PENGGUNAAN MODEL STUNNING UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA PERTAMA MAN 2 KOTA MAKASSAR

USING THE STUNNING MODEL TO INCREASE THE FIRST STUDENTS SPEAKING SKILLS OF MAN 2 KOTA MAKASSAR

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Abstract

This study aims to know if using the STUNNING Model can improve the sp king skills of class X students of MAN 2 Makassar City. The research method used in this article is qualitative. At the same time, the type of research used is a type of descriptive research. The results showed that; subject teachers have used the STUNNING stands for (Speaking Training UsiNg ENglish BreakING) model to overcome students who cannot speak English is that it is an effective way to improve their speaking skills. The model provides a structured approach to teaching speaking skills, starting from setting targets, teaching vocabulary, understanding context, note-taking, narrating experiences, interacting with peers, negotiating meaning, giving feedback, and evaluating progress. Additionally, the model incorporates the concept of BreakING the ability to perform in public (speech), which helps students overcome their fear of public speaking. By using the STUNNING learning model, teachers can create a supportive learning environment that encourages students to practice speaking English confidently. The model's emphasis on practice, preparation, and feedback helps students overcome their anxiety and build their confidence in speaking English.

Keywords; STUNNING, learning model, speaking

ABSTRAKSI

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Model STUNNING dapat meningkatkan keterampilan sp king siswa kelas X MAN 2 Kota Makassar. Metode penelitian yang digunakan dalam artikel ini adalah kualitatif. Sedangkan jenis penelitian yang digunakan adalah jenis penelitian deskriptif. Hasil penelitian menunjukkan bahwa; Guru mata pelajaran telah menggunakan model kepanjangan STUNNING (Speaking Training UsiNg ENglish BreakING) untuk mengatasi siswa yang tidak bisa berbahasa Inggris merupakan cara yang efektif untuk meningkatkan kemampuan berbicaranya. Model tersebut memberikan pendekatan terstruktur untuk mengajarkan keterampilan berbicara, mulai dari menetapkan target, mengajarkan kosa kata, memahami konteks, membuat catatan, menceritakan pengalaman, berinteraksi dengan teman sebaya, menegosiasikan makna, memberikan umpan balik, dan mengevaluasi kemajuan. Selain itu, model ini menggabungkan konsep Menghancurkan kemampuan tampil di depan umum (pidato), yang membantu siswa mengatasi rasa takut mereka berbicara di depan umum. Dengan menggunakan model pembelajaran STUNNING, guru dapat menciptakan lingkungan belajar yang mendukung sehingga mendorong siswa untuk berlatih berbicara bahasa Inggris dengan percaya diri. Penekanan model pada latihan, persiapan, dan umpan balik membantu siswa mengatasi

kecemasan mereka dan membangun kepercayaan diri mereka dalam berbicara bahasa Inggris.
Kata Kunci; MENAKJUBKAN, model pembelajaran, berbicara

INTRODUCTION

English is an international language used by all countries in the world in communicating, both offline communications more so online, where various references and advertisements are mostly in English. In addition, there are many offers of scholarships abroad with the requirement to be able to speak English.

English language learning in Indonesia as a second language, after Indonesian as the mother tongue. Therefore, most parents do not care to give advice and suggestions to their children to learn to speak English. Thus, English language teachers in schools and madrasahs are forced to spend additional energy to teach English, especially students' English-speaking skills through additional learning or English language subject teachers make learning innovations by creating special learning models to improve students' English-speaking skills.

Improving the speech skills of students of Class One is a crucial aspect of their overall development. Effective communication is essential for students to express their thoughts, ideas, and opinions, and to interact with their peers and teachers. However, some students may face difficulties in developing their speech skills, which can hinder their academic and social progress.

Effective communication is a crucial aspect of a child's development, and the ability to speak fluently and coherently is a fundamental skill that lays the foundation for academic and social success. In the case of students in Class One, the development of speech skills is particularly crucial, as it not only enhances their ability to express themselves but also serves as a gateway to their overall academic progress, (Hasson, Gill, 2012).

Several factors contribute to the challenges faced by Class One students in improving their speech skills, (Amalia, 2017). Oftentimes, these young learners may struggle with articulation, vocabulary, and confidence in public speaking. Additionally, cultural and linguistic diversity within the classroom can pose unique challenges, as students from different backgrounds may have varying levels of exposure to the dominant language used in the school setting.

To address these challenges, educators must employ a multifaceted approach that incorporates targeted interventions and strategies tailored to the specific needs of the students, (Hampp, L. Paula, 2019). Promoting academic language through engaging activities and fostering a supportive, inclusive classroom environment can help students develop the confidence and proficiency they need to excel in their speech development, (Achmad, 2012).

Moreover, the role of the teacher is pivotal in this process, as they serve as the bridge between the school's policies and the student's needs. Speaking skills are one of the important aspects in the development of language skills in students, especially at the basic education level. These skills include the ability to convey thoughts, feelings, and information clearly and effectively. The importance of speaking skills is not only limited to academic contexts but also in everyday life, where verbal communication is the main means of social interaction, (N. V. F. Liando & D. P. Tatipang, 2022).

In grade one students, the development of speaking skills requires a different approach compared to higher levels. Children at this age are in a critical stage of language development, where they begin to master the basic structures of language and expand their vocabulary. Therefore, appropriate intervention at this stage can have a significant positive impact on their future language skills, (T. Mogea, 2019).

Some of the factors affecting the speaking skills of grade one students are the teacher's choice of learning model and the use of inappropriate teaching methods, the learning environment, and support from parents and peers. Using learning models and choosing interactive and participatory teaching methods so that students want to learn English, such as language games and group discussions, can stimulate students' activeness in speaking. A supportive learning environment, where students feel safe and valued, is also important to encourage them to speak in public.

Improving the speaking skills of grade one students requires collaboration between teachers, parents, and the school community. Training and professional development for teachers is also important so that they can implement innovative and effective teaching strategies. Through a holistic and sustainable approach, it is hoped that students' speaking skills can be well developed so that they are ready to face future communication challenges, (Liando, N. V., D. P. Tatipang & F. Lengkoan, 2022).

English Breaking is an online English learning application. However, English teachers at MAN 2 Makassar City innovate by integrating offline learning so that students can be guided. Each class at MAN 2 Makassar City is guided by an instructor/tutor who acts as a facilitator and assessor of the results of students' speaking skills exercises. The application created by the author and used to improve students' speaking skills has become the author's patent and the contents of the application are downloaded so that they can be studied offline and used as teaching materials for speaking and listening training for students, both at MAN 2 Makassar City but also used by Madrasah and other schools.

The results of observations experienced by the author during his time as an English teacher at MAN 2 Makassar City, show that students cannot speak English to appear in public and other forums, so it becomes a responsibility and challenge for English teachers. Therefore, as an English teacher creates a learning model that can help and stimulate students to be able to speak English, the learning model is called STUNNING.

So STUNNING is an acronym for Speaking Training UsiNg ENglish BreakING The author chose this word because the word STUNNING itself in English means stunning. It is hoped that STUNNING learners will become stunning speakers in international forums.

Based on the explanation above, the problem in this article is; *whether using the STUNNING Model can improve the speaking skills of class X students of MAN 2 Makassar City*? The aim of this article is, to know if using the STUNNING Model can improve the speaking skills of class X students of MAN 2 Makassar City.

Improving the speaking skills of first-grade students is the importance of speaking in everyday life. Speaking has a very important social role in human life because speaking can help individuals communicate with others, express thoughts and feelings, and improve critical and creative thinking skills.

However, several factors can become obstacles in improving student's speaking skills, such as limited learning media, lack of students' self-motivation, monotonous learning, and lack of habituation to using English in the classroom. Therefore, a creative, innovative, and interesting learning model is needed to improve students' speaking skills,

Therefore, an English subject teacher must be able to motivate students to want to speak English so that students can communicate with their friends. So, English teachers must choose learning methods, use learning media, and choose learning models that are by teaching materials and student abilities, (N. W. W. Agustini, L. P. Artini & N. N. Padmadewi, 2019). In addition, the English teacher must master the teaching material and must master the steps of the learning model, so that in the learning process the teacher can convey the material well so that students can understand the direction of learning delivered by the teacher, (D. A. Astuti, E. Fauziati & S. Marmanto, 2019).

It cannot be denied that the mindset of the community and parents of English language learning is very difficult because English is written differently, the way of reading is different, and also the meaning is different, but the teacher with his competence, ability, and skills, the teacher can provide understanding to his students by teaching students to speak English by using the learning model he created, (R. Nishanthi, 2018).

English language instruction is not merely conveying a specific set of skills to students, but also how far the ability of the teachers to explore the material (English subject) for the students through the learning model and method.

Rather, the activity of ELT is heavily imbued with ideals that are complex and loaded with conflicts and conflict; studying English helps to develop international understanding. It facilitates communication while also promoting global knowledge and tolerance for cultural variety. When students instill morals and values through English language study, it improves their language acquisition skills, (Hanafi Pelu, 2021).

Integrating values in the teaching and learning process is in line with the goal of national education. Indonesian national education system law number 20 the year 2003, chapter 3 states that the goal of national education is to develop educated people with life skills and good character building. So, all levels

of our education should integrate character values into the curriculum, syllabus, lesson plan, and teaching-learning materials, (Abdullah et al., 2021).

A Learning Model is a conceptual framework used as a guideline in preparing lesson plans to achieve specific learning objectives. The English learning model refers to the strategies, methods, and techniques used by English language subject teachers to improve student's English language skills, (Solomon Zulu&Gampani Phir, 2020). The learning model aims to improve the four basic skills of English, including; listening, speaking, reading, and writing.

Here are some English language learning models that can be used by English language subject teachers at MAN 2 Makassar City, namely;

1. Direct Method
   a. Focuses on using the target language without translating;
   b. Emphasises verbal communication and spontaneity.
2. Communicative Language Teaching
   a. Emphasises the function of communication in real situations;
   b. Integrates language skills with meaningful activities.
3. Task-Based Language Teaching
   a. Focuses on using tasks that stimulate real language use;
   b. Encourages students to use language as a tool to accomplish specific tasks.
4. Content-Based Instruction
   a. Integrating language learning with academic or non-academic content.;
   b. Using subject matter that is relevant to student's interests.
5. Total Physical Response
   a. Combining physical activity with language learning;
   b. Students respond to verbal commands with physical actions
6. Blended Learning
   a. Combine face-to-face learning with online learning;
   b. Utilising technology to enrich the learning process, (A. Hasani, 2016).

Thus, the English subject teacher at MAN 2 Makassar City created a learning model to help students speak English, whether it is students talking to their friends at MAN 2 Makassar City or giving speeches in public. The English language subject teacher created a learning model with the name STUNNING.

So STUNNING stands for Speaking, Training, UsiNg. English, BreakING, here's the **explanation, namely;**

Speaking to enrich vocabulary; Speaking activities are an effective way to enhance vocabulary acquisition in language learning. Engaging students in speaking exercises not only helps improve their verbal communication skills but also exposes them to new vocabulary in context, reinforcing both understanding and retention.

Most of the students' difficulty in speaking is vocabulary. They will not know how to speak without vocabulary. Through vocabulary, we convey our ideas, emotions, and efficiency. Without mastering it, people will not be able to use English effectively. Students' mastery of English vocabulary is still lacking. The students also difficult to deliver their ideas because of their limited vocabulary, (H. S. A. Afshar&A. Asakereh, 2016). The language learning process will not be successful when the participants of the class cannot master vocabulary well. Vocabulary mastery is needed in four crucial skills in English, so it becomes the duty of the teacher to develop the knowledge of the vocabulary of the students. The main problem in teaching vocabulary is students only get a few words and small parts of vocabulary, (M. Alqahtani, 2015). The practical teaching way can be a success with a given amount of vocabulary for everyone's time. According to Paul given vocabulary by the teacher is too little by little, but it is intensive for every time or every meeting in the class. However, they just have little time to learn vocabulary, which is caused by the teacher not knowing the best strategy to teach vocabulary (S. Baskin, 2017).

To increase the students, mastery of English, especially vocabulary, the teacher needs to know the best way, and there are many approaches, methods, and techniques that can be used by the teacher. One of the aims of teaching English is how to make the student interested in learning English and mastering vocabulary by their way of not only memorizing but also applying it in speaking in their activity from this case we need the teaching technique that makes them interested and speak up. In the school, the researcher has found some problems related to mastering vocabulary that are faced by the students, (N. Fudhla, 2018).

Training to improve learning model and practice; Training to improve learning models and practice involves structured professional development activities designed to enhance

educators' skills, knowledge, and strategies for effective teaching. The goal is to optimize teaching methods, integrate innovative practices, and ultimately improve student learning outcomes.

Training is an essential component of improving the learning model and practice in various fields, including education, business, and healthcare. The goal of training is to enhance the learner's knowledge, skills, and attitudes to achieve better performance and outcomes, (A. Esfijani and B. E. Zamani, 2020).

Training is a crucial aspect of improving the performance of machine learning models. The concept involves refining the model by adjusting its parameters and hyperparameters to better fit the data and achieve the desired outcomes, (H. M. Cheah, & K. Y. Lim, 2016).

Here are some key strategies and techniques for improving the learning model through training:

a. Reframe the Problem: Sometimes, improving a model may not be about the data or techniques used to train it but rather about reframing the problem. This involves looking at the problem from different angles and leveraging data to extract latent indicators and hidden relationships to refine the question.
b. Provide More Data Samples: Providing more training data samples to the algorithms can significantly improve model performance. The more data the model learns from, the more cases it can correctly identify.
c. Add Context to the Data: Building context around data points helps algorithms and subject matter experts make better decisions. This involves adding relevant features to the data that provide more information for the model to base its decisions on.
d. Use Meaningful Data and Features: Using meaningful data and features is essential to avoid noise in the model. Techniques like Permutation Feature Importance (PFI) can help identify the most important features and reduce the number of noisy features going into the training process.
e. Cross-validation: Cross-validation is a technique that splits the data into several partitions and trains multiple algorithms on these partitions. This improves the robustness of the model by holding out data from the training process.
f. Hyperparameter Tuning: Hyperparameter tuning involves experimenting with different values for parameters that guide the training process to find the optimal model. This is crucial for finding the best algorithm for the task and optimizing model performance.
g. Active Learning: Active learning involves iteratively selecting the most informative samples from a large pool of unlabeled data and adding them to the training set. This helps the model improve its performance by strategically choosing data points for labeling, (Dhika Maha Putri et al., 2020).

UsiNg English to communicate with others involves developing proficiency in the language to engage in effective and meaningful interactions in various contexts. This encompasses both verbal and written communication and includes understanding cultural nuances and pragmatic aspects of language use.

Using English as a means of communication is essential in today's interconnected world. English is the most widely spoken language globally, and its widespread use has made it a common language for international communication, (Lai-Mei Leong & Seyedem Ahmadi, 2017).

Here are some key points and references that highlight the importance of using English to communicate with others:

a. Globalization and International Communication: English is the primary language used in international business, education, science, technology, and entertainment. It is the language of global communication, facilitating interactions between people from different countries and cultures.
b. Education and Career Advancement: Good English language skills are essential for higher education and career advancement. Many universities and scholarship programs require English proficiency, and it is a valuable skill for students to have.
c. Social and Cultural Exchange: English is used extensively in social media, music, films, and books, making it a common language for cultural exchange and understanding. It helps people connect with others from

different backgrounds and cultures, (Srinivas Rao Parupalli, 2019).

In addition, teachers and students must support each other and have strategies for Effective Communication, namely;

a. Practice Speaking and Listening: Practicing speaking and listening in English is crucial for effective communication. This can be done through language classes, online resources, and social interactions with native speakers.
b. Mastering Vocabulary: Mastering vocabulary is essential for clear and effective communication. This involves learning new words, phrases, and idioms, as well as understanding their context and usage.
c. Using English in Daily Life: Incorporating English into daily life can be done by using English in social media, posting updates, and engaging with others in English. This helps build confidence and fluency in speaking English, (Paulina Novarita, 2019).

BreakING the ability to perform in public (speech), Breaking the ability to perform in public speech refers to the phenomenon of overcoming the fear or anxiety associated with speaking in front of an audience. This concept is also known as glossophobia or speech anxiety.

Breaking the barrier to performing public speaking involves overcoming psychological and practical obstacles that inhibit effective speech delivery. This process entails developing strategies to manage anxiety, enhance confidence, and improve communication skills.

Referential Communication is another important concept to consider when using English to communicate with others. Referential communication occurs when two speakers exchange information and involves the use of referring expressions to identify entities (things and people) and their locations or attributes, (Dina Amelia et al., 2022).

Breaking the ability, it is important to consider the cultural and social context of communication when using English to communicate with others. This includes understanding the norms and expectations of communication in different cultures, as well as the role of nonverbal communication in conveying meaning, (Kusrini dkk., 2022).

Breaking the ability to perform in public (speech) refers to the process of overcoming the barriers that prevent individuals from effectively communicating in front of an audience. This includes managing public speaking anxiety, improving speaking skills, and enhancing confidence, (To'ifah & Sari, 2022).

Here are some key points and references that highlight the importance of breaking the ability to perform in public:

a. Practice and Rehearsal: Practicing and rehearsing speeches out loud helps to build confidence and fluency. Recording oneself and seeking feedback from others can also improve performance;
b. Managing Public Speaking Anxiety: Techniques such as deep breathing, visualization, and positive self-talk can help manage public speaking anxiety. Admitting and addressing anxiety can also help alleviate it.
c. Improving Speaking Skills: Improving speaking skills involves mastering vocabulary, grammar, and pronunciation. Storytelling and games can be effective methods for improving speaking skills.
d. Enhancing Confidence: Enhancing confidence involves understanding the audience and adapting to their needs. Knowing the material and being prepared can also boost confidence, (Yolanda O. Harahap, and Rozimela, Yenni, 2021).

RESEARCH METHODS

The research method is a scientific way to obtain data and information based on scientific results. According to (John Creswell, 2016), Research methods are ways and procedures with steps used to collect and analyze information to increase understanding of a topic or issue under study. The method used in this research is qualitative research. Where the researcher conveys the research data by describing it in the form of sentences.

According to Bogdan and Taylor quoted by (Sutrisno Hadi, 2015), Qualitative research is a scientific research procedure that produces descriptive data in the form of written or spoken words from people based on observed behavior.

While the type of research used by the researcher is descriptive. Whereas the descriptive approach only describes the phenomena, symptoms, events, and events that occur. According to (John Leksi Moleong, 2013), Descriptive aims to describe the properties or characteristics of an individual, situation, symptom, or group, at a time or to see a certain relationship between a symptom and

other symptoms in society, (Hanafi Pelu & Muh. Zainal, 2022).

RESULTS AND DISCUSSION

1. Result

Based on the results of observations and interviews conducted by teachers about students not being able to speak English, among others;

a. Due to a lack of vocabulary, students feel insecure, the method is not suitable for the material, the selection of media is not appropriate, and the use of learning models is not by the material presented.
b. Difficulty in understanding English used in an aviation context, such as technical terms and phraseology not commonly used in everyday conversation;
c. The students are Fear of making mistakes, fear being ridiculed by classmates, or not being understood;
d. Students become hesitant to speak and often avoid situations that require speaking in English;
e. Students are limited vocabulary makes it difficult to express ideas;
f. Limitations in sentence structure can make it difficult for students to organize their ideas and thoughts in speaking. Students who cannot create clear and logical sentences can have difficulty speaking;
g. Limited self-confidence can make it difficult for students to speak confidently. Students who do not have confidence in their speaking ability can have difficulty speaking.

2. Discussion

Language is the most essential component of human contact. People use language to communicate and connect. English has emerged as a global language. The majority of the global community communicates in English with people who speak other languages. Therefore, English must be taught and learned by students. The Oxford Advanced Learner's Dictionary defines language as the system of sounds and words that humans use to express their thoughts and feelings.

In an identical line, Language refers to a system of communicating ideas or sentiments through the use of conventionalized signs, sounds, gestures, or marks with understood meanings. Whatever else people do when they gather together, whether they play, fight, make love, or build cars, they chat and employ a language. Language appears to serve many distinct roles because there are numerous occasions for employing it, but despite this apparent diversity, the essential uses of language are fairly restricted.

Students can create their book of vocabulary words or a set of word cards, where they list synonyms and antonyms of vocabulary words learned in the classroom.

Speaking is a crucial aspect of language learning, particularly in enhancing vocabulary mastery. Effective speaking involves not only the ability to communicate ideas but also the ability to use the right words and phrases fluently. Enriching vocabulary through speaking involves several strategies and techniques that can be employed by teachers and learners alike.

The English teachers can use other Strategies for Vocabulary Enrichment through Speaking, namely;

a. Engage, Study, Activate Method: This method involves engaging students in activities that stimulate their interest and encourage active participation. The study phase involves reviewing and reinforcing the vocabulary through various exercises. The activate phase involves applying the vocabulary in real-life situations, such as role-playing and group discussions.
b. Information Gap Activities: These activities involve providing students with different bits of information that they need to share to complete a picture or task. This helps them practice using vocabulary in context and develop their speaking skills.
c. Telling Stories: This involves asking students to tell stories in English, which helps them practice using vocabulary more naturally and spontaneously. It also encourages them to think creatively and use language to express their ideas.
d. Self-Defining Context: This strategy involves providing students with context that helps them understand the meaning of new words. This can be done by asking them to define words in their context or by using

authentic materials like news articles or videos.

e. My Secret Cards Media: This method involves using flashcards with words and their meanings. Learners are asked to find and classify vocabulary related to a theme or topic and then discuss the meanings in their native language. This helps them develop their vocabulary and speaking skills

To overcome the problem of students who have not been able to speak English, the teacher uses a learning model that was created by himself to improve the ability of class X students to speak English, namely by the name STUNNING Speaking Training UsiNg ENglish BreakING.

Overcoming the problem of students not being able to speak English is an important challenge in language teaching. Teachers often have to innovate and create effective learning models to improve students' speaking skills. One innovative approach that can be used is the STUNNING (Speaking Training Using ENglish BreakING) learning model. This model is specifically designed for grade X students to be more confident and competent in speaking English.

Thus, the Key Components of the STUNNING Learning Model, are as follows;

a. S (Speaking Practice) - Speaking Practice:
   1) Students are involved in regular speaking activities such as presentations, group discussions, and role plays;
   2) These activities are designed to provide intensive and structured practical experience in using English.
b. T (Training Techniques) - Training Techniques:
   1) Using training techniques that involve constructive feedback and immediate correction from the teacher;
   2) These techniques include simulation of real situations, pronunciation drills, and the use of technology such as pronunciation apps.
c. U (Understanding Cultural Contexts) - Understanding Cultural Contexts:
   1) Learning involves exposure to the cultures of English-speaking countries to enhance students' understanding of the context of communication;
   2) Students are exposed to different cultures through media such as film, music, and literature.
d. N (Negotiation Skills) - Negotiation Skills:
   1) Teaches negotiation and persuasion skills that are essential in effective communication;
   2) Students learn how to express opinions, agree, and disagree politely and effectively.
e. N (Non-verbal Communication) - Non-verbal Communication:
   1) Focuses on non-verbal aspects such as body language, facial expressions, and intonation;
   2) Students are taught how to use non-verbal communication to reinforce their message.
f. I (Interactive Learning) - Interactive Learning:
   1) Using interactive learning methods such as educational games, debates, and collaborative projects;
   2) These activities are designed to make learning more engaging and motivate students to actively participate.
g. N (Novelty) - Novelty:
   1) Integrating new and interesting elements in every learning session;
   2) Teachers use the latest technology, relevant materials, and varied learning techniques to keep students' interest.
h. G (Goal Setting) - Goal Setting:
   1) Helps students set specific, measurable, and realistic learning goals;
   2) Students are taught to plan the steps needed to achieve these goals.

As such, the use of the STUNNING learning model is designed to help students overcome barriers to English speaking in a structured and supportive way. With consistent and reflective implementation, this model can help

Grade X students achieve better speaking skills in English.

CONCLUSION AND SUGGESTION

1. Conclusion
   The STUNNING learning model provides a comprehensive and structured approach to address students' problems in speaking English. By combining various training techniques, cultural understanding, negotiation skills, non-verbal communication, and interactive learning, this model can significantly improve students' speaking ability. Consistent and reflective implementation of this model in the classroom can help students achieve better progress in English speaking skills.

   The conclusion about using the STUNNING Speaking Training UsiNg ENglish BreakING model to overcome students who cannot speak English is that it is an effective way to improve their speaking skills. The model provides a structured approach to teaching speaking skills, starting from setting targets, teaching vocabulary, understanding context, note-taking, narrating experiences, interacting with peers, negotiating meaning, giving feedback, and evaluating progress. Additionally, the model incorporates the concept of BreakING the ability to perform in public (speech), which helps students overcome their fear of public speaking.

   By using the STUNNING model, teachers can create a supportive learning environment that encourages students to practice speaking English confidently. The model's emphasis on practice, preparation, and feedback helps students overcome their anxiety and build their confidence in speaking English.

   Furthermore, the model's focus on using English to communicate with others, breaking the ability to perform in public (speech), and negotiating meaning helps students develop their speaking skills more comprehensively. Overall, the STUNNING model is a valuable tool for teachers to help students overcome their difficulties in speaking English.

2. Suggestion
   It is expected that every subject teacher, especially English subjects, in the learning process should choose and use learning models and learning methods that are appropriate to the material being taught. Suggestions from the author, subject teachers can use the STUNNING learning model.

The STUNNING learning model offers an innovative and holistic solution to address students' problems in English speaking. By combining various training techniques, cultural understanding, negotiation skills, non-verbal communication, and interactive learning, this model can significantly improve students' speaking skills. Consistent implementation and support by a positive learning environment will help students achieve better progress in English speaking skills.

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