Stages of the spelling bee competition activity implementation:

Determination of Event Concept and Vocabulary

Based on observation and discussion with the English teacher, it can be seen that grade 5 and 6 students show a good understanding in the English learning process, which is shown by the ability to read texts with proper pronunciation and fluency. However, the obstacle found that they were not confident to participate actively in public communication context. Based on this, the introduction competition was initiated. Introduction was chosen based on the suggestion from the English teacher because it is the initial part of communication and interaction. It is expected to help students in practicing the ability to communicate and interact with others effectively.

The Introduction competition had a main focus on developing the skills of correct pronunciation and memorization of the introduction text. Various careful steps have been taken to ensure the smoothness and effectiveness of the competition. Furthermore, the committee designed of an introduction text tailored to the students' level of English comprehension and ability was carefully crafted, paying attention to important aspects such as vocabulary, grammar, and sentence structure. The text was then distributed to all participants a few days before the event, allowing them to practice intensively and be more confident when speaking in public.

Determination of Introduction Text Content

The content of the introduction text is adjusted to the level of understanding and ability of grade 5 and 6 students. The introduction text is designed to be easy for students to understand and remember. The main purpose of this competition is not only to practice proper pronunciation, but also to improve the ability to speak English confidently.

Coordination with the English teacher

In order to prepare the participants for the introduction competition, collaboration was conducted with the school elements, especially with the 5th and 6th grade English teachers. This coordination was important because the competition required practice and guidance from the teachers to ensure that the participants were optimally prepared for the competition. The English teachers provided direct guidance to the participants and provided guidance on how to introduce themselves well in English.

In addition, they also provide participants with appropriate feedback and suggestions to improve their speaking skills. This collaboration aims to ensure that participants are well-prepared and feel confident when entering the competition, so that they can perform at their best and show their full potential. With the direct support and guidance from the English teachers, it is hoped that the participants can better develop their communication skills in English and achieve satisfactory results in the competition.

Activity Implementation

The 5th grade introduction competition activity was held on November 21, 2023 located in the Musholla owned by Santi Witya Serong school, where the time of the competition started at 15.00-15.30 local time. The details of the activities implementation are:

Table 7. 5th grade competition

Session	Details
Preliminaries	Participants were a combination of students from grades 5/1 and 5/2 with a total of 40 participants. The procedure for carrying out the activity is that male students from class 5/1 are asked to sit in one row and likewise, female students from class 5/1 will sit in one row too. So that from both classes 4 different rows are formed. In this preliminary round, participants were asked to read the introduction text within 30 seconds, where participants could read while looking at the existing text. Then the two committees and the two English teachers at Santi Witya Serong school acted as assessors as well as judges for the students in the line. The assessment was based on the participants' ability to pronounce the text correctly, clearly, and fluently. From the results of this assessment, the best 4 participants were taken who would continue to the semifinals round
Semifinals	In this semifinal round, the four participants were given 60 seconds and given the freedom to introduce themselves in front of the audience without reading the text. In this semifinal round, the assessment was based on how fluent they could speak and introduce themselves well in English as well as how confident they were in speaking English in front of many people. From these four participants, the best 2 participants will be selected to proceed to the final round.
Final	From the four participants who passed the semifinal round, two participants were taken who would continue to the final round, where in this final round would determine the 1 st and 2 nd winners. In this final round, the committee will pronounce the words "introduction, name, class, years old and thank you," and participants are asked to write down what the committee has pronounced. Participants who can write the words that have been pronounced correctly will get the points. The minimum number of writing errors will determine the order of determining the champion



Picture 5. 5th Grade Competition

The implementation of the 6th grade introduction competition was held on November 22, 2023 located in the musholla at Santi Witya Serong school starting at 15.00-15.30 local time. This activity consists of 3 rounds, here is a detailed explanation:

Table 8. 6th grade competition

Session	Details
Preliminaries	The total number of students who participated in the introduction competition was 41 students. Participants were a combination of grade 6/1 students and grade 6/2 students. In this preliminary round, students were asked to form their own ranks by grouping rows of male students in class 6/1, male students in class 6/2 and female students in class 6/1 and class 6/2. So that from the two classes, three lines are formed. Each student will be given 30 seconds to read the introduction text that has been given. The assessment was based on the students' skills in their fluency in pronouncing the English vocabulary, the clarity of their voice in reading the text and their confidence in speaking. From the total number of participants, only 8 participants will be able to proceed to the next round
Semifinals	The eight participants who passed the preliminary round will be given 30 seconds, within that time period they are asked to introduce themselves in front of many people and without looking at the text. The scoring system in this round is based on how well they can speak and introduce themselves in English, how confident they are in speaking English in public. From these eight participants, the best two participants will be taken to continue to the final round to compete for 1 st and 2 nd place
Final	From the four participants who passed the semifinal round, two participants were taken who would continue to the final round, where in this final round would determine the 1st and 2nd winners. In this final round, the committee will recite the words " <i>Hello, let me introduce myself. My Name is...</i> " and participants are asked to write down what the committee has pronounced. Participants who can write down the words that have been pronounced correctly will get points. The minimum level of writing errors will determine the order of determining the winner



Picture 6. 6th Grade Competition

Evaluation Session

This evaluation session was conducted by researchers to evaluate the implementation of activities that have been carried out. This evaluation session discussed the problems encountered during the implementation of the activities and also tried to find the solutions to overcome the shortcomings as well as the obstacles that occurred during the competition.

The introduction competition activity was carried out with the aim of developing participants' ability to speak in public and write in English appropriately and effectively, as well as building confidence in using English. So, it is expected that students' English-speaking skill improves and their confidence grows. The following are the results of observations of the development of students' English speaking skills and self-confidence before the introduction competition activity and after the introduction competition activity:

Table 9. Pre and post result of 5th – 6th grade English competition

Class	Before	After
Grade 5	Grade 5 students showed a lack of confidence in speaking English, only 2-3 students show moderate confident attitude in speaking English	Grade 5 students showed an increase in their confidence in speaking English publicly
Grade 6	Grade 6 students, the majority of whom are in Grade 6/1, show confidence in speaking in public, even if it is not in English. The average English proficiency of grade 6/1 students is quite good although they have to be given examples of pronunciation and need to be repeated up to 3-4 times. As for class 6/2, the majority of students show a lack of confidence to speak in public even though they have been given motivation to be more courageous. Also, students in class 6/2 showed poor English language skills	Grade 6/1 students showed an improvement in their English-speaking skills and had also started to show confidence in speaking in public using English. Whereas only 2-3 students in grade 6/2 showed an increase in confidence in their English speaking

From the observation shows that the students at Santi Witya Serong School have a lack confidence to speak in English before the introduction competition. However, after the introduction competition, students in grades 5 and 6/1 showed an increase in their confidence to speak English in public. This finding indicates that competition can enhance their speaking ability and can enhance their confidence. It is aligned with the (Lutviana, 2016) which highlights the crucial role of English speech competitions in enhancing students' speaking abilities. This competition not only provides students with opportunities to utilize English in real-life situations but also assists them to overcome the fear and anxiety associated with public speaking. Lutviana indicates that speech contests enable students to demonstrate their capabilities and inspire them to put forth effort in overcoming difficulties that may limit their fluency and confidence (Lutviana, 2016). This aligns with the findings of the research that indicate pupils have reported enhanced motivation and enhanced capacity to deal with competitive expectations. Study by Chan & Tang (2021) have similar results on their study. They revealed that competition can boost the students to using English and can enhance their motivation to use English, where the competition in their study was a radio drama competition.

The findings also show that only 2-3 students from class 6/2 showed an increase in their confidence after the competition. When the competition was held, they saw the performance of their friends who were confident while speaking English in public, encouraging them to have motivation to be more confident in speaking English, although only 2-3 students showed an increase in confidence. This is in line with Doan (2011) who stated that motivation is one of the basic factors that affect the success of students' foreign language learning. Study Lucas et al. (2010) revealed that motivation is an important factor in learning a second and foreign language. If there is motivation, students will become more confident to learn the language and become more confident to speak in public.

Conclusion

The English Competition at Santi Witya Serong School has proven to be an effective method for enhancing students' English speaking skills and self-confidence. The competition, organized by UICE participants, has been successful in promoting students' confidence and speaking abilities. This competition encourages students to practice English speaking publicly while also enabling them to handle the demands and manage the pressures during competition. The competition is structured into three categories, with winners in each area, indicating positive outcomes for primary school students' self-development. The program's methodical arrangement, which includes preliminary, semi-final, and final rounds, helps students become proficient in English, enhance their confidence, and give position for them as champions. The success pupils gain in this competition might enhance their motivation for staying engaged in studying and practice, so establishing a beneficial feedback cycle in how they learn a language. The researchers suggest consistency in similar activities to improve the impact on a larger number of students in the future. Additionally, an assessment and evaluation need to be conducted following the competition for better program.

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