



Speaking Confidence In Efl Contexts: Performance Analysis Of Islamic Education Students Using A Guided Monologue Template

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ABSTRACT

This study explores the speaking confidence of second-semester Islamic Education students at UIN Sulthan Thaha Saifuddin Jambi through a guided monologue task supported by a structured template. A total of 40 students participated as part of their English subject coursework. Each student was asked to record a monologue introducing their personal gadget, following a sentence-based speaking guide designed to encourage structured expression and reduce speaking anxiety. The performances were evaluated based on an observation rubric consisting of six key indicators: fluency, use of fillers, eye contact, posture and body language, vocal delivery, and engagement with content. The data collected from the video recordings were analyzed descriptively by assigning scores across each category and calculating total and average scores per student. The findings indicate that most students performed confidently, with the strongest scores in vocal delivery and engagement with content. Some areas, such as posture and eye contact, showed room for improvement. Overall, the guided template helped students feel more prepared and organized in their spoken performance. The study suggests that such structured speaking activities can serve as effective tools in enhancing EFL learners' confidence and speaking skills in higher education contexts

Keywords: EFL Learners, Guided Speaking, Monologue, Performance Analysis

A. INTRODUCTION

In English as a Foreign Language (EFL) contexts, the ability to speak with confidence is a key indicator of communicative competence. While grammar, vocabulary, and pronunciation form the core elements of language proficiency (Daskan, 2023; Hidayatulloh, 2022; Zakian et al., 2022), speaking confidence determines how effectively a learner can use these elements in real-world communication. EFL learners often experience anxiety, hesitation, and a lack of fluency during speaking tasks, especially when they are asked to perform individually (Audina et al., 2021). This is particularly true in settings where English is not commonly used outside the classroom (Amoah & Yeboah, 2021). As a result, developing and observing speaking confidence becomes crucial in supporting learners to become more fluent and self-assured communicators.



To address these challenges, language educators often implement structured or guided speaking tasks, including the use of templates (Fonseca-Chacana, 2023; Muhammad Ikram, 2022; Nadra et al., 2023). Templates provide scaffolding by giving students a clear structure to follow, reducing cognitive overload and enabling them to focus more on delivery and confidence rather than formulating language spontaneously (Saienko & Nazarenko, 2021). In guided monologue tasks, templates can serve as a supportive framework that helps students organize their ideas, build fluency, and gradually develop independence in speaking. Although many studies have examined the role of templates in organizing content or improving accuracy (Fonseca-Chacana, 2023; Ikram, 2022; Nadra et al., 2023), less attention has been paid to their potential influence on speaking confidence and performance delivery.

Speaking confidence is widely recognized as a fundamental factor influencing the oral performance of EFL (English as a Foreign Language) learners. Confidence directly impacts a learner's ability to express themselves clearly, maintain fluency, and participate in classroom interactions (Sahibzada, 2020). Many language learners, especially at beginner and intermediate levels, often experience anxiety when asked to speak, which may manifest as frequent pauses, reliance on memorization, or complete withdrawal from speaking tasks. Research shows that factors such as classroom environment, feedback from teachers, peer support, and the learners' previous experiences with English all play a role in developing or hindering speaking confidence (Tran, 2022). In many cases, even students with adequate vocabulary and grammar knowledge may struggle to speak confidently due to fear of making mistakes or being judged (Suparlan, 2021). Thus, improving speaking confidence is not only a linguistic challenge but also a psychological and pedagogical one, requiring teaching strategies that promote a safe and supportive learning environment.

Speaking confidence, while often discussed subjectively, can be observed through students' actual performance. Non-verbal behaviors such as posture, eye contact, voice projection, and fluency patterns serve as observable indicators of confidence. Video recordings of student presentations or monologues offer valuable data for evaluating these dimensions in a more objective manner (Nguyen, 2024). Unlike traditional written assessments or self-reported questionnaires, performance analysis enables researchers to capture how confidence manifests in real-time communication. This approach aligns with the growing interest in performance-based assessment in language education (Granados, 2023; Menggo & Gunas, 2022)



Despite the growing emphasis on communicative competence in EFL classrooms (Lee et al., 2023; Suwartono, 2024; Zhai & Razali, 2021), there remains a lack of studies that focus specifically on observing speaking confidence through structured monologue performances. While some studies address student perceptions of speaking tasks or the effectiveness of scaffolding strategies (Chu, 2023; Saienko & Nazarenko, 2021), empirical observation of actual student behavior during speaking tasks is still underrepresented. Moreover, there is limited research on how the use of speaking templates may affect the way students perform and present themselves in front of an audience. Understanding this relationship is critical for educators who seek to design tasks that not only improve language accuracy but also nurture learners' confidence.

This study aims to observe and analyze the speaking performances of EFL students during a guided monologue task using a structured speaking template on the topic of "My Gadget." The template consists of simple and sequential prompts that guide students to introduce themselves, describe their gadget, and explain the functions of three applications they frequently use. By focusing on observable indicators of confidence such as eye contact, voice clarity, fluency, and posture this research investigates how students respond to the structured support provided by the template during their individual speaking tasks. The use of a familiar topic and guided sequence is expected to reduce speaking anxiety and enhance the students' ability to communicate with greater ease. Ultimately, the study seeks to contribute to EFL speaking pedagogy by highlighting how template-based tasks can facilitate confidence-building and improve performance in classroom speaking activities.

B. METHOD

This study employed a descriptive qualitative approach using performance-based observation to examine students' speaking confidence in a guided English monologue task. The analysis focused on students' non-verbal and verbal indicators of confidence, including fluency, use of fillers, eye contact, posture and body language, vocal delivery, and engagement with the content. These indicators were assessed using a structured observation rubric during the performance of a standardized speaking task, which was designed with a pre-written template on the topic of "My Gadget." The template guided students to describe their personal gadget,



its functions, and the applications they commonly use, allowing for a degree of personalization while maintaining a uniform structure suitable for comparative analysis.

The participants in this study were 40 second-semester students enrolled in the Islamic Education Department at UIN Sulthan Thaha Saifuddin Jambi. All participants were taking an English subject as part of their academic curriculum during the semester in which the data was collected. Each student was asked to perform an individual speaking task based on a guided monologue template and to record the performance on video. Rather than being conducted in a centralized classroom, the recordings were completed independently by the students in settings of their own choosing such as at home or other comfortable environments allowing them to express themselves in a more relaxed and less pressured atmosphere. These videos were then submitted to the researcher for evaluation using the structured observation rubric, with a focus on six key indicators of speaking confidence.

To support uniformity in student performances while still allowing for individual expression, a structured speaking template was provided to all participants. The template, centered on the topic “My Gadget,” consisted of fifteen sentence stems designed to guide students through a coherent and logically ordered monologue. It began with a basic introduction (“Hi everyone... My name is...”) and led students through the description of their gadget, when and how it was obtained, the applications they commonly use, the purpose of each application, and a concluding statement. This scaffolded format ensured that all students had a clear speaking path while also allowing them to insert personal and relevant content. By using the same guided structure, the researcher was able to analyze performances more consistently across participants.

C. FINDINGS AND DISCUSSION

This study aimed to observe and analyze the speaking confidence of 40 second-semester Islamic Education students at UIN Sulthan Thaha Saifuddin Jambi through a guided monologue task using a prepared speaking template. Their performances were assessed based on six indicators: fluency, use of fillers, eye contact, posture and body language, vocal delivery, and engagement with content. Each indicator was scored on a scale from 1 (very low) to 4 (very high), resulting in a maximum total score of 24 per student. The average performance

across all students was also calculated to provide a comprehensive overview of the overall speaking confidence level in this context.

No	Student	Fluency	Fillers	Eye Contact	Posture & Body Language	Vocal Delivery	Engagement with content	Total	Av.
1	Student 1	4	4	3	3	4	4	22	3,6
2	Student 2	2	3	2	2	3	2	14	2,3
3	Student 3	4	4	4	3	4	4	23	3,8
4	Student 4	4	4	4	4	4	4	24	4
5	Student 5	4	4	4	4	4	4	24	4
6	Student 6	3	3	3	3	4	4	20	3,3
7	Student 7	3	3	3	3	4	4	20	3,3
8	Student 8	4	4	4	4	4	4	24	4
9	Student 9	4	4	4	4	4	4	24	4
10	Student 10	4	4	4	4	4	4	24	4
11	Student 11	3	3	4	4	4	4	22	3,6
12	Student 12	4	4	4	4	4	4	24	4
13	Student 13	3	3	4	4	3	4	21	3,5
14	Student 14	3	3	3	3	3	3	18	3
15	Student 15	4	4	4	4	4	4	24	4
16	Student 16	4	4	4	4	4	4	24	4
17	Student 17	4	4	4	4	4	4	24	4
18	Student 18	4	3	4	4	4	4	23	3,8
19	Student 19	3	4	4	4	4	4	23	3,8
20	Student 20	3	3	4	4	4	4	22	3,6
21	Student 21	4	4	4	4	4	4	24	4
22	Student 22	3	3	4	4	4	4	22	3,6
23	Student 23	4	4	4	4	4	4	24	4
24	Student 24	4	4	4	4	4	4	24	4
25	Student 25	4	4	4	4	4	4	24	4
26	Student 26	3	3	4	4	4	3	21	3,5
27	Student 27	4	4	4	4	4	4	24	4
28	Student 28	4	4	4	4	4	4	24	4
29	Student 29	4	4	4	4	4	4	24	4
30	Student 30	3	3	4	4	4	4	22	3,6
31	Student 31	4	4	4	4	4	4	24	4
32	Student 32	4	4	4	4	4	4	24	4
33	Student 33	3	3	4	4	4	4	22	3,6
34	Student 34	4	4	4	4	4	4	24	4
35	Student 35	4	4	4	4	4	4	24	4
36	Student 36	4	4	4	4	4	4	24	4
37	Student 37	3	3	4	4	4	3	21	3,5
38	Student 38	3	3	4	4	4	4	22	3,6
39	Student 39	4	4	4	4	4	4	24	4
40	Student 40	4	4	4	4	4	4	24	4
	TOTAL	145	146	154	153	157	155	910	151,6

Figure 1. Students' Speaking Performance Scores



The aggregate scores reveal that most students performed well across the indicators, with a total cumulative score of 910 across all 40 students. This yields a mean score of 22.75 and an average individual performance score of approximately 3.79 out of 4, indicating a generally high level of speaking confidence when supported by structured guidance. The breakdown of total scores by each indicator also shows strong performance: fluency (145), fillers (146), eye contact (154), posture & body language (153), vocal delivery (157), and engagement with content (155). Among these, the highest scores were observed in vocal delivery and engagement, suggesting that students were not only articulate but also emotionally connected to the topic, likely due to the personal and familiar theme of "My Gadget."

A closer analysis of individual indicators provides further insight. Fluency had a slightly lower total than some other indicators, which may reflect occasional pauses or hesitation as students attempted to deliver their speech smoothly. This may be attributed to limited vocabulary, nervousness, or lack of rehearsal. Nonetheless, the average fluency score was still high (mean = 3.63), implying that most students could maintain a fairly continuous flow of speech. Use of fillers, on the other hand, was well-controlled by many participants, with over half of the students scoring the highest mark of 4. This suggests that the template helped minimize hesitation by providing a predictable speaking structure.

In terms of non-verbal communication, the indicators of eye contact and posture & body language demonstrated strong results, with average scores close to 4. Although the students recorded their videos in varying environments—some at home, others at campus—the data shows that many maintained effective posture and engaged the camera well. This supports the idea that speaking in a comfortable and self-selected environment may reduce anxiety and improve performance (Ghafar & Raheem, 2023). Additionally, vocal delivery was one of the strongest aspects of performance. Most students delivered their speech with clarity and proper intonation, which indicates confidence and familiarity with the content.

Finally, the indicator of engagement with content received consistently high scores, reflecting students' personal connection to the topic. The familiarity with their own gadgets and the freedom to explain their commonly used applications allowed for authentic expression, which



likely increased motivation and ease during the task. This is consistent with existing findings in speaking pedagogy, which emphasize the importance of meaningful and relatable content in eliciting confident oral communication (Safitri & Tari, 2025).

D. CONCLUSION

This study investigated the speaking confidence of second-semester Islamic Education students at UIN Sulthan Thaha Saifuddin Jambi through a structured monologue task using a guided speaking template on the topic of "Gadget." The analysis of 40 student performances across six key indicators—fluency, fillers, eye contact, posture and body language, vocal delivery, and engagement with content—revealed consistently high average scores, with a mean individual performance score of 3.79 out of 4. The results suggest that the use of a speaking template significantly supported students in organizing their ideas, reducing anxiety, and delivering their speech with clarity and engagement, regardless of whether they recorded their videos at home or on campus.

These findings highlight the effectiveness of structured speaking tasks in developing EFL learners' oral communication skills, especially when the topic is personal and relevant to their daily lives. The consistently strong performance across both verbal and non-verbal indicators demonstrates that students can show higher confidence and better delivery when they feel prepared and connected to the content. Therefore, English language instructors are encouraged to incorporate guided monologue activities using relatable templates as part of their speaking instruction to help students gain confidence, structure their thoughts, and perform more effectively in real communication settings.

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