TEACHING IELTS SPEAKING SKILLS: HOW IS THE STUDENTS’ PREPARATION FOR TAKING THE TEST?

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Abstract: This research describes teaching IELTS Speaking Speaking and students’ preparation for taking the IELTS Speaking. This research is library research. The analysis shows that The IELTS Speaking test consists of three parts: Introduction, Cue Card, and Follow-up Questions. The Introduction section introduces the interviewer and asks simple questions related to everyday life to help participants feel comfortable. The Cue Card section allows participants to prepare answers on a predetermined topic, usually related to personal experiences or specific situations. The Follow-up Questions section tests participants' ability to organize and convey ideas in a clear and structured manner. The IELTS Speaking construct is characterized by four areas: Fluency and Coherence, Lexical Resource, Grammar Range and Accuracy, and Pronunciation. Preparation for the test involves regular practice, understanding basic grammar, paying attention to intonation and pronunciation, and avoiding mistakes. To prepare, organize the schedule, ensure optimal physical and mental conditions, get enough sleep, and bring necessary documents and equipment. Developing English-speaking skills and honing communication skills can help students achieve a good score on the IELTS Speaking test and improve their overall English-speaking skills. To produce quality students with good IELTS skills, students should be familiar with IELTS and have experience completing IELTS simulation tests. By preparing well and practicing regularly, students can improve their English proficiency and score higher on the IELTS Speaking test.

Keywords: IELTS, IELTS Speaking, Speaking

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INTRODUCTION
The International English Language Testing System (IELTS) has become the standard for evaluating English language proficiency on a global scale (Michell, 2021). The increasing number of international students who choose to attend universities in English-speaking countries has led to the measurement of English language proficiency becoming a crucial aspect of eligibility requirements (Dooey & Oliver, 2021). IELTS is the International English Language Testing System. Over the past few years, there has been a steady increase in the number of people taking the IELTS exam (Pearson, 2019). The International English Language Testing System (IELTS) is designed to evaluate the language proficiency of candidates who wish to work or study in an environment where English is the primary language of communication (Roshan, 2013). The International English Language Testing
System (IELTS) is a large-scale test designed to evaluate the English language proficiency of non-native English speakers who intend to study or work in environments where English is the primary language of communication (Peltekov, 2021).

IELTS is composed of four subcomponents with equal weight: speaking, listening, reading, and writing. Reading, speaking, listening, and writing are the four main components that constitute this task (Yen & Kuzma, 2009). The IELTS exam is a two-day test administered by trained examiners and scorers, covering four language skills. Candidates receive scores for each skill and an overall Band Score. The speaking or interview section is administered separately before listening, reading, and writing sessions. The aggregate band score is the arithmetic mean of the four subtests. Examiners are regularly monitored by an accredited trainer every two years (Hashemi & Daneshfar, 2018).

ELTS and other worldwide large-scale language proficiency tests have always included a speaking evaluation (Karim & Haq, 2014). The Speaking subtest of the IELTS evaluates a candidate's general proficiency in speaking in ordinary situations through a five-phase structured oral interview. Speaking is viewed as a productive skill by the examiner due to its communicative nature, which can only be assessed through live interaction (Altakhaineh, 2019). Due to its crucial role in fostering communicative effectiveness, the speaking test has been regarded as an integral component of language proficiency exams such as the TOEFL (Test of English as a Foreign Language) and the IELTS (International English Language Testing System).

According to Shareef (2023), in today’s globalized world, oral communication is crucial for survival. Speaking is a productive skill that requires integrating elements to accurately convey messages. It is the most efficient way to communicate ideas in conversations. Speaking ability is interactive and must be evaluated in real time. The goal of honing oral proficiency is to facilitate efficient communication in a specific language, encompassing understanding and generating words. When someone is speaking, time is a factor that must be considered (Namdar & Bagheri, 2012). When speaking, speakers are under continual pressure to follow the information that is being received and to generate speedy replies to their partners. This pressure keeps them on their toes the whole time. The researcher is interested in describing more about IELTS Speaking.

The speaking test is conducted face-to-face with a trained examiner (Ganji & Nasrabady, 2021). The purpose of speaking ability is to interact in the target language, which requires both comprehension and production (Solihin et al., 2023). The IELTS Speaking test evaluates an individual’s ability to communicate in English orally. To achieve an adequate score, one must demonstrate a good understanding of the questions, provide clear and direct responses, and use accurate grammar tenses and vocabulary. Confidence in speaking is crucial, as repeating the examiner’s questions or words may appear inadequate. The test also emphasizes the importance of using grammar tenses and vocabulary effectively. Overall, a strong communication skills foundation is crucial for a good score.

Speaking test is one of the most difficult tests in this series of international standard English language proficiency tests. Therefore, thorough preparation is needed so that the IELTS Speaking test results can be maximized. The IELTS Speaking test will take place accompanied by an examiner called an examiner. This examiner is tasked with giving questions and instructions to test participants and then they must be answered and discussed using English. The test will be carried out one by one in a private room face to face with the examiner. In the IELTS Speaking test, to get a high score, participants must be able to show good understanding and be able to explain the topics asked by the examiner.
Apart from that, in this speaking test, we also need to pay attention to tenses and vocabulary to maximize our score.

According to Morovat (2014), speaking is reportedly one of the most challenging of the four proficiency exam abilities evaluated. Due to the importance of this skill, all factors influencing the candidates' success must be considered. The research written by Hadijah et al. (2018) found that students need to improve their IELTS speaking skills simulation exam proficiency, with most achieving scores between 4 and 6. The primary determinant of test-takers success is enhancing their English-speaking abilities in practice. However, all students surveyed reported not engaging in extensive pre-test preparations, indicating room for improvement. Test taker anxiety and difficulty understanding the examiner’s spoken word definitions further complicate their ability to answer questions. By using strategies outlined in the IELTS Speaking Exam, test takers can mitigate disruptions during the test. Wardana et al. (2020) reveal that students' English-speaking proficiency is commendable, with some scoring 7 and the majority between 5 and 6. However, most students did not engage in extensive pre-test preparation, which can hinder their response and comprehension of exam-related words. Understanding exam strategies and techniques can help mitigate these obstacles, emphasizing the importance of practice and effective preparation for improving English speaking abilities. Rehman (2022), highlights the challenges teachers face in teaching students about preparation, such as student attitudes, classroom atmosphere, and apprehension. The primary goal of exam preparation is to achieve desired scores, but many educators find this the most challenging obstacle. To boost student motivation, educators should inform them of opportunities, entertain them with games, share success stories, and remind them of the reasons they enrolled in the IELTS preparation course. Halid (2022) discusses the challenges students face in practice, including diverse preparation methods, differing perspectives on the IELTS, speaking difficulties, and adapting responses to test duration. The study suggests increased reading, collaboration, and the role of lecturers as support systems. However, further research is needed to effectively address these issues, emphasizing the need for further investigation.

Despite the existing literature on IELTS speaking skills preparation, there remains a gap in understanding the specific factors hindering students from engaging in extensive pre-test preparations, as highlighted by Morovat (2014) and Wardana et al. (2020). While it's acknowledged that practice is crucial for success, there is a lack of insight into why students are not adequately preparing for the speaking test and how their preparation habits can be improved. Additionally, while Rehman (2022) discusses the challenges faced by teachers in motivating students and creating conducive classroom atmospheres, there is a need for further investigation into the effectiveness of various motivational strategies and their impact on students' engagement in pre-test preparation activities. This proposed research aims to address the identified research gap by examining the specific barriers and motivations influencing students' engagement in pre-test preparations for the IELTS speaking test. Through its focus on both student and teacher perspectives, this study seeks to offer comprehensive recommendations for improving the effectiveness of IELTS speaking test preparation programs and ultimately enhancing students' speaking proficiency and test performance.

Teaching the IELTS Speaking Test is of great importance for several reasons. First of all, effective preparation can help students improve their speaking skills in English, which is an important skill in academic and professional life. By giving students a good understanding of the format, structure, and types of questions that may appear on the test, teachers can help them feel more confident and prepared for the test. Second, through the
teaching process, teachers can help students understand effective strategies and techniques for answering questions correctly, as well as managing time well during exams. This includes practice in developing ideas, planning answers, and increasing relevant vocabulary. Third, teaching the IELTS Speaking Test can provide opportunities for students to practice speaking and listening in a structured and supportive context. This helps them not only in taking exams but also in everyday life where speaking skills in English are very necessary. Thus, teaching the IELTS Speaking Test not only helps students achieve the desired score on the test but also helps them acquire valuable speaking skills for their future. Therefore, this research describes teaching IELTS Speaking and students’ preparation for taking the IELTS Speaking.

METHOD
This research is library research. Library research is activities that include text or discourse analysis and analysis of an event. These activities might take the shape of actions or writings that are investigated to gain accurate conceptual and theoretical facts (Hamzah, 2020). Researchers choose literature studies from books and article journals so they can look at whose topics fit their needs. In this research, the researcher collects information related to the IELTS Speaking Test. The second stage is to read the type and all the references that were found in the previous stage. The third stage is to review all the literature study sources that have been collected. After reading it, we will know what important information suits your needs. This information becomes data that needs to be recorded and adapted to the topic to be discussed. After summarizing all the necessary data, you can proceed to the next stage, namely presenting it in writing and then concluding.

FINDINGS AND DISCUSSION
Task Type and Format in IELTS Speaking Test
According to Dashti & Razmjoo (2020), the IELTS Speaking Test consists of an 11- to 14-minute conversation between a candidate and an examiner. The test consists of three major sections, the first two of which pertain to the quantitative aspect of the current study, and the third of which focuses on the qualitative phase. Part 1 of the interview consists of general inquiries about the candidate's family, acquaintances, and hometown. The candidates are asked general inquiries designed to elicit information about their interests, families, and residences. In the second portion of this study. Part 2 of the test is comprised of an interaction pattern, a required assignment, and demonstrated performance. The candidate is given a task card with a prompt and instructed to speak for one to two minutes on a given topic. The candidates are given a verbal prompt on a topic card, which is designed to call up a description of a particular topic. The candidates are given one minute to prepare before being asked to speak for one to two minutes on the topic. Part 3 consists of queries related to the subject of part two and requires discussions of more abstract concepts. The candidates engage in a discussion with the examiner regarding more abstract aspects of the previously provoked topic.
Table 1. IELTS Speaking Test

<table>
<thead>
<tr>
<th>Parts of the Speaking Test</th>
<th>Task Type and Format</th>
<th>Task Focus</th>
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<tbody>
<tr>
<td>Part 1 - Introduction and Interview</td>
<td>The examiner verifies the identities of the test participants and introduces himself/herself. The test-takers are then asked general inquiries regarding topics such as family, friends, studies, work, and personal interests. To maintain coherence, inquiries are extracted from a script. Part 1 is four to five minutes long.</td>
<td>By responding to a variety of inquiries, this section of the examination evaluates the candidate's capacity to convey information and opinions regarding common experiences and situations, as well as commonplace topics.</td>
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<tr>
<td>Part 2 - Long Turn</td>
<td>The examiner distributes task cards to test participants, providing discussion prompts, points, and instructions. Each participant is given one minute to prepare their presentation, and the examiner instructs them to speak for one to two minutes before answering one to two queries.</td>
<td>This part of the examination evaluates the candidate's ability to speak at length (without further prompting from the adjudicator) on a given topic, using appropriate language and coherently organizing ideas. The examination candidates will probably be required to rely on their personal experiences to complete the lengthy turn.</td>
</tr>
<tr>
<td>Part 3 - Discussion</td>
<td>Part 2 issues are discussed in greater detail where applicable and in a more general and abstract manner by the examiner and the test candidates in this section. The third segment lasts four to five minutes.</td>
<td>This part of the examination evaluates candidates' capacity to articulate and substantiate viewpoints, as well as to scrutinize, deliberate, and conjecture concerning matters.</td>
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Source: [https://www.ielts.org/for-test-takers/test-format](https://www.ielts.org/for-test-takers/test-format)

According to Rogers (2015), speaking tests typically last between 1 and 14 minutes. The IELTS Speaking test consists of three parts, each lasting 11-14 minutes. The Speaking Part 1 test lasts 4-5 minutes, the Speaking Part 2 test lasts 1-2 minutes, and the Speaking Test Part 3 lasts 3-4 minutes. Each section focuses on different speaking and linguistic skills. The marking system is consistent across all three sections, indicating equal value. A candidate can achieve a reasonable acceptable score (5-6) even if they underperform in one segment, as long as the performance in the other two sections is adequate. This ensures that the test is fair and effective. The speaking test is divided into 3 parts:

1. Part 1 Introduction and interview (4-5 minutes). The examining committee will introduce itself, and participants are asked to do the same. The examiner will ask simple things about the participant, for example, family, hobbies, and studies. Because it tells about ourselves, this section is very good for relaxing and adjusting to entering the next section.

2. Part 2. Individual long turn (3-4 minutes). The examiner will give a card with a discussion topic. This card also lists the points that must be discussed in the discussion. After receiving the card, participants will be given one minute to write short notes to prepare answers that will be delivered orally later. After that, participants will be given 1-2 minutes to discuss the topic, then the examiner will ask 1-2 questions according to the participant's answers.

3. Part 3. Two-way discussion (4-5 minutes). In this two-way discussion section, participants will be asked to discuss the same topics as in the previous section. The difference is that in this section participants will have more reciprocal interaction with
the examiner, rather than just conveying answers orally. Topics can develop broader and more abstract.

**IELTS Speaking Assessment Criteria**

In part 1 (Introduction), following a scripted introduction and identification verification, the examiner asks the candidate a series of questions about themselves, their interests, and other common topics (Fernandez, 2018). The interview consists of the following: introductions are made between the interviewer and candidate, the candidate discusses a familiar subject at length, poses questions to the interviewer, and expresses ideas and attitudes; the interviewer then concludes the session.

Quaid (2018), the IELTS speaking construct as oral proficiency in general. However, the examiner perceives this speaking construct in a more specific manner through the rating criteria, which serve as an operationalized format of the principal variables specified within. Taman (2019) outlines four domains: Fluency and Coherence, Lexical Resource, Grammar Range and Accuracy, and Pronunciation. Each contributes to a subscore, which is further subdivided into a unique band descriptor.

<table>
<thead>
<tr>
<th>No.</th>
<th>Marking</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1.</td>
<td>Fluency and Coherence</td>
<td>This relates to the capacity to engage in conversation at typical rates, with consistent effort, and with the ability to connect concepts and language to produce coherent, connected discourse. Diacritical metrics for assessing fluency include the rate and continuity of speech. Coherence is determined by several critical factors: the logical progression of sentences, the explicit delineation of phases in a discourse, narration, or argument, and the effective implementation of cohesive devices (such as conjunctions, pronouns, and connectors) both within and between sentences.</td>
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<td>2.</td>
<td>Lexical Resource</td>
<td>This relates to the extent of the lexicon employed and the accuracy with which intentions and perspectives can be articulated. The diversity of words employed, the sufficiency and appropriateness of those words, and the capacity to circumlocute (avoid a vocabulary lacuna through the use of other words) with or without conspicuous reluctance are the most important indicators.</td>
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<td>3.</td>
<td>Grammatical Range and Accuracy</td>
<td>This refers to the extent to which the grammatical resources of the test candidates are utilized accurately and suitably. The length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the variety of sentence structures—particularly those that rearrange elements to emphasize information—are the primary indicators of grammatical range. The quantity of grammatical errors in a given passage of speech and the communicative impact of each error are the primary indicators of grammatical accuracy.</td>
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<tr>
<td>4.</td>
<td>Pronunciation</td>
<td>This relates to the capacity to generate discourse that is easily understood to satisfy the prerequisites of the Speaking test. The amount of strain inflicted on the recipient, the proportion of speech that is unintelligible, and the discernible impact of the first language (L1) will serve as the primary indicators.</td>
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Source: [https://www.ielts.org/for-test-takers/how-ielts-is-scored](https://www.ielts.org/for-test-takers/how-ielts-is-scored)

The speaking section evaluates our English proficiency, recording every evaluation in writing. Part 1 involves asking about familiar subjects and ourselves, such as family, friends, education, employment, and personal interests. The second segment, part 2, provides a designated subject for discussion, with one minute for preparation before a two-minute
maximum speech. Part 3 includes supplementary inquiries for a more theoretical examination, with a duration of approximately four to five minutes. The exam aims to assess our understanding of spoken English.

IELTS Speaking Parts 1, 2 and 3

IELTS Speaking Part 1
In the IELTS Speaking Part 1 test, the examiner will ask several general questions about the participant's personality, such as area of origin, education, and hobbies. Usually, there are around 5 - 8 questions that will be asked by the examiner with a test time of only 4 - 5 minutes. Some examples of topics and questions are Study, Work, Hometown, Home, Food, Hobbies, Art, Bicycles, Birthdays, Childhood, Clothes, Computers, Daily Routine, Dictionaries, Dreams, Drinks, Evenings, Family, Friends, Flowers, Food, Going Out, Happiness, Internet, Languages, Leisure Time, Music, Noise, Neighbors & Neighborhood, Newspapers, Patience, Pets, Reading, Shopping, Sport, TV, Transport, and Weather.

The IELTS Speaking Part 1 test, a brief segment lasting only 4 to 5 minutes, necessitates efficient time management to ensure all examiner questions are answered accurately, clearly, and satisfactorily. To achieve this, candidates should strive for a relaxed demeanor and clear speech, aiming for a conversational tone that mirrors everyday dialogue. This natural approach not only enhances comprehension but also reflects a strong command of English and regular fluency practice. Furthermore, responses should be spontaneous and unmemorized, particularly when addressing questions related to personal experiences or personality traits, thus fostering authenticity and engagement. Additionally, it's crucial to balance conciseness with comprehensiveness, considering the limited timeframe and the typical allocation of 3 to 4 discussion topics. Utilizing 3-4 complex sentences per answer ensures a focused and systematic approach while maximizing the allotted time. Moreover, candidates should prioritize mastering common daily topics often explored in Part 1, supplementing responses with vocabulary relevant to personality to diversify expression and elevate overall performance. By adhering to these strategies, test-takers can effectively navigate the IELTS Speaking Part 1 test, optimizing their opportunities for success.

IELTS Speaking Part 2
The IELTS Speaking Part 2 test involves answering general questions about People, Place, Experience, Feelings, Habits, Preferences, Objects, and Ideas. To pass the test smoothly, participants should speak in detail, follow instructions, and continue discussing the topic without the examiner's help for at least 1 – 2 minutes. Before the test begins, participants have one minute to prepare their answers. Read the cards carefully and note down topics if necessary. The best way to prepare is to read the cards quickly from start to finish and practice for the topic. Each topic has 3 – 4 instructions, and participants should speak for 30 seconds for each topic. The test is only 1 – 2 minutes long, so participants should aim to explain something general or global.

In IELTS Speaking Part 2, candidates are tasked with speaking on a given topic for 1-2 minutes after a 1-minute preparation period. The examiner provides keywords on a card to guide the discussion, though adherence to all points is optional. To succeed in this segment, candidates must pay attention to their speech speed and volume, avoiding speaking too softly or quickly, which can indicate a lack of confidence or hinder examiner comprehension. Additionally, candidates should refrain from using filler words like "um..." and instead employ filler phrases to maintain coherence and fluency (Fitria, 2022; Fitria et al., 2022). These phrases, such as "Well... let me think..." or "What else can I say about that...",
demonstrate linguistic flexibility and aid in bridging moments of hesitation. Furthermore, preparing an opening sentence tailored to the topic can set the tone for the monologue and facilitate a smooth transition into the discussion. By implementing these strategies, candidates can effectively navigate IELTS Speaking Part 2, showcasing linguistic proficiency and coherence in their responses.

**IELTS Speaking Part 3**
The IELTS Speaking Part 3 test focuses on general questions related to various topics such as country issues, financial reports, poverty and hunger in the Third World, crime and punishment, fashion, and design. To practice, participants can practice speaking in Indonesian and then use English. The questions are not always related to future predictions, but they aim to encourage analytical thinking based on current phenomena.

Part 3 is a two-way discussion between the examiner and the participant, allowing for active opinions and detailed descriptions. Participants must be able to think and speak quickly and actively in English, master popular issues, and respond to questions. Skills in responding to questions and describing abstract ideas are essential for success. Correct grammar and vocabulary are also required in describing ideas or concepts related to the topic being discussed. Part 3 lasts 4-5 minutes and includes questions already in the examiner's script or spontaneous questions based on previous answers. It is designed to assess the ability to give deeper and more detailed answers using appropriate words, terms, and phrases. Unlike IELTS Speaking Part 1 and Part 2, which focus on individual experiences, Part 3 requires the ability to express general ideas.

To excel in IELTS Speaking Part 3, candidates can employ several strategies aimed at securing a high score. Firstly, it's crucial to always provide answers, even if it necessitates a moment to gather thoughts. Rather than stating "I do not know," candidates can politely ask for time to consider their response or seek clarification from the examiner. Additionally, instead of requesting repetition of the question, candidates should ask for rephrasing to ensure better comprehension and enable relevant responses. Furthermore, candidates should approach questions from various angles to offer comprehensive answers that showcase their analytical skills and depth of understanding. Lastly, familiarizing oneself with different question types encountered in Part 3, such as opinion-based queries, hypothetical scenarios, comparisons, and predictions, allows candidates to utilize appropriate language structures and transition words effectively. By adopting these strategies and practicing responses to diverse question types, candidates can enhance their performance in IELTS Speaking Part 3, demonstrating both linguistic proficiency and analytical prowess.

**Teaching IELTS Speaking**
The speaking exam is the last of IELTS's four assessments (Karim & Haq, 2014). The IELTS speaking exam involves a face-to-face interview with an IELTS-trained examiner. The interview, recorded on an audio cassette, lasts between 11 and 15 minutes. The exam consists of three parts: an introduction, a lengthy turn, and a conversation. Part 1 involves a series of brief queries about the candidate's background, such as home, family, country, occupation, education, and hobbies. Part 2 involves a two to three-minute monologue on a general topic, while Part 3 involves a conversation between the candidate and the interviewer, thematically related to the topic of the lengthy turn.

The IELTS Speaking test is a component of the International English Language Testing System, assessing an individual's English-speaking proficiency through three distinct
sections, focusing on oral communication, comprehension, and effective message conveying in English. The three teaching strategies for students attempting the IELTS speaking exam (Issitt, 2008). The first strategy employs a variety of self-help materials from the field of contemporary psychology to boost confidence. The second encourages critical thinking and incorporates a variety of academic perspectives. The third strategy requires a thorough examination and application of the IELTS manual’s published marking criteria.

The three parts/sections of the IELTS speaking necessitate distinct speaking skills (Pishghadam & Shams, 2013). Of the five categories of knowledge proposed by (Fulcher, 2003) as components of speaking ability, only the static components of language competence are presumed to manifest nearly equally in all three sections. This is because one's knowledge of phonology, syntax, and vocabulary cannot alter during the 15-minute IELTS interview. Filipi (2015) states that the IELTS speaking examination consists of three parts. The first section is an introduction and interview covering general topics. In section 2, examinees are required to speak for one to two minutes on a topic for which they have one minute to prepare. In section 3, the examiner and test-takers discuss the topic. The performance evaluation rubric consists of four components: fluency and coherence, lexical resource, grammatical range and precision, and pronunciation.

IELTS is a skill-based challenge for test-takers (Kurniawan & Ghozali, 2023). They must exert substantial or even their best endeavors to attain the required score. Preparation for the IELTS, of course, will help them strengthen their English language abilities, but it is also considered a challenging component for the candidates. On the other hand, many candidates still lack both exam structure knowledge and test-taking skills. Teachers, as stakeholders in the preparation of IELTS test-takers, must therefore find a solution to this issue. To address the issue at hand, teachers must employ strategies that are distinct from the norm for teaching in the classroom.

Aridasarie & Tabiati (2022) state that the IELTS speaking test requires a substantial amount of immediate response to the examiner's queries in terms of providing examples and arguments to sustain the communicative exchange. In addition to responding to test queries with fluency, there is a greater demand for the ability to communicate with a more extensive and sophisticated vocabulary. Taman (2019) explains that speaking ability is one of the sub-skills measured by IELTS in the exam, alongside reading, listening, and writing. Rating scales are used to score speaking performances on speaking tests. Teachers in IELTS must agree on students' specific speaking abilities in specific band levels, allowing them to evaluate their abilities relative to the same band area. This allows teachers to assess the speaking abilities of the same number of students in the same classroom. Therefore, an investigation of the speaking component of the test is being conducted.

According to the criteria for evaluating speaking ability, four specific talents are being evaluated throughout the exam (Taman, 2019). These include the candidate's ability to talk fluently and easily, their vocabulary range, their usage and accuracy of grammar, and their pronunciation. When looking at those four key rating scales, for instance, an IELTS teacher has to be able to reflect the student's ability to know the specific band score region that each student falls into and to be able to enhance that ability in preparation for the actual test. While some instructors may reward students with scores that are comparatively lower than their abilities, others may offer them scores that are likely to reflect their abilities. Teachers should avoid raising students' expectations unnecessarily to prevent disappointment if they achieve lower results on exams. However, some educators provide students with a likely band score that corresponds to their abilities, which may not be entirely safe. The minimal performance in the actual exam may result in a lower band score than those achieved in
preparation practice. This concern arises from the potential demotivating impact of giving students the lowest possible band score.

To answer IELTS Speaking questions effectively, follow these tips: provide concise, supporting facts, use idioms or phrases, maintain a regular voice tempo, use the right intonation, use conjunctions and complex sentence structures, and provide a relevant conclusion. Preparing well in advance is crucial for achieving the maximum score. Even though fluency may be apparent, certain speaking techniques may not be fully utilized, leading to subpar performance and a less satisfactory score. Therefore, it is essential to practice speaking thoroughly before the test and discuss it with the examiner to ensure optimal performance. By focusing on these tips, you can improve your English speaking skills and achieve a higher score on the IELTS Speaking test.

IELTS Speaking can be a challenging session for some people, especially for those who are not used to speaking English fluently and in a structured manner. However, whether or not these sessions are difficult can vary from individual to individual, depending on their level of English-speaking ability. For those who are used to speaking English fluently, IELTS Speaking may not be too difficult a session. However, for those who are less familiar or less confident in speaking English, this session can be quite a challenge. However, the thing to remember is that IELTS Speaking is designed to measure English speaking ability objectively and fairly. Therefore, each participant will be assessed based on their English-speaking ability, not compared to other participants.

IELTS also provides time to prepare answers before the session begins, so that participants have the opportunity to plan and organize their thoughts before speaking. For those students who find it difficult to face the IELTS Speaking session, several strategies can help students to prepare better. One such strategy is to practice regularly with other people, be they friends, family, or an English tutor. Apart from that, we can also take IELTS Speaking courses or lessons to deepen our English-speaking skills. The most important thing is not to give up and keep practicing. With effort and patience, students can improve their English-speaking skills and face the IELTS Speaking session with more confidence.

Students can practice speaking English as much as possible, either with friends, family, or an English tutor. Expand English vocabulary and understand basic grammar well. Simulate the IELTS Speaking test with a friend or tutor, using the same time as the IELTS test so that you get used to the period given. Pay attention to intonation and pronunciation when speaking English, use the right intonation, and don't speak too fast or slow. Don't worry if students make mistakes in speaking, continue speaking in a way that is easy to understand, and don't be afraid to ask the interviewer to repeat questions if necessary. With careful preparation and enough practice, you can face the IELTS Speaking test with more confidence. Do not forget to practice IELTS speaking questions regularly and never give up on improving your English-speaking skills. Also, make sure to understand the IELTS Speaking test format and learn the right strategies for dealing with it. We can look for online resources or take an IELTS Speaking course to help us prepare better.

To excel on the IELTS Speaking test, it's crucial to organize the test schedule, maintain optimal physical and mental conditions, get enough sleep, and bring necessary documents like passports, test tickets, and necessary equipment. To improve English-speaking skills and communication, practice regularly and prepare well. Ensure to get enough sleep and not be too tired on the test day. Developing your English-speaking skills and honing communication skills will also help you score well on the test.

Besides, to improve speaking skills, it is essential to memorize logical connectors, related vocabulary, and connecting words to make discourse more fluent and comfortable.
Minimizing language tics, especially if English is not your native language, is crucial. Replace words like "eh" with short silences to convey consideration. Avoid speaking too fast or slow, using the same speed as the examiner if you cannot accurately measure your speed. Ask again when you don't understand, using ready-made expressions like "Could you repeat your statement, please?" or "I beg your pardon, but I did not understand what you've just said."

To produce quality students with good IELTS skills, students need to be familiar with IELTS and have experience in completing IELTS simulation tests, so that their ability level can be analyzed and the problems and obstacles they face can be anticipated to improve their proficiency in using English and face the challenges of the IELTS test. The IELTS test has a unique test format compared to other English language proficiency tests, such as the test format and the way of giving the correct answers to the test given. In this case, every test taker should know well the types of tests they will face.

Thorough preparation for the IELTS Speaking Test is very important for several reasons. Firstly, the marks obtained in this section play a key role in determining the overall score of the IELTS exam. Therefore, obtaining a high score in the Speaking Test can significantly increase one's chances of achieving the desired overall score. Second, the Speaking Test assesses the ability to communicate orally in English, which is an important skill in everyday life and academic environments. Good preparation can help a person feel more confident and comfortable when speaking in an urgent exam situation. Third, through careful preparation, one can learn effective strategies and techniques for answering the various types of questions that may appear on the exam. This includes how to manage time efficiently, plan answer structure, expand vocabulary, and use appropriate phrases. Therefore, preparing well for the IELTS Speaking Test can not only increase your chances of success in the exam but also help improve your overall ability to communicate verbally in English.

CONCLUSION
The IELTS Speaking test evaluates an individual's ability to communicate using English orally. It consists of three parts: an introduction and interview, an individual long turn, and a two-way discussion. The test requires a good understanding of the questions, clear responses, and a direct connection to the topic. Candidates must demonstrate good understanding, clear responses, and target grammar tenses and vocabulary. The test is one of the most difficult in the series of international standard English language proficiency tests, and thorough preparation is necessary to maximize results. Speaking Part 1 test consists of 5-8 questions about a participant's personality, with a 4-5-minute time limit. To improve results, be relaxed, answer naturally, and use complex sentences. Master frequently discussed topics and added vocabulary related to personality. Speaking Part 2 test focuses on determining speaking ability with minimal distractions and explaining details about a specific topic. To pass, speak, give organized answers, and continue discussing the topic without the examiner's help for at least 1 - 2 minutes. Speaking Part 3 is a two-way discussion between the examiner and the participant, focusing on current trends and expanding responses.

The IELTS Speaking exam is the final of four assessments, evaluating a candidate's speaking ability through four criteria: fluency, vocabulary range, grammar usage, and pronunciation. Teachers must employ strategies different from classroom methods to prepare students for the test. To answer effectively, students should provide concise facts, use idioms or phrases, maintain a regular tempo, use the right intonation, use conjunctions.
and complex sentence structures, and provide a relevant conclusion. Preparing well in advance is crucial for achieving maximum scores. Strategies for struggling students include regular practice, taking IELTS Speaking courses, and not giving up.

REFERENCES


