

Boosting Speaking Confidence: The Role of English Courses for High School Learners

Ahmad Shofiylul Anam^{1*}, Iin Baroroh Ma'arif², Yuyun Bahtiar³, Luluk Choirun Nisak Nur⁴, Akhmad Kanzul Fikri⁵, Hanifah⁶

^{1,2,3,4,5,6}English Department, Universitas KH. A. Wahab Hasbullah

*Email: iinmaarif@unwaha.ac.id

ABSTRACT

Speaking confidence is a crucial factor that significantly influences learners' ability to communicate effectively in English. In the context of high school education, many students struggle with anxiety, lack of vocabulary, and limited opportunities to practice, which hinder their oral performance. To address this issue, English courses outside formal schooling have emerged as valuable platforms that provide additional support, practical exposure, and interactive activities to enhance students' speaking confidence. This study investigates the role of English courses in improving speaking confidence among high school learners. Using a qualitative approach, data were collected through semi-structured interviews, classroom observations, and questionnaires distributed to students attending English courses in private language centers. The findings indicate that the courses create a supportive and motivating environment that encourages learners to practice speaking without fear of making mistakes. Interactive methods such as role-plays, group discussions, and presentations help students develop fluency, improve pronunciation, and expand their vocabulary. Moreover, teachers' positive reinforcement and peer collaboration contribute to reducing speaking anxiety and building learners' self-assurance. The study concludes that English courses play a significant role in boosting students' speaking confidence by offering meaningful practice opportunities and fostering a positive learning atmosphere. These findings highlight the importance of supplementary language programs as a complement to formal education in preparing students for effective communication in academic and real-life contexts.

Keywords: *Speaking Confidence; English Courses; High School Learners; Oral Communication; Language Learning*

INTRODUCTION

Being able to speak well is often seen as the ultimate goal in learning English, since it's the key to actually connecting with people. For students in high school, having the confidence to speak English doesn't just help them get better grades; it also sets them up for future opportunities, whether in college or their career on a global stage. The problem is, a lot of students still struggle with speaking. They often get held back by a limited vocabulary, not enough chances to practice, and a lack of confidence (Mariana et al., 2024). This is exactly why there's such a growing interest in extra English programs, like English courses, which promise more dedicated time for active speaking practice.

English courses refer to structured non-formal education programs designed to enhance learners' proficiency in English through systematic instruction, practice, and evaluation. Unlike formal school-based English classes that are often limited by curriculum constraints, English courses are typically more flexible and focused on communicative competence (Abrar et al., 2022). Furthermore, most English courses are built on the idea of Communicative Language Teaching (CLT) approaches, which prioritize meaningful interaction and learner engagement. The idea is to boost fluency and make learners feel more comfortable using the language in real-world situations. In these classes, the focus is on interaction, which is seen as the primary method and the main objective (Budiman et al., 2023). Instead of just memorizing rules, students dive into realistic activities like role-playing real-world scenarios, group discussions, and collaborative problem-solving. It's different from a typical classroom, which can

sometimes prioritize grammar rules and written work over conversation. In contrast, English courses tend to offer a more student-focused environment that encourages everyone to actually use the language. This isn't just practice; it's a rehearsal for life (Dwiyanti & Lolita, 2023). By engaging in these meaningful tasks, students don't just learn the language; they become more fluent and confident using it. Research supports this, showing that students in these kinds of programs often see real improvements in both their speaking skills and their overall confidence. Studies indicate that students in these programs get far more chances to use English in realistic situations, which dramatically speeds up their journey to fluency (Derakhshan et al., 2016).

Other researchers also confirm the effectiveness of English courses in improving speaking skills. (Jamilah, 2016) reported that students perceived English courses as highly beneficial for developing confidence and providing more speaking practice opportunities outside formal classrooms. Similarly, (Almudibry, 2022) found that the use of the describing objects technique in English courses significantly enhanced learners' speaking ability, particularly in terms of vocabulary, fluency, and confidence.

On top of that, how confident someone feels when speaking is deeply tied to emotions like motivation and anxiety. Krashen (1982) suggests that when a learner feels motivated and confident (a low filter), they absorb the language much more easily. But if they're anxious or stressed (a high filter), that mental block prevents them from learning effectively (Leonita et al., 2023). In English courses, learners are often part of a supportive community where making a mistake isn't seen as a failure, but just a normal step in learning. They tend to create a more relaxed and supportive atmosphere than a formal classroom, which helps drastically lower students' anxiety. By reducing this fear, the course removes the emotional barrier, allowing students to speak up more freely and with greater confidence (Abdullah et al., 2022). So, these courses do more than just teach grammar and vocabulary; they also help build the mental and emotional foundation kids need to confidently use English in real-life situations. By fostering confidence and communicative competence, English courses empower students to succeed in academic, professional, and global settings (Asysyfa et al., 2019).

With all this in mind, this article dives into how English courses help high school students become more self-assured speakers. It becomes clear that English courses offer far more than just grammar drills and vocabulary lists (Ma'arif et al., 2023). By looking at the real impact these programs have, we can get a clearer picture of how they complement school-based education and equip students with the communication skills they need to thrive in our interconnected world. Ultimately, the researcher believes that English courses fill a critical void, transforming learners from passive recipients of grammar rules into active and confident communicators who are prepared for the demands of the modern world (Putri et al., 2021).

METHOD

This research used a pre-experimental design, specifically the one-group pre-test and post-test design. In educational research, this design is often employed to examine the effect of a treatment or intervention on a single group without involving a control group. According to Creswell (2014), cited in (Uchihara & Clenton, 2023), this design allows the researcher to compare participants' performance before and after a treatment in order to evaluate its effect. In this research, the design was applied to determine the significant effectiveness of the English course on the speaking skills of eleventh-grade students at MAN 4 Jombang.

The design can be shown as $O_1 \times O_2$. In this design, O_1 refers to the pre-test, which was administered to measure students' speaking skills before the treatment. X represents the treatment, namely students' participation in the English course at the Arabic-English Language Institution. Finally, O_2 denotes the post-test, which was conducted after the treatment to measure students' speaking skills and to determine whether there was any improvement following the English course.

The main rationale for choosing this design was its suitability for classroom-based interventions where random assignment of participants is often not feasible. In this context, all participants were students who voluntarily joined the English course, which created a naturally formed sample for the research.

Furthermore, the design allowed the researcher to focus on the effectiveness of the English course by examining the statistical significance of the differences between pre-test and post-test results. As noted by Fraenkel and Wallen (2019), cited in (Nurhayati & Wintolo Apoko, 2024), pre-experimental designs are frequently used in educational settings to obtain preliminary evidence of effectiveness before more complex experimental designs are applied.

To enhance the robustness of the findings, this research did not rely solely on test scores. A questionnaire was also administered after the treatment to capture students' perceptions of the English course, such as their confidence, motivation, and perceived coherence and fluency in speaking (Ma'arif & Ashlihah, 2017). The questionnaire functioned as a triangulation tool, strengthening the interpretation of the test results by adding qualitative insights to the quantitative evidence (Maarif & Fakhriyyah, 2022).

In summary, the one-group pre-test and post-test pre-experimental design was chosen because it was practical and context-appropriate for MAN 4 Jombang; it allowed for direct measurement of the effectiveness of the English course intervention, and it provided both empirical data (from the speaking test) and supportive evidence (from the questionnaire), ensuring more valid conclusions.

- Population and Sample
- Population

The population of this research consisted of all eleventh-grade students of MAN 4 Jombang in the 2025/2026 academic year. The total number of students was 140, distributed across several research programs as presented in Table 1.

Table 1 Population of Eleventh-Grade Students of MAN 4 Jombang (2025/2026)

Class	Number of Students
XI Agama 1	28
XI IPA 1	30
XI IPA 2	31
XI IPS 1	27
XI IPS 2	24
Total	140

The population covers students with diverse academic focuses, namely Religion (Agama), Natural Science (IPA), and Social Science (IPS).

- Sample

Since this research specifically investigates the effectiveness of English courses on students' speaking skills, the sample was selected purposively. Only students who were officially enrolled in the Arabic- English Language Institution (Lembaga Bahasa Arab-Inggris) program at MAN 4 Jombang were included, because they were the ones exposed to structured English courses as part of the afternoon institutional program.

From the total population, 30 students were selected as the sample of this research. The purposive sampling technique was employed for the following reasons. The research focus was on students who actively participated in the Arabic–English Language Institution (Lembaga Bahasa Arab-Inggris), not on those who joined other extracurricular programs (Calligraphy, Qur'an Memorization, or Diniyah School).

The sample needed to represent learners with direct exposure to non-formal English instruction, as this aligns with the research objectives. The selected students were available to take both the pre-test and post-test, ensuring complete data collection. Thus, the sample was considered appropriate and representative for evaluating the significant effectiveness of English courses in enhancing the speaking skills of eleventh-grade students at MAN 4 Jombang.

- Research Setting

This research was conducted at MAN 4 Jombang, which is part of the educational environment of Mambaul Ma'arif Islamic Boarding School, Denanyar, Jombang. The school is situated within a pesantren (Islamic boarding school) context, where all students are required to participate in one of four structured afternoon programs: Calligraphy, Qur'an Memorization, Diniyah School, or the Lembaga Bahasa Arab-Inggris (LBAI).

The research took place specifically in the LBAI program, which provides structured English courses as a form of non-formal education. This program emphasizes communicative practice, task-based activities, and intensive speaking exposure, making it highly relevant for evaluating the effectiveness of English courses on students' speaking skills.

Data collection was carried out in the first semester of the 2025/2026 academic year, during July–August 2025. The setting was selected because of its unique integration between formal school learning and pesantren-based afternoon programs, which distinguishes it from conventional high school environments.

- Research Instrument
- Speaking Test

The primary instrument used to measure students' speaking skills was a speaking performance test. The test was designed to assess five core components of speaking competence: pronunciation, vocabulary, grammar, fluency, and coherence. According to established frameworks, speaking proficiency is best evaluated through analytic scoring, which reflects the multidimensional nature of oral performance (Brown, 2004; O'Sullivan, 2012, as cited in Isaacs & Trofimovich, 2020).

The speaking test in this research consisted of three communicative tasks designed to elicit authentic spoken performance. The speaking test consisted of three performance-based tasks designed to assess students' oral communication skills. In the first task, students were asked to introduce themselves in English for approximately one minute by mentioning their name, place of residence, favorite subject, and future aspirations. The second task required students to describe their daily activities in English for about two minutes, including at least three activities they usually performed in the morning, afternoon, and evening. The third task involved a short conversation with a partner lasting approximately two to three minutes, during which students discussed their hobbies by asking at least three questions and providing appropriate responses. These tasks were designed to evaluate students' speaking ability in terms of fluency, vocabulary, grammar, pronunciation, and interactive communication.

Each student spent approximately 6–8 minutes completing the speaking test. Their performance was evaluated using an analytic rating scale, which includes descriptors for pronunciation, vocabulary, grammar, fluency, and coherence.

Table 1 Analytic Rating Scale for Speaking Test

Component	5 – Excellent	4 – Good	3 – Fair	2 – Poor	1 – Very Poor
Pronunciation	Speaks clearly with near-native accuracy; errors rarely noticeable	Clear with minor mispronunciations; does not hinder communication	Some errors occasionally affect intelligibility	Frequent errors, often obscure meaning	Very difficult to understand due to persistent mispronunciations
Vocabulary	Wide and precise vocabulary; appropriate use of expressions	Adequate vocabulary, occasional minor errors	Limited vocabulary, some repetition	Very limited, often uses incorrect words	Extremely limited vocabulary: communication breaks down
Grammar	Almost no errors; complex structures used effectively	Minor errors, generally good control	Frequent errors with simple structures; some hindrance	Many serious errors, meaning often unclear	Consistently incorrect; very hard to understand
Fluency	Speaks smoothly with natural pacing and minimal hesitation	Generally smooth; occasional hesitation	Some hesitation and uneven pace	Frequent hesitation, speech fragmented	Very hesitant; cannot produce continuous speech
Coherence	Ideas are logically connected, well-structured, and easy to follow	Generally clear organization, minor lapses	Some organization, but ideas sometimes unclear	Poor organization, ideas often disconnected	No logical sequence; very difficult to follow

To provide a comprehensive measure of overall speaking ability, a total score was calculated by summing the scores from all five components. This allowed for a maximum score of 25. The final scores were categorized into the following proficiency levels:

The students' speaking performance was classified into five levels based on their scores. Scores ranging from 22 to 25 were categorized as Excellent, scores of 18 to 21 as Good, scores of 14 to 17 as Fair, scores of 10 to 13 as Need Improvement, and scores below 10 as Very Poor.

This rubric and scoring system ensured a clear, consistent, and objective assessment of each student's speaking skills.

- Questionnaire

The second instrument employed in this research was a questionnaire designed to capture students' perceptions of the effectiveness of the English course in supporting their speaking skills. As suggested by Cohen et al. (2017), cited in (Yoestara & Putri, 2019), questionnaires are efficient tools for collecting information on participants' attitudes, preferences, and experiences. A questionnaire was selected in this research to triangulate the speaking test data and to provide supportive evidence regarding students' learning experiences.

The questionnaire consisted of five closed-ended items formulated on a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). According to Joshi et al. (2022) as cited in (Nazarieh & Beigzadeh, 2025), the 5-point Likert scale is one of the most widely adopted rating methods in educational research because it balances clarity for respondents with sufficient variation in responses. This format enabled the researcher to quantify students' responses systematically and analyze their general perception toward the English course.

The questionnaire blueprint is presented in Table 3 below, showing the five items along with their respective indicators.

Table 3 Blueprint of Questionnaire Items

Indicator (Aspect)	Item Example
Students' confidence in speaking English	"I feel more confident speaking English after joining the course."
Fluency development	"The English course helps me to speak more fluently."
Pronunciation improvement	"The English course helps me pronounce English words more accurately."
Coherence in speaking	"The English course helps me to organize ideas more coherently when speaking."
Motivation to practice speaking	"The English course motivates me to practice speaking English regularly."

- Data Collection Procedure

The process of collecting data in this research was carried out systematically through several stages: preparation, pre-test administration, treatment, post-test administration, and questionnaire distribution. Each stage is described as follows:

- Preparation

The researcher first obtained formal approval to conduct the research at MAN 4 Jombang. Following this, the researcher coordinated with and received permission from the coordinator of the Arabic-English Language Institution (LBAI) where the course took place. The research instruments, including the speaking test cards and the questionnaire, were then validated by experts to ensure content validity. The students were also informed about the research purpose and procedure.

- Pre-Test Administration

Before the treatment period of the English course program under research began, the participants were administered a pre-test to measure their baseline speaking performance. The pre-test was conducted in the classroom setting and consisted of three tasks: self-introduction, description of daily activities, and a short conversation with friends. Each student was evaluated individually using the analytic speaking rubric (see Table 2). The pre-test was designed to provide initial data on students' speaking ability prior to the four-week treatment program.

- Treatment

The treatment was conducted for four weeks in July- August during the first semester of the 2025/2026 academic year. The English course program was designed to provide students with intensive speaking practice through communicative tasks, pair and group work, and short presentations. The activities emphasized fluency, accuracy, vocabulary use, pronunciation, and coherence in speaking. Sessions were held in the afternoon after the regular school schedule under the supervision of English course instructors.

- **Post-Test Administration**

At the end of the four-week treatment period, the participants were given a post-test using the same structure as the pre-test (self-introduction, description of daily activities, and short conversation with friends). The post-test aimed to measure whether there was a significant effect of the English course on students' speaking performance. Students' performances were scored using the same analytic rubric (see Table 2) to ensure consistency in assessment.

- **Questionnaire Distribution**

After the post-test, students were asked to fill in a short questionnaire designed to gather their perceptions of the English course and its role in supporting their speaking skills. The questionnaire consisted of five items measured on a 5-point Likert scale. Since the participants were Indonesian learners, the questionnaire was administered in the Indonesian language to ensure clarity and accuracy of responses. The English version of the questionnaire design is presented in Table 3.

- **Data Analysis Techniques**

The data obtained in this research were analyzed quantitatively in order to determine the significant effectiveness of the English course on students' speaking skills. Two main types of data were collected: (1) students' speaking test scores from pre-test and post-test, and (2) students' responses to the perception questionnaire. The analysis procedure is described as follows:

- **Speaking Test Analysis**

The speaking test scores from pre-test and post-test were compared to examine the significant effectiveness of the English course. The procedure included two steps:

- **Normality Test**

Before conducting further statistical analysis, the distribution of the pre-test and post-test scores was examined using the Kolmogorov–Smirnov test or Shapiro–Wilk test because the sample size was relatively small ($n < 50$) at a significance level of 0.05.

Before conducting the hypothesis test, a normality test was performed to determine whether the data met the assumption of normal distribution. The data were considered normally distributed if the significance value (p) was greater than 0.05 ($p > 0.05$), whereas a significance value of 0.05 or lower ($p \leq 0.05$) indicated that the data were not normally distributed. If the data met the normality assumption, a paired-samples t -test was applied to examine whether there was a statistically significant difference between the pre-test and post-test scores of the participants.

In the case that the data were not normally distributed, the researcher was prepared to apply a non-parametric alternative, namely the Wilcoxon Signed-Rank Test, instead of the paired-samples t -test. This ensured the validity of the inferential conclusions regardless of the distribution shape.

- **Inferential Analysis (Paired-Samples T-Test)**

To determine the significant effectiveness of the English course on students' speaking skills, a paired-samples t -test was conducted to compare the mean scores of the pre-test and post-test obtained from the same group of participants. The decision to accept or reject the hypotheses was based on the significance level (p -value). If the p -value was less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis (H_0) was rejected, indicating that the English course had a statistically significant effect on students' speaking skills. Conversely, if the p -value was greater than 0.05 ($p > 0.05$), the null hypothesis was accepted, suggesting that the English course did not have a statistically significant effect on students' speaking skills. This procedure ensured that the statistical analysis was conducted appropriately, thereby enhancing the validity and reliability of the research findings.

- **Questionnaire Analysis**

The responses from the questionnaire were analyzed using descriptive statistics. Each item, presented on a 5-point Likert scale (from Strongly Disagree = 1 to Strongly Agree = 5), was tabulated and its mean score was calculated. The descriptive analysis aimed to capture students' perceptions of the English course in terms of confidence, fluency, pronunciation, coherence, and motivation.

The combination of inferential statistical analysis for the speaking test and descriptive statistical analysis for the questionnaire provided both empirical evidence and supportive perception-based insights, thus enabling more comprehensive conclusions about the effectiveness of the English course.

- Statistical Hypothesis

Based on the procedures outlined above, the following statistical hypotheses were formulated to guide the inferential analysis. The null hypothesis (H_0) states that there is no significant effect of the English course on students' speaking skills. In contrast, the alternative hypothesis (H_1) states that there is a significant effect of the English course on students' speaking skills. These hypotheses serve as the basis for determining whether the English course contributes significantly to the improvement of students' speaking abilities.

RESULT AND DISCUSSION

- Speaking Test Results
- Descriptive Statistics (Total Scores)

Table 4 summarizes the central tendency and dispersion of total speaking scores at pre-test and post-test. These statistics provide an initial indication of whether the English course yielded higher post-test performance relative to baseline.

Table 4 Descriptive Statistics of Total Speaking Scores (N = 30)

Measure	Pre-Test (O_1)	Post-Test (O_2)	Gain ($\Delta = O_2 - O_1$)
Mean (M)	14.9	18.7333	3.8333
Std. Deviation (SD)	1.68870487	1.362890775	—
Min–Max	Min 12 Max 18	Min 17 Max 21	—

The study's results show a significant increase in students' total speaking scores from the pre-test to the post-test. Based on the established rubric, the pre-test mean score of 14.9 placed students' speaking ability in the "Fair" category. This aligns with findings from recent studies, which indicate that many students still face challenges in speaking (Sayow & Marsevani, 2024).

However, after the intervention (the English course), the post-test mean score rose to 18.73, which clearly falls into the "Good" category. This improvement from "Fair" to "Good" demonstrates that the English course had a significant effect on students' speaking skills.

This gain indicates that the course successfully addressed the limitations of time and practice opportunities in the formal learning environment by providing a structured, practice-oriented setting. Component-Wise Descriptive Statistics. Table 5 reports the mean scores by component at both testing points to show which assessed aspects contribute most to the overall effect.

Table 5 Component-Wise Means at Pre-Test and Post-Test (Scale 1–5 per component)

Component	Pre-Test M	Post-Test M
Pronunciation	2.9	3.63
Vocabulary	3.4	4.13
Grammar	2.77	3.37
Fluency	3.07	4.0
Coherence	2.77	3.6

The descriptive results in Table 5 reveal consistent improvements across all speaking components. Among the five aspects, vocabulary showed the highest gain (from 3.40 at pre-test to 4.13 at post-test), suggesting that participation in the English course particularly enriched students' lexical repertoire. Fluency also demonstrated a considerable increase (from 3.07 to 4.00), indicating that regular exposure to interactive speaking activities enhanced students' ability to express ideas more smoothly.

Pronunciation, coherence, and grammar likewise exhibited positive changes, though the magnitude varied. Pronunciation improved from 2.90 to 3.63, showing that learners benefited from repeated oral practice and corrective feedback. Coherence increased from 2.77 to 3.60, suggesting that the course activities supported students' ability to organize and connect ideas more logically in speech. Grammar rose from 2.77 to 3.37, representing moderate but meaningful progress in structural accuracy.

In summary, the component-level analysis indicates that the English course contributed to comprehensive development in speaking performance, with vocabulary and fluency as the strongest gains, followed by pronunciation, coherence, and grammar. These descriptive findings provide a foundation for subsequent inferential testing to determine whether the observed differences are statistically significant.

- **Assumption Checks**

Normality of the paired distributions (pre-test and post-test total scores) was examined using the Shapiro–Wilk test ($\alpha = .05$; appropriate for $N < 50$). Results are summarized in Table 6.

Table 6 Shapiro–Wilk Normality Tests for Total Scores

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.210	30	.002	.895	30	.006
posttest	.205	30	.002	.884	30	.003
a. Lilliefors Significance Correction						

Table 6 presents the results of the normality tests for the pre-test and post-test total speaking scores. Both the Kolmogorov–Smirnov and Shapiro–Wilk tests yielded significance values (p) below the threshold of .05 for pre-test ($p = .006$) and post-test ($p = .003$). These findings indicate that the distributions of scores at both measurement points deviate from normality.

Because the normality assumption was not met, the Paired Sample t -test could not be appropriately applied. Instead, a non-parametric alternative, the Wilcoxon Signed Rank Test, was employed to examine whether the observed improvements in students' speaking scores were statistically significant. This adjustment ensured methodological rigor by aligning the choice of inferential test with the actual characteristics of the data distribution.

- **Questionnaire Results**

In addition to the speaking test, the questionnaire was administered to capture students' perceptions regarding the effectiveness of the English course. The instrument consisted of five items; each was measured on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 7 Descriptive Statistics of Questionnaire Responses ($N = 30$)

Aspect	Mean	SD	Interpretation	
Confidence	4.37	0.77	Very High	
Fluency	4.3	0.7	High	
Pronunciation	3.5	0.7	Moderate	
Coherence	4.3	0.45	High	
Motivation	4.0	0.77	High	
Total Average	4.08	0.68	High	

The results indicate that students generally expressed positive perceptions of the English course. The highest mean score was found in Confidence ($M = 4.37$), suggesting that the course successfully encouraged students to engage more actively in learning English. Fluency, Motivation, and Coherence also received high mean scores ($M = 4.3$, $M = 4.0$, and $M = 4.3$, respectively), reflecting students' improved self-assurance and smoother speech delivery.

Meanwhile, pronunciation ($M = 3.5$), although slightly lower than the other aspects, still falls within the moderate-to-high range, indicating steady improvement but also suggesting areas for continued pedagogical focus.

Taken together, the overall mean ($M = 4.08$) demonstrates that students perceived the course as effective in enhancing multiple dimensions of speaking skills. These findings serve as a supportive perception-based complement to the objective test results, thereby reinforcing the conclusion that the English course exerted a significant and positive effect on students' speaking performance.

Discussion

The findings of this study, as presented in the preceding sections, provide strong evidence that there is a significant effectiveness of the English course for students' speaking skills at MAN 4 Jombang. Both the objective test results and the subjective student perceptions support this conclusion.

The descriptive statistics showed a clear gain in overall speaking scores, with the average score increasing by 3.83 points. This initial observation was further broken down in the component-wise analysis, which revealed consistent improvements across all five assessed aspects: pronunciation, vocabulary, grammar, fluency, and coherence. The most notable gains were seen in vocabulary and fluency, suggesting that the course was particularly effective in enriching students' word usage and helping them express ideas more smoothly.

However, the inferential analysis was the core of this study's findings. Because the normality assumption for the t-test was not met, the non-parametric Wilcoxon Signed Rank Test was appropriately used. The test yielded a Z-statistic of -4.835 with a p-value of <.001, which is well below the conventional significance level of 0.05. This result leads to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, confirming that there is a statistically significant effectiveness of the English course on the students' speaking skills.

The questionnaire results provided a valuable complement to the objective test scores. Students' perceptions largely aligned with the test data, with a high overall mean score of 4.08. This indicates that students felt more confident, fluent, and motivated after participating in the course. The high score for confidence ($M = 4.37$) is particularly noteworthy, as increased self-assurance is a critical factor in encouraging students to use their language skills more frequently and effectively. While the pronunciation score was slightly lower than others, it still fell within a positive range, suggesting continued improvement is possible.

Taken together, objective and subjective data strongly reinforce each other. The course not only led to measurable improvements in speaking skills but also had a positive impact on students' confidence and motivation, which are key components of successful language acquisition.

CONCLUSIONS

This research set out to understand how English courses help high school students become more confident speakers. The results clearly show that these courses play a significant role. They create a supportive and low-pressure environment that reduces anxiety and helps students build a stronger belief in their own abilities. Key to this process are interactive activities like role-plays, group discussions, and problem-solving tasks, which give students a safe space to practice speaking without the fear of being wrong. In short, English courses serve a dual purpose: they are both a training ground for language skills and a vital incubator for the confidence and motivation needed for real communication.

This research also has some implications. For teachers, they should prioritize communicative activities (role-plays, discussions) that simulate real-life interaction. The focus should be on providing positive, constructive feedback that encourages students to take risks without fear of mistakes. For students, they should be encouraged to seek out opportunities for active practice and to reframe mistakes as a natural and essential part of the learning process, not as failures. Furthermore, the implication also suggested to other researchers. They should build on this work by exploring the long-term impact of course participation on confidence and comparing the effectiveness of different teaching methodologies on students' psychological readiness to speak.

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