Building beginners' self-confidence in speaking at private high school in Makassar

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Abstract
Teaching spoken English has been a critical issue in the EFL context. The researchers are focusing on how to improve students' public speaking abilities. Several studies, however, have focused on how teachers build EFL learners' self-confidence before focusing on their speaking skills. Lack of self-confidence makes it difficult for beginners to speak, and it also makes it difficult for teachers to design activities that foster students' self-confidence. In response to this growing demand, this article provides an empirical account of how scripted role-plays are used as an innovative learning design in a private high school setting with a majority of students who are beginners. This research applied the Classroom Action Research study. The scripted role-play intervention was carried out for eight meetings following an action research protocol. Classroom observations and semi-structured interviews with students and the teacher were used to collect data. Interpretative Phenomenological Analysis (IPA) was used to analyze these data. According to the study's findings, the students had finally gained confidence in public speaking. Being confident allowed students to practice more, which improved their speaking skills. The study's findings have three practical implications. First, increasing opportunities for students to practice speaking should be prioritized in EFL classes. Second, providing scripted role-play for beginner students allows them to easily use the language. Finally, before asking students to improve their speaking skills, teachers should focus on developing their students' self-confidence.

Keywords: *Speaking anxiety; beginner; scripted role-play; self-confidence*

INTRODUCTION

Speaking with confidence is essential for EFL students. However, one of the most difficult challenges for teachers of beginners is instilling confidence in their students. It is the first thing a teacher must consider before beginning to

teach and improve students' speaking abilities. More confident students speak up and participate more actively in all language activities in class. Meanwhile, students who lack self-confidence may struggle to speak up and participate in class activities.

There are some examples of EFL classroom activities like games, quizzes, group debates, brainstorming exercises, role plays, simulations, collaborative creative writing, presentations, and speeches (Crosthwaite *et al.*, 2015). Riasati (2018) exposed that self-confidence influenced students' willingness to speak or participate in the speaking activity, as well as other individual personal characteristics such as learners' personalities, self-confidence, level of opportunity in language classes, fear of evaluation, and fear of correctness of their speech. Students who participated in activities such as speaking in class, answering questions, expressing their opinions, and participating in discussions may improve their speaking skills. The course also requires class participation and interaction in the target language (Crosthwaite *et al.*, 2015; Sudarwati *et al.*, 2022). Participation, according to Heyman and Sailors (2011), is an active learning method in which students publicly discuss course material in the classroom. To reassure students to expand their verbal communication skills, as well as other skills such as engaging and cooperating with their peers and teachers, participation is included in the assessment criteria.

Beginners must learn a lot. Chan (2018) emphasized various topics for beginners to learn, one of which is that they must respond orally to questions in English and communicate in English in their daily lives. Most beginners, however, are worried about a simple slip of the tongue and watching others laugh (Derakhshan *et al.*, 2015). Following Derakhsan *et al.,* Ramdani & Rahmat (2018) stated that one of the problems for EFL students is learning to communicate. According to Widodo (2016), beginner students frequently have speaking issues such as anxiousness and lack of self-confidence.

Nunan (2015) asserted that the ability of students to hold a conversation in the target language can be used to assess the success of the English learning process. Accordingly, the students may be unmotivated or less interested if they do not learn to perform their talk or do not have opportunities to get involved in the classroom. Speaking in class, on the other hand, can be highly enjoyable, fascinating, and motivating, and make language lessons a joyful and exciting environment if the proper activities are taught in the accurate method. To do this, teachers must be creative in their teaching and well-prepared with the material to be presented. As Rosmayanti (2021) pointed out that a good teaching approach has a considerable influence on student learning, which is both a desired outcome and the primary aim of learning. Teachers should be able to plan activities that allow students to practice speaking. Speaking abilities are generally an issue for beginner students, and one of the best ways to encourage them to talk is to do a spoken language production (scripted dialogue) project in class (Taylor, 2018). Using scripted role-play in the classroom provides students with numerous benefits in the learning process; role-play activities allow students to practice English

more by authentically exercising their imagination (Agustina, 2022; Nikijuluw, 2022; Nur Iman & Angraini, 2022).

Confidence is required for being capable of speaking and communicating in English, and teachers of beginners play a vital role in encouraging students to participate in class activities and speak with less anxiety. Language teachers must be able to design or adapt language activities that increase students' self-confidence and allow them to speak more fluently. One of the best activities to use in language instruction for beginners is role-playing. It is considered that using role-playing is useful to promote students' speaking abilities.

The authors perform this study in a private school in Makassar since the majority of students' English proficiency, particularly in speaking, is still inadequate. According to the author's preliminary observations, the English teacher there reported that most students attending the school were children who were not accepted in public schools due to inadequate academic performance and children who were residents with a lower middle-class economy who did not have the opportunity to get additional learning in English language course institution. The students there continue to have difficulty with English communication. Some kids are proficient in writing and reading, but the majority struggle with speaking due to their lack of self-confidence. Therefore, the authors believe that there should be an alternate method that may be utilized in the classroom to build students' self-confidence in speaking. The authors argued that by implementing scripted role-playing activities in the classroom, students may practice their communication skills more realistically in an easier way.

The implementation of role plays in English-speaking classrooms is not a novel approach to developing students' ability in a communicative manner in ELT. However, a few studies have studied and proved the effectiveness of scripted role-play in encouraging students to talk and developing students' self-confidence. This article aimed to shed light on the effect of scripted role-play on beginners' learning environments, as well as how to teach speaking using scripted role-playing in low-level students' learning environments.

METHOD
Respondents

The research was carried out at a private Senior High School in South Sulawesi, Indonesia. The study's participants ranged in age from 16 to 18 years old, with female students (approximately 65%) and male students (35%). Since primary school, the students have been learning English. They were 36 first-year students majoring in social studies at a small private school in South Sulawesi. Students from social studies in this study were selected purposively as participants due to their lack of English performance. This social class meets the criteria as a participant based on the considerations of the researchers and their English teacher at school. The participants were informed about the research so that they could make decisions about whether to participate in the research. Respondents are students who voluntarily participate to be interviewed conveniently.

Many students spoke Bahasa Indonesia, with dialects including Makassarese, Torajanese, and Buginese. They come from various cultural backgrounds and have had varying language experiences. Because they rarely speak English in class and lack confidence in speaking, the majority of the participants' English-speaking anxiety has hampered conversation practice.

Before conducting this study, we obtained permission from the headmaster and the English teacher, and we also negotiated our research project with the participants. As a result, the English teacher meticulously planned the action schedule, scheduling additional classes for us to act twice a week. All project participants were fully informed. Upon their participation in the project, all participants were required to fill out an online consent form and return it signed. They had the option of leaving at any time during the research project.

Procedures

Since the majority of the students were beginners, scripted role-plays were chosen as speaking activities. The scripted role-plays were adopted and modified based on the English proficiency of the students. These role-playing exercises were designed to help students practice speaking in authentic English. According to Woodhouse (2019), the role of social position is adopted, and the roles are set in context (e.g., home, hospital, etc.), to which the function or purpose of the individuals being present is added. Throughout the study, students practiced speaking in real-life situations. Students in the class were assigned roles such as sellers, buyers, doctors, patients, detectives, and so on, and each student practiced speaking in each meeting based on their role. Pollard (2008)provided some role-playing tips and advice, such as: 1) choose the subject carefully because if students have nothing to say, the role-play will fail; 2) This type of activity can take a long time to set up; planning is essential if the activity is to be successful. Don't be tempted to skimp on planning to save time. 3) Allocate sufficient time for subject and language input, as well as preparation, role play, and feedback. Expect a role-play to take some time to complete; 4) when providing feedback after a role-play, it is critical to comment on the content of what was said as well as the vocabulary used. However, because the students had no prior experience speaking in English in class, the teacher must guide them through the activity by providing a script that tells them what to say in the role-play. Students are encouraged to practice and improvise.

For eight meetings, the scripted role-play intervention was carried out following an action research protocol. Each role-play topic was designed to be completed in one meeting. In this study, an action research method proposed by Widodo (2016) was used. Metacognition assists students to decide what to do in their learning process and together with self-efficacy students also essential to be trained and stimulated in learning activities (Ramli *et al.*, 2019). To give students more opportunities to speak up, each cycle of instructional activities integrated cognitive, metacognitive, and affective domains, and the stages were as follows:

Table 1. Stages of Teaching Speaking

Stages	Detail		
Stage 1 Warming up activity	Activating students' English mode after learning other courses at school.	Familiarizing students with learning objectives and tasks of English speaking (Ramdani & Rahmat, 2018)	Energizing and motivating students to participate in class activities.
Stage 2 Presenting the language point	Informing students by sharing information related to language points, and how and when to use it.	Familiarizing students with language points they are going to practice in the speaking task.	Monitoring and guiding students in using the language
Stage 3 Written Exercise	Practicing the language in written form	Measuring students' understanding of the language presented before.	Correcting students' mistakes and guiding them in making the right ones.
Stage 4 Pre-teach and set the scene	Setting the scene of role-play the students are going to perform	Providing the script on the board and Inviting 2 students to practice the role-play as an example.	Giving instructions clearly and carefully. Students can follow the instruction provided step by step
Stage 5 Running a scripted role-play activity	Practice using the language in a real-life situation. The scripts were provided	Monitoring and guiding students during the activity	Taking notes of students' major mistakes and correcting them at the end
Stage 6 Teacher's feedback	Encouraging the students to reflect on what they need to do to improve	Commenting and correcting students' speaking performance based on the teachers' notes during the activity.	Summarizing the topic and the language
Stage 7 Students' direct reflection	Engaging students in reflecting on their self-confidence and speaking performance	Allowing students to evaluate their speaking performance	Promoting dialogue between teachers and students

At the end of each meeting, the students were directed to make reflections concerning their speaking performance and self-confidence. Furthermore, the author interviewed at the end of each cycle to evaluate students' speaking performance and self-confidence.

Instruments
The instruments used in this study were a semi-structured interview protocol proposed by Wilson (2014) and field notes guide by Straus & Corbin (1990). After students had participated in scripted role-plays in class, the interviews were held at the end of meetings four and eight. Students' feelings and attitudes, as well as the self-evaluation of their speaking development and confidence, were all recorded during the interviews. During the interview, the author relies on the semi-structured interview protocol to keep the interview

process stay on track to collect reliable data. Furthermore, classroom observation was done in every meeting to get a clear description of the class situation. During the observation, the researcher used a field notes guide to record class situations and activities during the class. The data in form of interview transcripts and field notes records were then analysed further.

Data analysis

In analyzing the data, the author used Interpretative Phenomenological Analysis (IPA) proposed by Smith *et al.,* (2009) to investigate repeated patterns (themes) in data. The interview transcripts and field notes records were examined intensively. Multiple readings and notes (for example, highlighting data related to the socio-emotional dimension), transforming notes into emergent themes, and seeking relationships and clustering themes were the three stages of analysis.

The colored coding system was also used to assist in the analysis. First, the coding system highlighted students' speaking anxiety, common role-playing, and speaking activities with red parenthesis ([ ]). More colorful coding was also used to demonstrate how students perceived the dynamics of speaking activities. Red represents emotional engagement; Blue represents new learning experiences; Orange represents the speaking activity; **Black** represents speaking spontaneity; and green represents self-confidence.

Table 2. Sample of data analysis

Emergent Themes	Data	Sources
Language anxiety	*I am afraid and I am shy to speak in English because I don't know how to speak english well* [speaking anxiety]. *I don't know tenses and grammar, I know only litle vocabularies* [cognitive anxiety]. *My pronunciation is always wrong when I speak* [self-assessment] *and I am afraid my friends will laugh at me* [speaking anxiety]. *I always watch english movie to learn pronunciation.* [Learning effort].	Interview recording
Emotional engagement and speaking activity	I love todays speaking class. I was very excited to learn. I was not nervous to speak. I can speak to my friend and I am not shy. I am not afraid to make mistake because the teacher provide the text about what to say and it is interesting because we can do improvisation. I was a doctor in the class, there are many patient come to my clinic. I diagnosed my patients and give write them a prescription.	Interview recording

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RESULTS AND DISCUSSION

Table 3 shows the result of students' achievements in each cycle. The tests were conducted at the end of each cycle to see the students' progress during the study.

Table 3. Sample of data analysis

Interval	Speaking Skill Category	Cycle 1		Cycle 2	
		Frequency	Percentage (%)	Frequency	Percentage (%)
16-20	Very Good	0	0.0	8	22.22
11-15	Good	12	33.33	18	50.00
6-10	Fair	19	52.77	8	22.22
0-5	Poor	5	13.88	2	5.55
Total		**36**	**100**	**36**	**100**

In assessing the students, the author used Cambridge English to assess speaking performance. The Cambridge English preliminary assessment scales are divided into five bands from 0 to 5, with 0 being the lowest and 5 the highest. The quantitative data were presented to support the validity and reliability of the qualitative data which is discussed further in the next session.

The IPA yielded two major themes: (1) speaking anxiety and (2) emotional engagement in speaking activities. Each of these findings is related to students' self-confidence in the EFL-speaking classroom.

Speaking anxiety

The purpose of this study was to increase students' self-confidence in public speaking tasks through scripted role-playing. According to the study's findings, students' responses were generally positive: the majority of students (52,77% enhanced and 33,33% well enhanced) stated that their English speaking had improved (see Figure 1). Low-level frequency students were nervous and even hesitant to perform a speaking task with role-playing activities due to language anxiety and speech production obstacles. This phenomenon can be seen in the student interviews listed below.
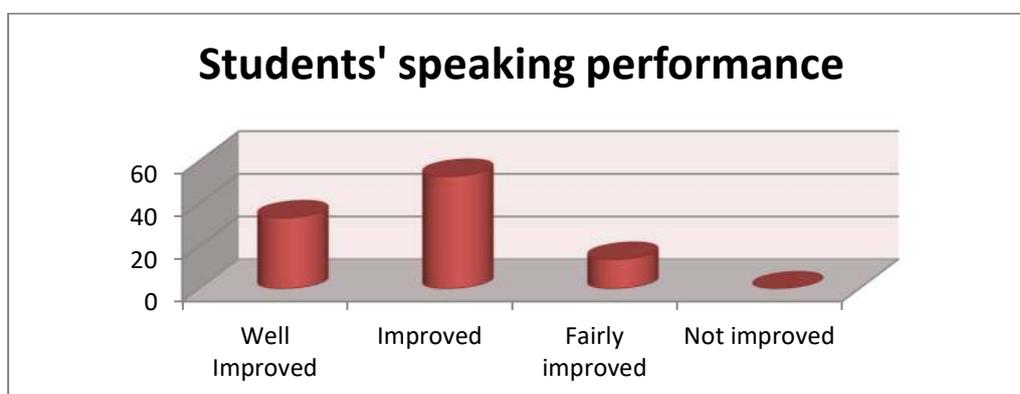
Figure 1. Responses to "My Speaking has improved" (*n* = 36)

Excerpt 1: *I think* <u>my speaking is still bad</u> [self-assessment], <u>my grammar is poor and it is difficult for me to pronounce certain words correctly.</u>[predicament in speech formulation and articulation]. *I don't really like speaking activity because* <u>I am shy</u> [speaking anxiety], *but* <u>my teacher motivated me</u> *a lot, she allow me to combine with Bahasa in speaking* [teacher's support].

Excerpt 2: <u>I can not speak English well</u> , [self-assessment] <u>I do not know how to say words correctly</u> *when I speak* [predicament in articulation]. *My* <u>grammar is also still poor</u> [predicament in speech formulation]. *I feell* <u>shy and nervous</u> [speaking anxiety] *sometimes I fel like maybe* <u>I will not be able to speak well</u> [cognitive anxiety]. *But I* <u>keep learning</u> [learning effort].

Excerpt 3: *I* <u>can speak English but not good like my friends</u> [self-assessment]. *I know many vocabularies but I am* <u>shy and I am afraid my friends will laught at me when I make mistake</u> [speaking anxiety] *especially* <u>grammar mistake</u> [predicament in speech formulation]. *I* <u>don't memorize tenses</u> [predicament in speech formulation].

Based on Extract 1, the student's self-assessment of speaking performance was unsatisfactory. The student admitted that the primary challenges in producing the language in the speaking class were formulating and articulating the spoken languages. Furthermore, the students' speaking anxiety of being shy and nervous demonstrates that they lack confidence in speaking in class (See Excerpts 1, 2,3). The excerpts clearly showed that the main challenge of students not speaking in class is that they believe they have poor English and lack confidence in speaking. According to Kasbi & Elahi Shirvan (2017), classroom agents (e.g., a teacher and students) and a classroom environment cause foreign language anxiety, specifically in speaking. Students' speaking confidence would suffer if they received negative feedback from teachers or peers.

The above illustration of the findings demonstrated that students experienced speaking anxiety. Stage 4 revealed that they were afraid of making mistakes in public and being mocked by their peers. Aside from that, common role-playing activities appear to be difficult for them to follow. Although the teacher made the instruction very clear, they still did not know what to say during the activity. Students' speaking anxiety could be caused by their level of language proficiency. This is consistent with Marzec-stawiarska (2015)'s observation that proficiency appears to play a significant role in the degree of apprehension experienced by foreign language students, even though it might be assumed that the more proficient students become, the less apprehensive they appear to be. Another factor that might cause speaking anxiety experienced by students is being shy to peers and teachers in the class Gkonou (2014) discovered that the greater a student's fear of negative social evaluation and speaking anxiety, the greater a student's language anxiety. Students were embarrassed by their mistakes, which were observed by other members of their group, and they were afraid of "not meeting teachers' expectations, poor communication skills in the L2, and error correction."

In response to the problem encountered by students in the speaking class, the teacher had to remedy the interventions in this speaking class by

providing students with more language opportunities and practices. The teacher provided dialogue or a script for the role-play activities to engage students in speaking confidently in an anxiety-free speaking task. The teacher invited a pair or two pairs of students to practice the dialogue or script in front of the class before beginning the speaking activity. During the activity, students are free to improvise. Scripted role-playing can be used to motivate or prepare new beginners for specific situations. Using scripted role-playing allows students to be innovative and imaginative, and while it is enjoyable, the most important reason for using scripted role-playing is that it is fun.

The teacher provides the script of each role-play as well as other sheets the students need to fill in during the activity. It is good for the students because they know what to say and they can make an improvisation. In addition, the teacher keeps moving around the class to help students with their vocabulary.

Figure 2. Scripted role-play sample (Traditional market role-play)

Figure 3. Scripted role-play sample (Hospital role-play)

Figure 4. Scripted role-play sample (In the restaurant)

Figure 2 shows a traditional market role-play with a simple script for students to practice. Two groups of students were formed. In traditional markets, Group A acted as sellers, while Group B acted as buyers. The sellers were given a list of goods to sell and were required to set the price of each item. The seller's mission was to collect as much money as possible and then take notes on the money they received from the buyer. Each buyer had a shopping list to complete, and their mission was to complete the list for the

least amount of money. They can switch from one seller to the other. This role-playing activity successfully assisted students in becoming more active speakers by having them act as sellers and buyers in a traditional market. This activity revealed a broader range of spoken language features commonly used by buyers and sellers, such as bargaining and mentioning money amounts. Furthermore, because this activity was conducted as a whole-class activity, it allowed students to practice their language skills with their peers. Students who have more opportunities to apply what they have learned in class have greater confidence in their oral proficiency, according to Liu & Littlewood (1997). Furthermore, teachers' willingness to collaborate with students to improve poor academic performance reduces students' anxiety (Bensoussan, 2012). Just like the traditional market role-play, other role-plays like hospital role-play and restaurant role-play were provided with the script. The very beginner students can practice the language in a very simple way as the script provided. However, the students can also make an improvisation during the practice.

Emotional engagement and speaking activities

Role-playing exercises were used as a teaching strategy to increase students' self-confidence. It was beneficial in the classroom since it provided students with a range of possibilities for language exposure. Students' self-confidence in speaking improved significantly as they engaged in traditional market role-playing emotionally, for example. Some students were highlighted in the interview transcript (see table 3). Underlined responses use the same color to represent their theme (emotional engagement and speaking activity). The students' responses during the interview demonstrated how emotionally invested they were in the speaking activity. Students were more encouraged to speak confidently under free anxiety speaking assignments dealing with numerous issues since speaking activities offered them multiple discussion themes.

Table 3. Students' response on the implementation of scripted role-play

Students' response	Theme
Excerpt 1: *I like the activity very much. I can practice my speaking and I am not shy. I enjoy my role being a doctor because I want to be a doctor someday. I feel like I am a real doctor, I diagnosed the patient based on the symptom and I give them medicine. Thank you mem for teaching us. I hope my teacher can apply this activity in the next class.*	• *Engaged emotionally* • *Joyful learning* • *Speak confidently*
Excerpt 2: *The activity is very good. I don't feel shy to speak because I can read the dialogue. It is very fun to be a buyer in the traditional market. My mother always asked me to go to the market. So I know how to bargain hehe.*	• *Engaged emotionally* • *Joyful learning* • *Speak confidently*

Excerpt 3:

The speaking class just now is very interesting. I become a customer and come to two restaurants to order food. I enjoy ordering food because the menu seems delicious. I complain to the waiter because the food is salty. It is good because mem provides the dialogue so it is easy to practice.

- *Engaged emotionally*
- *Joyful learning*
- *Speaking activity*

Excerpt 4:

This is the first time I feel that I like learning English. The activity is very fun. I don't feel shy to speak because I already know what to say. Just now I became a patient; I tell the doctor about my medical condition. The doctor gives me a laxative to drink 3 times a day.

- *Joyful learning*
- *Speaking activity*
- *Speak confidently*

Excerpt 5:

It is a very good activity mem. I hope we can do it again next week. I am very excited to play my role as a seller in the traditional market. I sell my goods cheaply so I have many customers. I feel confident speaking because I memorize the script. I get many vocabularies from this activity. Especially vocabulary about food in the market.

- *Joyful learning*
- *Speaking activity*
- *Speak confidently*

Excerpt 6:

I enjoy the class mem. I don't feel bored et all. I enjoyed my role as a seller just now because I can set my price. I have lots of things to sell and the customer keeps coming because I sell everything at a very low price. I feel confident speaking because I memorize the script. I get many vocabularies from this activity. Especially vocabulary about food in the market.

- *Joyful learning*
- *Speaking activity*
- *Speak confidently*

Each place (for example, a traditional market, hospital, and restaurant) also served as a learning platform for students to enhance their confidence in communicating. "I like the activity, it's fun and easy, and I'm not nervous or shy," one of the students said. Speaking is not difficult for me. Scripted role-playing was successfully implemented based on the student's responses during the interview. It resulted in a significant improvement in students' speaking abilities. Both types of modified role-playing increased students' motivation to speak up in large groups. Furthermore, Sofyan (2018) stated that implementing role-play activities improves not only students' ability to speak but also the level of active student participation in the teaching and learning process. More interactions between students and teachers, as well as between students, increase students' confidence in speaking. As a result, conversational practices through scripted role-playing can serve as learning platforms for language teachers to help students develop their self–confidence.

This study reveals that role-play activities are effective in building students' self-confidence in speaking. Students who are confident will participate actively in class speaking activities, and students who participate actively will enhance their speaking abilities. The result of this study in private school in Makassar context is inline and relevant with other many studies which investigated the use of role-play in enhancing speaking abilities and determined that role-play exercises are an excellent strategy to use for

students' speaking skills to grow (Asriyani et al., 2019; Krebt, 2017; Kuśnierek, 2015; Rojas & Villafuerte, 2018). Recent studies on the use of role-play in high school (Hidayat *et al.*, 2020; Romadhoni, 2022; Magfiroh *et al.*, 2022; Susanti *et al.*, 2022; Syafira, 2022) showed a positive effect. This study revealed that adopting role-play exercises increases students' self-confidence, which leads to improved speaking abilities. This type of work is more enticing to students since they find it fun to take on the character of someone else. The majority of students reported that their speaking abilities had improved. What's more, the students informed the teacher that when they used English in a regular lesson, they felt worried and frightened. The teacher also noticed that while the research classes were being conducted, practically all of the pupils were fully engaged in the tasks. During the research classes, the students did their best to put themselves in the roles and spoke only English. Furthermore, some students claimed to have overcome their nervousness and shyness about speaking since they had spent a significant amount of time only speaking in English.

The study is described as an action research study, which means that the researcher(s) are actively involved in implementing and evaluating an intervention in the classroom. This type of research can be valuable for identifying effective teaching strategies, but it is important to note that the findings may not be generalizable beyond the specific context in which the study was conducted.

The study aims to address the issue of low self-confidence in speaking among beginner English language learners in a private high school in Makassar. The researcher implemented a teaching intervention that included activities designed to promote self-confidence, such as role-playing and giving speeches. The study found that the intervention had a positive effect on students' self-confidence, as measured by self-assessment surveys and observations by the researcher.

While the study's results are promising, there are several limitations to consider. First, the study was conducted in a single private high school in Makassar, which limits the generalizability of the findings to other contexts. Second, the study relies on self-assessment surveys, which may be subject to biases and may not accurately reflect students' actual levels of self-confidence. Additionally, the study does not include a control group, which makes it difficult to determine whether the intervention itself was responsible for the observed changes in self-confidence.

Furthermore, it is important to consider the potential impact of the researcher's involvement in the intervention. As an active participant in the teaching process, the researcher may have influenced the results through factors such as teacher-student rapport or student motivation to please the researcher.

Overall, while the study provides some evidence for the effectiveness of the teaching intervention in improving self-confidence among beginner English language learners, its limitations suggest that further research is needed to confirm these findings and to determine whether similar interventions would be effective in other contexts.

CONCLUSION

The study's findings have three pedagogical implications. First, increasing opportunities for students to practice speaking should be prioritized in EFL classes. It is important to note that the goal of learning is not to teach students the language but to teach them how to use the language in any situation. Second, providing scripted role-play for beginner students allows them to easily use the language. As a result, the students are more confident when speaking because they already know what to say during the activity. Finally, before asking students to improve their speaking skills, teachers should focus on developing their students' self-confidence. Being confident allowed students to practice more, which improved their speaking skills.

To summarize, building students' self-confidence in speaking requires the teacher to be creative. They must be innovative in dealing with students' emotions and motivation. They must provide students with a free anxiety speaking task to boost students speaking confidence. One alternative method for getting students to speak in low-anxiety situations is to use scripted role-playing. Despite these benefits, further research into how teaching speaking can be implemented in other speaking domains, such as speech, storytelling, or debate, is required in the future. This future agenda can investigate the extent to which students' speaking repertoire manifested multimodality in a specific circumstance (Widodo, 2015) and other EFL or ESL contexts.

AUTHOR STATEMENT

Rosmayanti: Conceptualization, collecting data, analyzing data, writing the manuscript, and compiling references. **Ramli**: Supervision, providing advice, analyzing data, and proofreading. **Rafiqa**: Supervision, manuscript editing, and proofreading.

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