

The Influence of Papuan Folklore to Improve Speaking and Self-Confidence with Show and Tell Method in SMK Modellink Sorong

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Abstract

The purpose of this study was to determine whether the integration of Papuan folklore could improve students' speaking skills and self-confidence through the show and tell method at SMK Modellink Sorong. Speaking is widely recognized as one of the most challenging skills for EFL learners because it requires the simultaneous use of vocabulary, grammar, pronunciation, and fluency (Rizky & Suharmoko, 2019). In addition, affective factors such as self-confidence strongly influence students' willingness to communicate (Akbari & Sahibzada, 2020). Preliminary classroom observations revealed that many students experienced hesitation, anxiety, and limited vocabulary when asked to speak in English. To address this issue, this study implemented culturally responsive instruction by integrating Papuan folklore into the show and tell learning method. The research employed a quantitative pre-experimental design using a one-group pretest–posttest model. The participants were 20 students of class X TKJ. Data were collected through speaking tests, self-confidence questionnaires, and classroom observations. Speaking performance was assessed based on comprehension, vocabulary, grammar, pronunciation, and fluency. The data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, and a paired sample t-test with SPSS version 31. The findings showed that the significance value was $0.000 < 0.05$, indicating a significant difference between pretest and posttest scores. The mean score increased from 49.15 to 68.70. Questionnaire results also showed that most students reached the confident category after the treatment. These findings suggest that Papuan folklore combined with the show and tell method is effective in improving both speaking performance and self-confidence among vocational high school students, although future studies with control groups are recommended.

Keywords: Papua Folklore; Show and Tell Method; Speaking Ability; Self-Confidence

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Introduction

Speaking is a central component of English language learning because it enables learners to express ideas, opinions, and emotions in real-time communication. In English as a Foreign Language (EFL) contexts, however, speaking is often perceived as the most challenging skill compared with reading, writing, and listening (Dincer & Yesilyurt, 2017). This difficulty arises because effective speaking requires the simultaneous control of several linguistic components, including pronunciation, vocabulary, grammar, fluency, and comprehension. When learners have limited mastery of these elements, they frequently experience communication breakdowns and tend to avoid oral participation.

Beyond linguistic competence, affective factors also play a decisive role in speaking performance. Among these factors, self-confidence is widely recognized as a key determinant of students' willingness to communicate. Akbari and Sahibzada (2020) argue that learners with high self-confidence are more willing to take risks and participate actively in speaking tasks, whereas those with low confidence often experience anxiety, hesitation, and fear of making mistakes. In many EFL classrooms, these psychological barriers become major obstacles that hinder the development of students' oral proficiency. Previous studies in the Indonesian context have reported that vocational high school students frequently demonstrate reluctance to speak English due to limited vocabulary, fear of negative evaluation, and low self-confidence (Pratiwi et al., 2020).

Preliminary observations conducted at SMK Modellink Sorong revealed similar classroom conditions. Many students hesitated when asked to perform speaking tasks in English. Several students remained silent during oral activities, while others relied heavily on written notes when presenting. Classroom interaction tended to be teacher-dominated, indicating low student engagement and limited opportunities for authentic speaking practice. Informal interviews with the English teacher further indicated that students perceived English as difficult and somewhat disconnected from their daily cultural experience. These findings suggest that conventional speaking instruction has not fully addressed both the linguistic and affective needs of the learners.

To respond to these challenges, English instruction needs to adopt approaches that are communicative, supportive, and culturally meaningful. One promising direction is the integration of local culture into language teaching. Culture-based instruction helps learners connect new language knowledge with familiar experiences, thereby increasing engagement and comprehension (Lapiana et al., 2022). In the Papuan context, local folklore represents a rich cultural resource containing moral values, narrative structures, and culturally relevant themes. Previous research suggests that folklore-based learning can enhance language development, cultural awareness, and student motivation (Karmadi et al., 2023). Therefore, incorporating Papuan folklore into speaking activities may create a more meaningful and motivating learning environment for students in Sorong.

In addition to culturally responsive content, effective speaking instruction requires an appropriate pedagogical technique that encourages active oral production. One technique that has shown potential is the show and tell method. This student-centered strategy requires learners to present and explain objects, stories, or experiences orally in front of the class. Show and tell activities provide structured opportunities for learners to organize ideas, practice fluency, and build confidence through repeated performance. Previous studies have reported that the show and tell method can improve students' speaking ability and reduce speaking anxiety (Hasnah et al., 2022). The method also promotes learner autonomy because students take an active role in preparing and delivering their presentations.

Although prior research has demonstrated the effectiveness of show and tell and the benefits of culture-based instruction separately, empirical studies that integrate Papuan folklore into the show and tell method remain limited, particularly at the vocational high school level in Eastern Indonesia. Most existing studies focus either on general speaking techniques without cultural integration or on folklore use in reading and literacy contexts. Consequently, there is still insufficient empirical evidence regarding how culturally responsive speaking instruction using Papuan folklore influences both speaking performance and students' self-confidence in vocational school settings.

Addressing this gap is important for two reasons. First, vocational high school students often require practical communicative competence to support their future workplace needs. Second, culturally relevant materials may help reduce affective barriers that commonly hinder EFL speaking development. Therefore, investigating the integration of Papuan folklore with the show and tell method may provide valuable pedagogical insights for improving both the cognitive and affective dimensions of speaking instruction. Based on this rationale, the present study aims to examine the influence of Papuan folklore implemented through the show and tell method on students' speaking skills and self-confidence at SMK Modellink Sorong. The study is expected to contribute empirical evidence to culturally responsive English language teaching and provide practical guidance for teachers working in similar EFL contexts.

Literature Review

a. Speaking Ability

Speaking ability refers to the learners' capacity to produce spoken language accurately, fluently, and meaningfully (Brown, as cited in Yuliasuti et al., n.d.). It involves several interrelated components, including pronunciation, vocabulary, grammar, fluency, and comprehension (Anggayana et al., 2019). Effective speaking instruction should therefore provide opportunities for meaningful interaction and performance. Brown and Yule classify speaking into interaction, transaction, and performance, each requiring different classroom approaches.

b. Self-Confidence

Self-confidence is defined as an individual's belief in their own ability to perform tasks successfully without excessive anxiety (Sintia, 2023). In language learning, confident students are more willing to participate and take communicative risks. Indicators of self-confidence include belief in

personal ability, independence in decision making, and positive self-concept (Hendriana, as cited in Sintia, 2023). Previous research shows a positive correlation between self-confidence and speaking performance (Mega & Sugiarto, 2020).

c. Papuan Folklore

Folklore is a traditional narrative transmitted orally across generations and reflects community beliefs and values (Maulana, 2022). Papuan folklore provides authentic local context that can support culturally responsive teaching. Studies indicate that folklore-based instruction can improve language skills, creativity, and cultural awareness (Bunga et al., 2023). Integrating folklore into English learning may therefore enhance both cognitive and affective engagement.

d. Show and Tell Method

The show and tell method is a student-centered technique in which learners present and describe objects or stories in front of the class (Romadhini & Julianto, 2016). The method encourages active participation, oral fluency, and confidence building. Musfiroh (2016) emphasizes that show and tell activities provide meaningful speaking practice because students communicate based on familiar content. Although previous studies report positive effects of this method, research integrating Papuan folklore as the speaking stimulus remains limited. This gap forms the theoretical basis for the present study.

Methodology

This study employed a quantitative approach using a pre-experimental design. Use the one-group pretest–posttest format to examine the influence of integrating Papuan folklore through the show and tell method on students' speaking ability and self-confidence. Select this design to obtain preliminary empirical evidence by comparing students' performance before and after the treatment, while acknowledging its limited control over external variables. Conduct the research at SMK Modellink Sorong during the 2024/2025 academic year. Define the population as all tenth-grade students of the TKJ program. Select the sample through total sampling by involving one intact class consisting of 20 students. Choose total sampling because the class meets the research criteria and allows consistent implementation of the treatment.

Collect the data using three instruments: a speaking test, a self-confidence questionnaire, and an observation sheet. Use the speaking test to measure students' oral performance in retelling Papuan folklore and explaining visual prompts. Assess students' speaking based on five components: comprehension, vocabulary, grammar, pronunciation, and fluency. Score each component using a five-point analytic rubric, where higher scores indicate better performance. Establish the content validity of the speaking rubric through expert judgment by two English education specialists. Revise the rubric based on their feedback before implementation. Involve two raters in scoring the speaking test and calculate inter-rater reliability using the intraclass correlation coefficient (ICC) to ensure scoring consistency.

Measure students' self-confidence using a Likert-scale questionnaire adapted from Sintia (2023). The instrument consists of statements reflecting students' belief in their speaking ability, willingness to participate, and anxiety level during oral performance. Establish content validity through expert review. Calculate reliability using Cronbach's alpha and interpret the coefficient based on standard criteria to confirm acceptable internal consistency. Use the observation sheet to record students' behavioral engagement during the implementation of the show and tell method. Focus the observation on participation, willingness to speak, and classroom interaction patterns. Use the observation data to support the quantitative findings descriptively.

Implement the research procedure in three main stages. In the first stage, administer the pretest to measure students' initial speaking ability and distribute the self-confidence questionnaire to capture baseline affective data. In the second stage, conduct the treatment across four meetings. During each treatment session, integrate Papuan folklore into the show and tell activities through the following steps. Begin with orientation by introducing the folklore topic and learning objectives. Continue with modeling by demonstrating how to present a short folklore story orally. Proceed to guided preparation where students organize their story content and practice with teacher feedback. Move to the show and tell performance stage in which students individually present Papuan folklore in front of the class. Conclude each session with feedback and reflection to reinforce learning. In the third stage, administer

the posttest and redistribute the self-confidence questionnaire to measure students' improvement after the intervention. Score the speaking performance using the analytic rubric. Analyze the data using SPSS version 31. First, compute descriptive statistics (mean and standard deviation) to summarize students' speaking scores and self-confidence levels. Second, apply the Shapiro–Wilk test to examine data normality because the sample size is fewer than 50. Third, conduct a paired sample t-test to determine whether the difference between pretest and posttest scores is statistically significant. Set the significance level at 0.05. Calculate Cohen's d to determine the effect size and interpret the magnitude of the treatment effect.

Result

This section presents the statistical findings on the influence of integrating Papuan folklore through the show and tell method on students' speaking ability and self-confidence. Analyze the data using descriptive statistics, the Shapiro–Wilk normality test, and the paired sample t-test. Conduct the study through one pretest session, four treatment meetings, and one posttest session.

Students' Speaking Achievement

Descriptive statistics indicate a clear improvement in students' speaking performance after the treatment. The mean pretest score was 49.15, which falls into the poor to fair category. After the intervention, the posttest mean increased to 68.7, indicating movement into the good category. The mean gain score was 19.55 points, suggesting meaningful progress in students' oral performance.

Table 1. Students Score

Category	Range	Pretest F	Posttest F	Posttest %
Very Good	80–100	0	1	5%
Good	66–79	0	13	65%
Fair	56–65	5	6	30%
Poor	40–55	15	0	0%
Very Poor	<39	0	0	0%

Source: Research Data (2025)

Table 1 shows a substantial positive shift in score distribution. Before the treatment, most students were in the poor category. After the intervention, the majority moved into the good category, and no students remained in the poor level. This pattern indicates improved speaking proficiency across the class.

Before hypothesis testing, examine the distribution of the data using the Shapiro–Wilk test because the sample size is fewer than 50. The analysis shows that both pretest and posttest significance values are greater than 0.05, indicating that the data are normally distributed. Therefore, proceed with parametric analysis using the paired sample t-test. Conduct a paired sample t-test to determine whether the improvement in speaking ability is statistically significant. The analysis shows that the significance value (Sig. 2-tailed) is 0.000, which is lower than the alpha level of 0.05. Reject the null hypothesis and accept the alternative hypothesis. Conclude that the integration of Papuan folklore through the show and tell method significantly improves students' speaking performance. The mean difference between pretest and posttest scores is -19.550, indicating substantial improvement after the treatment. Based on the calculation, the effect size falls into the large category, indicating strong practical impact of the intervention on students' speaking ability.

Self-Confidence Results

Analysis of the self-confidence questionnaire shows a positive shift after the treatment. Before the intervention, several students were categorized at the average confidence level. After the implementation of Papuan folklore through show and tell, most students moved into the confident and very confident categories. The increase suggests that repeated structured speaking opportunities and culturally familiar content helped reduce students' anxiety and improve their belief in their speaking ability. During the treatment sessions, students demonstrated increased participation, more voluntary

responses, and reduced hesitation when speaking in front of the class. Students appeared more engaged when presenting Papuan folklore topics compared with initial speaking activities. These behavioral changes indicate that the instructional approach positively influenced both cognitive performance and affective readiness.

Overall, the statistical and observational evidence consistently demonstrates that integrating Papuan folklore with the show and tell method improves both students' speaking ability and self-confidence. The significant paired t-test result ($p < 0.05$), the substantial mean gain (19.55), and the positive shift in confidence levels collectively confirm the effectiveness of the instructional intervention for vocational high school students at SMK Modellink Sorong.

Discussion

The findings of this study indicate that the integration of Papuan folklore through the show and tell method significantly improved students' speaking ability and self-confidence. This conclusion is supported by the increase in the mean speaking score from 49.15 in the pretest to 68.70 in the posttest, the clear positive shift in score distribution, and the statistically significant paired sample t-test result. Taken together, these outcomes demonstrate that the instructional intervention was not only statistically significant but also pedagogically meaningful for vocational high school students at SMK Modellink Sorong. The results suggest that combining culturally responsive materials with structured oral practice can effectively address both linguistic and affective barriers commonly experienced by EFL learners. One major factor contributing to the improvement appears to be the structured nature of the show and tell method. This technique requires learners to prepare content, organize ideas logically, and deliver oral presentations in front of their peers. Such repeated and guided speaking opportunities are known to strengthen fluency development because they push learners to produce extended oral output rather than isolated utterances. In the present study, students initially demonstrated hesitation, heavy reliance on written notes, and limited spontaneity during the pretest. However, after several treatment sessions, many students were able to speak more smoothly and with reduced dependence on written support. This progression indicates that the show and tell procedure successfully scaffolded students' oral production skills.

This finding aligns with Hasnah et al. (2022), who reported that show and tell activities provide meaningful opportunities for learners to structure ideas and practice extended speech. From a skill acquisition perspective, repeated performance tasks such as show and tell help learners proceduralize their linguistic knowledge, moving from controlled production toward more automatic speech. The gradual improvement observed in this study supports the argument that speaking competence develops most effectively when learners are given consistent opportunities to rehearse and perform in supportive classroom environments.

In addition to the methodological contribution of show and tell, the use of Papuan folklore appears to have played a critical motivational and cognitive role. Culturally familiar content can reduce learners' conceptual burden because students already possess background knowledge about the stories being presented. Lapiana et al. (2022) emphasize that culture-based instruction allows learners to connect new language forms with existing schemata, thereby facilitating comprehension and expression. In the present study, students showed noticeably higher enthusiasm when presenting local folklore compared with initial speaking tasks. Many students appeared more willing to elaborate on story details, which suggests increased cognitive engagement.

The effectiveness of Papuan folklore in this study also supports culturally responsive teaching theory, which posits that learning becomes more meaningful when instructional materials reflect learners' identities and lived experiences. When students perceive classroom content as relevant to their cultural environment, their affective filter tends to decrease, enabling more active participation. The observed increase in voluntary participation during the treatment sessions indicates that folklore-based materials helped create a psychologically safer speaking environment. This is particularly important in EFL contexts where students often experience anxiety when required to speak in a foreign language.

Another important outcome of this study is the improvement in students' self-confidence. The questionnaire data revealed that most students moved into the confident and very confident categories after the intervention. This affective improvement is pedagogically significant because self-confidence is closely linked to willingness to communicate. Akbari and Sahibzada (2020) argue that learners who

believe in their speaking ability are more likely to take communicative risks and engage in classroom interaction. In the current study, the structured progression from preparation to presentation appears to have gradually reduced students' fear of making mistakes.

The show and tell framework may have supported confidence development through several mechanisms. First, the preparation stage allowed students to organize their thoughts before speaking, which likely reduced cognitive overload. Second, repeated presentation opportunities provided mastery experiences, which are known to strengthen self-efficacy beliefs. Third, the supportive classroom atmosphere created during the activity may have minimized negative peer evaluation. Together, these conditions likely contributed to the observed growth in students' confidence levels.

From a theoretical standpoint, the success of the intervention can be explained through the interaction of output practice and affective support. Communicative language teaching emphasizes that speaking proficiency develops through meaningful output production. At the same time, affective filter theory suggests that emotional factors such as anxiety and confidence strongly influence language performance. The present study demonstrates that the show and tell method primarily facilitates output practice, while the integration of Papuan folklore provides affective and contextual support. When these two elements operate together, they create a learning environment that is both cognitively demanding and emotionally supportive. This synergy may explain the substantial improvement observed in both speaking scores and confidence measures.

The results of this study are broadly consistent with previous research on communicative speaking techniques. Earlier studies have reported that show and tell improves speaking fluency, classroom participation, and learner confidence (Hasnah et al., 2022). Similarly, research on folklore-based instruction has highlighted its potential to enhance motivation and cultural awareness (Karmadi et al., 2023). However, the present study extends the existing literature in several important ways. First, it demonstrates the effectiveness of integrating local Papuan wisdom into a communicative speaking framework. Second, it focuses specifically on vocational high school students, a population that has received relatively limited attention in EFL speaking research. Third, it simultaneously examines both cognitive (speaking ability) and affective (self-confidence) outcomes, providing a more holistic picture of instructional impact.

The vocational school context deserves particular attention. Students in vocational education are often expected to develop practical communication skills that will support workplace readiness. However, many vocational EFL classrooms still emphasize written exercises rather than oral communication. The significant speaking improvement observed in this study suggests that culturally responsive communicative techniques may be especially valuable in vocational settings where functional speaking competence is essential. Therefore, the findings contribute not only to theoretical discussions but also to practical curriculum considerations for vocational English instruction.

Despite these promising outcomes, several limitations should be acknowledged. First, the study employed a pre-experimental one-group design without a control group. This methodological limitation makes it difficult to attribute the observed gains exclusively to the treatment. Factors such as test familiarity, maturation, or increased exposure to English over time may have partially influenced the results. Future studies should employ quasi-experimental or true experimental designs to strengthen causal inference. Second, the sample size was relatively small and limited to one class in a single vocational school. This constraint reduces the generalizability of the findings to other educational contexts. Replication studies involving larger and more diverse samples across different regions of Papua and Indonesia would help confirm the robustness of the results.

Third, the study measured only short-term improvement immediately after the intervention. Long-term retention of speaking skills and confidence was not examined. It remains unclear whether the observed gains would persist over time without continued practice. Future research should incorporate delayed posttests to evaluate the sustainability of the instructional effects. Fourth, although classroom observations indicated increased participation, the observational data were primarily descriptive. Future studies could employ more systematic observational protocols or discourse analysis to capture changes in interaction patterns more precisely.

In terms of pedagogical implications, the findings suggest several practical recommendations. English teachers, particularly in culturally diverse regions such as Papua, should consider integrating local cultural materials into communicative speaking activities. Using familiar cultural content may

help reduce students' anxiety and increase engagement, especially for learners with low initial confidence. Teachers should also implement structured speaking routines, such as show and tell, that provide repeated opportunities for guided oral practice.

However, successful implementation requires careful classroom management. Teachers must provide clear presentation guidelines, sufficient preparation time, and constructive feedback to ensure that the activity remains focused on language development. In addition, teachers should gradually increase task complexity to support continuous speaking growth.

Overall, the present study confirms that integrating Papuan folklore through the show and tell method represents an effective and contextually appropriate strategy for improving both speaking ability and self-confidence among vocational EFL learners. The approach addresses two critical dimensions of speaking development: linguistic performance and affective readiness. By combining culturally meaningful content with structured communicative practice, teachers can create more inclusive and motivating EFL learning environments. Further research with stronger experimental designs and broader samples is needed to validate and extend these findings across different educational contexts.

Conclusion

This study investigated the influence of integrating Papuan folklore through the show and tell method on students' speaking ability and self-confidence at SMK Modellink Sorong. The findings demonstrate that the instructional intervention produced meaningful improvement in both cognitive and affective learning outcomes. Students showed better oral performance after participating in structured speaking activities supported by culturally relevant materials. In addition, the majority of learners exhibited higher levels of self-confidence, indicating that the learning environment became more supportive for oral communication. The results suggest that the combination of the show and tell method and Papuan folklore provides complementary benefits. The show and tell procedure offers systematic opportunities for students to organize ideas, practice oral delivery, and develop fluency. At the same time, the use of local folklore creates culturally familiar learning contexts that increase engagement and reduce speaking anxiety. Together, these elements form an instructional approach that addresses both linguistic competence and affective readiness, which are essential for successful speaking development in EFL classrooms.

This study contributes to the growing body of research on culturally responsive language teaching, particularly in vocational high school settings in Eastern Indonesia. The findings indicate that integrating local wisdom into communicative speaking activities can serve as an effective strategy for improving students' willingness to speak and overall oral proficiency. For English teachers, especially those working in culturally diverse regions, the approach offers a practical alternative to conventional speaking instruction that often relies on decontextualized materials. Despite the positive outcomes, several limitations should be considered. The use of a pre-experimental one-group design without a control group limits the strength of causal claims. The relatively small sample size from a single class also restricts the generalizability of the findings. In addition, the study focused on short-term improvement and did not examine long-term retention of speaking skills and confidence. Future research is therefore recommended to employ quasi-experimental or true experimental designs, involve larger and more diverse samples, and include delayed posttests to evaluate the sustainability of the instructional effects. In conclusion, integrating Papuan folklore through the show and tell method represents an effective and contextually appropriate strategy for enhancing both speaking ability and self-confidence among vocational EFL learners. With careful implementation and continued refinement, this culturally responsive approach has strong potential to support more engaging and meaningful English speaking instruction in similar educational contexts.

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