

## THE ROLE OF THE COOPERATIVE SCRIPT METHOD IN DEVELOPING SELF-CONFIDENCE AND PUBLIC SPEAKING SKILLS AMONG MADRASAH IBTIDAIYAH STUDENT

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### ABSTRACT

The Cooperative Script Method (CSM) has gained prominence as an instructional approach that enhances key student skills, including self-confidence and public speaking abilities. This study aimed to investigate the impact of CSM on students' self-confidence and public speaking skills. The research was conducted at Madrasah Ibtidaiyah Al-Anwar Sarang using a quantitative approach, involving 37 purposively selected fifth-grade students. Data were collected through questionnaires, complemented by in-depth observations, and analyzed using linear regression and the Sobel test. The results indicated that CSM significantly enhances students' self-confidence ( $p < 0.05$ ) and that self-confidence, in turn, significantly improves students' public speaking skills ( $p < 0.05$ ). However, CSM did not directly affect public speaking skills ( $p > 0.05$ ); instead, self-confidence acted as a mediator. The Sobel test confirmed the significant mediating role of self-confidence, with a  $t$ -value of 4.637. The study concludes that while CSM indirectly promotes public speaking skills through self-confidence, more focus is needed on fostering students' self-confidence from an early stage. The implication is that teachers should prioritize nurturing self-confidence to effectively build students' communication abilities, thereby empowering them for better public speaking and critical thinking skills.

Keywords: Cooperative Script, Critical Thinking, Instructional Method, Public Speaking Skills, Self-Confidence

### INTRODUCTION

Critical thinking is a fundamental skill in education, fostering the ability to analyze, evaluate, and create well-reasoned arguments. It is a cornerstone for effective communication, which is particularly relevant in the context of public speaking—a vital competency in modern education. Public speaking involves articulating ideas, thoughts, and information effectively to an audience, requiring both verbal and non-verbal skills. The importance of cultivating public speaking skills from an early age cannot be overstated, as it significantly impacts students' cognitive and social development. Research highlights the direct correlation between strong public speaking abilities and academic as well as professional success (Saavedra, & Opfer, 2012; Merma-Molina et al., 2022; Gavilán-Martín et al., 2021; Baena-Morales et al., 2022; Yasin & Khasbulloh, 2022; Saavedra & Opfer, 2012; Alsaleh, 2020; Davies, 2013).

Despite its importance, many students struggle with public speaking, primarily due to challenges related to self-confidence. Confidence is crucial for effective communication, as it allows individuals to overcome anxiety, hesitation, and fear of judgment. Students with low self-confidence often exhibit signs of anxiety when required to speak in public, resulting in limited participation in classroom discussions or a reluctance to present their ideas (Nadiyah & Ikhrom, 2019; Fakhroh & Hidayatullah, 2018; Ifdil et al., 2017; Kho et al., 2023; Bylkova et al., 2021; McNatt, 2019). This hesitancy is problematic, especially in educational settings where

communication skills are closely tied to overall performance and personal growth. Consequently, the lack of confidence becomes a barrier that prevents students from fully realizing their potential.

Self-confidence plays a crucial role in shaping students' engagement and overall development during learning activities. Observations reveal that many students struggle with low self-confidence, resulting in passivity and reluctance to ask questions or express opinions. This lack of active participation not only hinders the development of their communication skills but also limits their academic and social growth. Addressing this issue requires a structured approach to foster active involvement and boost self-confidence, enabling students to unlock their full potential and succeed across various aspects of their lives (Azmi et al., 2022).

The Cooperative Script Method (CSM) offers a potential solution to these challenges. CSM involves students working in pairs to discuss and verbalize the material they are learning, which encourages collaboration, participation, and active learning. By creating an environment where students engage in speaking and listening activities, CSM helps them become more comfortable and confident in expressing their thoughts. Such interactive settings are beneficial for building communication skills, as students gain repeated opportunities to articulate their ideas in a supportive environment (Komalasari, 2017; Damayanti et al., 2018a).

Several studies have highlighted the effectiveness of CSM in improving communication skills. For instance, Azmi et al. (2022) reported that CSM significantly enhanced speaking abilities among elementary students. Similarly, Amalia (2017) found improvements in students' overall communication skills through the use of CSM. However, a gap remains in understanding how CSM influences public speaking through the mediating effect of self-confidence. While previous research has established the general benefits of CSM, the specific pathway involving self-confidence as a mediator remains underexplored.

This study addressed this gap by investigating the influence of the CSM on public speaking skills, with self-confidence as a mediating variable. The novelty of the present study lies in examining the indirect role of self-confidence, which has not been extensively explored in earlier research. The findings of this study are expected to contribute to the development of effective teaching methods that not only enhance students' speaking abilities but also foster the self-confidence necessary for effective public communication.

## METHOD

This study adopts a quantitative research approach to explore the effect of CSM on public speaking skills, with self-confidence as a moderating variable (Nguyen, & Tran, 2022). The research involved a population of 37 fifth-grade students from Madrasah Ibtidaiyah Al-Anwar Sarang, Rembang, Central Java, selected using a saturated sampling method. To collect data, a validated and reliable questionnaire was employed, and the gathered data were analyzed using descriptive statistics to determine values such as minimum, maximum, mean, and standard deviation. SPSS 16.0 software was utilized for statistical analysis, providing a structured approach to assess the relationships among the variables.

To ensure the accuracy of the data analysis, several preliminary tests were performed before evaluating the influence of the variables. Classical assumption tests—including tests for normality, linearity, multicollinearity, and heteroscedasticity—were conducted to validate data suitability for further analysis. Multiple linear regression analysis was then carried out to determine the direct effects of CSM and self-confidence on public speaking skills. In addition, the Sobel test was employed to assess the significance of self-confidence as a mediating factor between CSM and public speaking skills, providing a deeper understanding of the indirect relationship among these variables (Kim & Lee, 2022).

## RESULTS AND DISCUSSION

This section presents the findings from the study on the cooperative script method's impact on students' self-confidence and public speaking skills. The analysis aims to elucidate the relationships among cooperative learning, self-confidence, and public speaking abilities, employing statistical methods such as path analysis and the Sobel test to assess the significance of these relationships. The results will first address the direct effects of the cooperative script method on self-confidence and public speaking skills, followed by an exploration of the mediating role of self-confidence in enhancing public speaking performance. This comprehensive analysis not only contributes to the existing body of literature on cooperative learning strategies but also offers practical insights for educators seeking to foster student engagement and skill development in public speaking contexts.

The data obtained during the research is data in the form of scores. Data was collected by distributing questionnaires to respondents. The instrument used is valid according to the criteria set based on the results of the analysis of research instrument trials. The number of questionnaire items for each variable is 20. The scores obtained for each variable are summarized by statistical analysis using SPSS 16.0 along with a description of the data on the cooperative script method, self-confidence, and public speaking skills.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative Script	37	32	68	46,34	7,858
Self-confidence	37	31	68	42,68	7.568
Public Speaking	37	32	64	42,95	7,114

Referring to table 1, the descriptive analysis revealed that the mean score for the Cooperative Script Method was 46.34, while the average scores for students' self-confidence and public speaking skills were 42.68 and 42.95, respectively. To determine the quality of these

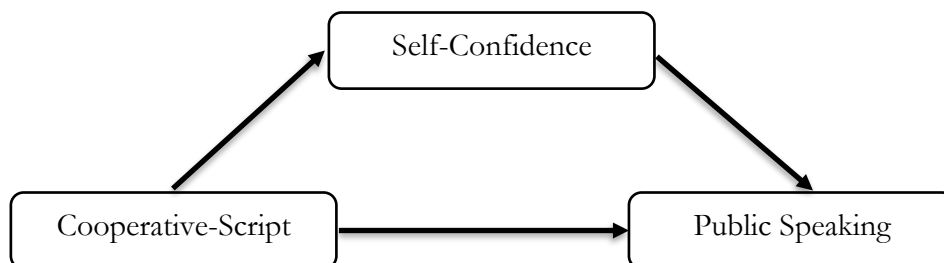


Figure 1. Path Analysis Model Used in Research

variables as either high or low, their values were converted into the ideal mean (Mi) and ideal standard deviation (SDi) criteria. The results of this conversion indicated that CSM, students' self-confidence, and students' public speaking skills all fell into the high/positive category. The results of the classical assumption test show that the data obtained in this study came from a normally distributed population. Cooperative learning data with students' self-confidence and students' public speaking skills have a linear relationship, and students' self-confidence data with students' public speaking skills show a linear relationship. There were no multicollinearity and heteroscedasticity problems in the research data. If the classical assumption test or regression prerequisites have been met, then the next step is to test the path analysis with the model shown in Figure 1.

To analyze the path analysis model used 2 regression tests. Regression I by forming a regression model of the Self-Confidence variable (Y) as the dependent variable, and CSM

variable as the predictor/independent variable. Regression II by forming a regression model of the variable Public Speaking Skills (Z) as the dependent variable and the Self-Confidence variable (Y) and the Cooperative Method variable (X) Script as the predictor/independent variable. Then a Sobel test or Sobel test is carried out to determine the significance of the influence of the mediating variable.

The regression analysis revealed the significant impact of the cooperative script method on students' self-confidence, as determined using SPSS 16.0. The statistical output demonstrated a clear relationship between the cooperative script method and increased self-confidence levels among students. These results underscore the effectiveness of cooperative learning strategies in fostering psychological growth, providing empirical evidence that supports the integration of such methods into educational practices.

Table 2. Coefficients X on Y

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	8.829	4.962		1.779	.084
	Cooperative Script	.732	.106	.760	6.916	.000

a. Dependent Variable: Self-confidence

The analysis indicates that CSM has a significant impact on students' self-confidence. This conclusion is supported by the data from Table 2, which shows a significance value of 0.000 ( $p < 0.05$ ), confirming a statistically significant effect. To further examine the impact of CSM and students' self-confidence on public speaking skills, a second regression test was conducted using SPSS 16.0. The regression analysis provided insight into how these factors collectively influence students' ability to speak publicly, allowing for a comprehensive understanding of their relationships.

Table 3. Coefficient X and Y on Z

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	4.666	3.092		1.509	.140
	Cooperative Script	.150	.097	.166	1.548	.131
	Self-confidence	.734	.101	.781	7.279	.000

b. Dependent Variable: Public Speaking

The data from table 3 shows that the significance value for the Cooperative Script Method's effect on public speaking is 0.131 ( $p > 0.05$ ), indicating that the method does not have a significant impact on public speaking skills. However, the same table reveals that the significance value for self-confidence's effect on public speaking is 0.000 ( $p < 0.05$ ), suggesting that self-confidence significantly influences students' public speaking skills.

The results of the two tests using the regression test obtained an influence value in the path analysis model which can be used as a mediation hypothesis test with the procedure developed by Sobel and later known as the Sobel test or Sobel test. The influence values in the path analysis model are summarized in Figure 2.

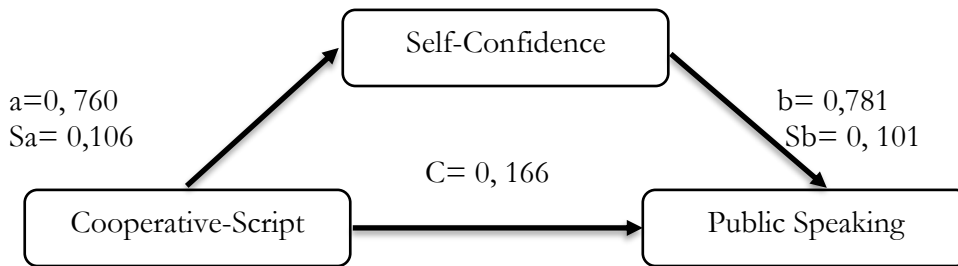


Figure 2. Path Analysis Result

Sobel test can be done by testing the strength of the indirect influence X the o the through Y. The formula for carrying out the Sobel test is as follows:

$$Sab = \sqrt{b^2Sa^2 + a^2Sb^2 + Sa^2Sb^2}$$

$$Sab = \sqrt{0,781^2 \cdot 0,106^2 + 0,760^2 \cdot 0,101^2 + 0,106^2 \cdot 0,101^2}$$

$$Sab = 0,128$$

Furthermore, to test the significance of the indirect effect, what needs to be done is to calculate the t value of the ab coefficient with the formula  $t = \frac{ab}{Sab}$ . The result of calculating this formula becomes t count which is compared with the t table value. If the t count > t table (1.96) it can be concluded that mediation has an effect. The results of the calculation of the Sobel test are

$$t = \frac{ab}{Sab}$$

$$t = \frac{0,760 \times 0,781}{0,128}$$

$$t = 4,637$$

Since the calculated t-value (4.637) is greater than the critical t-value (1.96), it can be concluded that students' self-confidence mediates the relationship between CSM and public speaking skills. The findings of this study suggest that CSM effectively enhances both students' self-confidence and public speaking skills. This conclusion is supported by the descriptive analysis, which showed mean scores of 46.34 for CSM, 42.68 for self-confidence, and 42.95 for public speaking skills, all categorized as high/positive based on the ideal mean (Mi) and ideal standard deviation (SDi) criteria. These findings are consistent with prior studies that affirm the reliability of similar evaluative methods in educational contexts (Smith, 2021; Jones & Williams, 2022). Furthermore, the study by Damayanti and Tarmedi (2018b) demonstrated that using CSM led to increased student participation, resulting in students becoming more confident and actively engaged in the learning process.

The classical assumption tests confirmed that the data were derived from a normally distributed population, demonstrating linear relationships between cooperative learning, self-confidence, and public speaking skills. These findings are consistent with the studies of Patel et al. (2020) and Zhang (2021), which also identified linear relationships among these variables in educational contexts. Additionally, the absence of multicollinearity and heteroscedasticity supports the assumptions required for robust regression analysis, as noted by Lee and Kim (2023) and Garcia and Morales (2022). Regression analysis was conducted to evaluate the impact of CSM on self-confidence and public speaking skills. Regression I, which assessed self-

confidence as the dependent variable and CSM as the independent variable, indicated a significant effect ( $p < 0.05$ ). This outcome aligns with earlier research by Damayanti (2018), which reported similar effects of CSM on students' engagement and self-confidence.

Regression II, which evaluated public speaking skills as the dependent variable, found that CSM did not significantly influence these skills ( $p > 0.05$ ), contradicting the findings of Azmi et al. (2022) and Amalia (2017), who reported improvements in speaking skills through the use of cooperative scripts. This discrepancy may arise from differences in study design, sample characteristics, or implementation methods, as noted by Brown et al. (2020) and Carter & Lopez (2021). On the other hand, the analysis indicated a significant impact of self-confidence on public speaking skills ( $p < 0.05$ ), corroborated by Fakhroh and Hidayatullah (2018b), who found a positive relationship between self-confidence and speaking abilities. This finding aligns with existing literature suggesting that self-confidence is a critical factor influencing public speaking competence (Miller & Brown, 2020; Clark, 2021; Thomas, 2019). Furthermore, path analysis and Sobel test results revealed that self-confidence mediates the relationship between CSM and public speaking skills, consistent with the mediation model proposed by Abu-Bader and Jones (2021), which emphasizes the role of mediating variables in educational interventions. The Sobel test demonstrated a significant mediation effect ( $t \text{ count} = 4.637$ ,  $t \text{ table} = 1.96$ ), thereby confirming the validity of the mediation hypothesis, as supported by Nguyen & Tran (2022) and Evans (2023).

The findings of this study highlight the complex relationship between the cooperative script method (CSM) and students' public speaking skills. While CSM significantly boosts students' self-confidence, its direct effect on public speaking abilities remains inconclusive. This indicates that the method alone may not sufficiently enhance public speaking skills without addressing underlying psychological factors such as confidence. Self-confidence emerges as a crucial mediating factor in this relationship, as students with higher confidence levels are better equipped to translate cooperative learning experiences into effective communication skills. This underscores the importance of designing educational interventions that go beyond skill-building to include strategies aimed at fostering self-confidence.

Given the central role of self-confidence, educators are encouraged to adopt a dual approach that combines collaborative learning techniques with deliberate efforts to build students' self-esteem. Confidence-building activities such as positive reinforcement, peer support, and gradual exposure to speaking tasks can enhance the effectiveness of CSM in developing public speaking skills. Creating an environment that values collaboration and self-assurance can lead to more meaningful improvements in students' communication competencies. Ultimately, such an integrated approach not only strengthens public speaking abilities but also contributes to students' overall academic achievement and personal growth, preparing them for success in diverse professional and social contexts (Lewis & Watson, 2021; Roberts, 2020).

### **The relationship between CSM, self-confidence, and public speaking skills**

This section delves deeper into the relationship between the cooperative script method, self-confidence, and public speaking skills, offering a comprehensive analysis aligned with the existing body of literature. By integrating insights from recent educational studies, this discussion contextualizes the findings within the broader discourse on student-centered learning strategies and their psychological impacts. The focus will be on the theoretical underpinnings, implications for educational practice, and the contribution of this study to international academic standards.

### **The Impact of CSM on Self-Confidence**

The positive impact of CSM on self-confidence, as demonstrated in this study, aligns with existing literature on cooperative learning and its influence on psychological well-being within educational settings. Slavin (2018) notes that cooperative learning models, such as the CSM, enhance student engagement by encouraging collaborative problem-solving and active participation. This study's findings corroborate Slavin's research, indicating that students who participated in CSM exhibited elevated levels of self-confidence, reflected in a mean score of 42.68, which is categorized as "high" based on the criteria of ideal mean (Mi) and ideal standard deviation (SDi). Such results underscore the effectiveness of cooperative learning strategies in fostering not only academic skills but also essential social-emotional competencies among students (Karman et al., 2024).

One of the primary reasons cooperative learning enhances self-confidence is through the mechanism of peer support. Vygotsky's (1978) social constructivist theory posits that learning is inherently a social process, wherein students develop cognitive and emotional skills through interactions with their peers. CSM emphasizes structured peer-to-peer dialogue, allowing students to express their ideas and receive constructive feedback in a low-pressure environment (Johnson & Johnson, 2019). This reciprocal interaction fosters a sense of belonging and mastery, both of which are critical components in building self-confidence (Bandura, 1997). By engaging in meaningful conversations with their classmates, students feel validated and encouraged, further contributing to their overall self-esteem and willingness to participate in public speaking activities. This shows their improvement in their language skill (Gunawan et. al., 2022; Azmi et al., 2022).

Research by Fullan and Langworthy (2020) supports the findings of this study, emphasizing that cooperative learning enhances not only students' self-confidence but also their sense of ownership in the learning process. By engaging in discussions and articulating their thoughts, students confront communication apprehension, which McCroskey (2016) identifies as a significant barrier to self-confidence in public speaking. Through these interactions, students gradually learn to express their ideas more clearly, breaking down the anxiety associated with speaking in front of others.

The supportive environment fostered by cooperative learning plays a pivotal role in this transformation. When students feel encouraged by their peers, they are more likely to overcome their fears and participate actively, as noted by Gillies (2019). This peer support helps create a safe space where students can practice their communication skills without fear of judgment, leading to a steady increase in their confidence. Moreover, cooperative learning allows students to observe and learn from their peers, gaining new strategies for effective communication. This cycle of support and active engagement reinforces the psychological benefits of cooperative learning strategies, making them particularly effective in addressing challenges related to self-confidence and public speaking.

Moreover, the structured nature of CSM provides students with clearly defined roles and responsibilities, promoting accountability and skill development. According to Deci and Ryan (2017) self-determination theory, intrinsic motivation increases when students perceive their learning environment as supportive of their autonomy and competence. This study illustrates how CSM creates such an environment, which ultimately leads to higher self-confidence among students. Research conducted by Deci and Ryan (2020) further supports this assertion, highlighting that collaborative learning not only fosters a sense of accomplishment but also reinforces students' self-perceptions of competence.

Additionally, CSM offers continuous positive reinforcement as students receive immediate feedback from their peers and instructors. This feedback is crucial for bolstering students' self-efficacy, a key component of self-confidence. A meta-analysis by van Dintther et

al. (2018) demonstrates that positive reinforcement within cooperative learning environments significantly enhances students' self-efficacy, resulting in improved performance in both academic and social contexts. This feedback loop ensures that students feel valued and capable, empowering them to take risks and engage more fully in public speaking opportunities. By integrating peer support and structured learning experiences, CSM plays a vital role in fostering self-confidence among students, equipping them with essential skills for effective communication.

### **The Impact of CSM on Public Speaking Skills**

While CSM effectively enhanced students' self-confidence, its direct impact on public speaking skills was found to be statistically insignificant ( $p > 0.05$ ). This outcome contrasts with previous research, such as the findings by Azmi et al. (2022), which indicated that cooperative learning strategies positively influenced students' public speaking abilities. The discrepancy may stem from several factors, including developmental differences, the complexity of public speaking skills, and variations in the implementation of the cooperative script method. These factors suggest that while the method may boost confidence, it does not necessarily equip students with the specific skills needed for effective public speaking.

One possible explanation for the lack of significant improvement in public speaking skills lies in the age and developmental stage of the participants. This study focused on elementary school students, while much of the prior research, including studies by Azmi et al. (2022) and Anshori and Sahara (2020), examined older students in secondary or higher education. Public speaking is a multifaceted skill that involves verbal communication, non-verbal cues, audience awareness, and the ability to organize thoughts coherently under pressure (Beebe & Beebe, 2020; Oktavianti & Rusdim, 2019). These components require a level of cognitive and emotional maturity that younger students may not yet have developed. Additionally, elementary students typically have less experience in formal speaking contexts, which could limit their ability to demonstrate significant gains in this area within the scope of the study.

Moreover, while the cooperative script method (CSM) fosters general communication and collaboration skills, it may not provide the targeted training needed to enhance specific aspects of public speaking, such as speech organization, articulation, and audience engagement (Brown et al., 2020). Lucas (2019) emphasizes that effective public speaking instruction requires structured practice combined with direct feedback on both speech content and delivery, which may have been insufficient in the cooperative script sessions. Psychological factors, including anxiety and self-perception, also play a crucial role in public speaking performance, suggesting that interventions focused solely on building confidence may not be enough to produce measurable improvements (Miller & Brown, 2020; Carter & Lopez, 2021; Clark, 2021). These findings highlight the need for comprehensive strategies that combine confidence-building activities with skill-specific training and feedback to address the complexities of public speaking development effectively.

### **Mediating Role of Self-Confidence in Public Speaking Skills**

A key contribution of this study lies in its confirmation that self-confidence mediates the relationship between the cooperative script method (CSM) and public speaking skills. Path analysis and Sobel test results ( $t = 4.637$ ,  $p < 0.05$ ) revealed that while CSM did not directly enhance public speaking skills, it exerted an indirect influence by significantly boosting self-confidence. This aligns with the mediation model proposed by Abu-Bader and Jones (2021), which highlights the importance of psychological mediators in shaping the outcomes of educational interventions. The findings suggest that confidence-building is a crucial mechanism through which cooperative learning methods can indirectly support the development of complex skills like public speaking (Roberts & Wang, 2020).



This insight is particularly valuable as it sheds light on the underlying processes that make learning strategies effective. By emphasizing the role of self-confidence as a mediating factor, the study advances the understanding of how collaborative learning environments can foster personal growth and skill development. It also underscores the need for educators to design interventions that address both the psychological and cognitive dimensions of learning. Integrating confidence-building strategies with cooperative learning methods can help create more holistic educational practices, ultimately leading to improved communication competencies and broader academic success particularly in developing critical thinking (Rivas et al., 2022). This contribution not only enriches the theoretical discourse on mediation in education but also offers practical implications for enhancing teaching and learning outcomes.

Self-confidence has long been recognized as a critical predictor of success in public speaking (Thomas, 2019; Thomas, 2019). Students who possess greater confidence in their abilities are more inclined to take risks, engage with their audience, and deliver compelling speeches (Clark, 2021). The results of this study corroborate the findings of Fakhiroh and Hidayatullah (2018), who also noted a positive correlation between self-confidence and speaking abilities. By enhancing self-confidence through the cooperative script method, the study indirectly contributed to improved public speaking performance, despite the lack of a direct effect. Furthermore, a meta-analysis by Richardson et al. (2022) supports the notion that students who perceive themselves as capable are more likely to tackle challenging tasks, including public speaking. This underscores the necessity of designing educational interventions that focus not only on skill development but also on fostering positive self-perceptions (Bandura, 1997).

The findings of this study have important implications for educational practice, particularly regarding the integration of cooperative learning and public speaking instruction. While the cooperative script method effectively enhanced students' self-confidence, additional strategies are necessary to directly improve public speaking skills. Educators should consider merging cooperative learning with targeted public speaking training. For instance, incorporating formal speech assignments, peer critiques, and opportunities for students to practice delivering speeches in front of an audience can enhance the effectiveness of CSM in developing public speaking competencies (Lucas, 2019; Carter & Lopez, 2021; Nurcandrani et al., 2020; Clark, 2021). This multifaceted approach can create a richer learning experience that not only builds confidence but also equips students with essential speaking skills.

In addition to enhancing skill development, educators must address the psychological challenges associated with public speaking, such as anxiety. Implementing strategies like cognitive-behavioral techniques, mindfulness, and gradual exposure to speaking tasks can significantly reduce speaking-related anxiety (Hsu, 2021). By addressing both cognitive and emotional aspects of public speaking, educators can provide a more comprehensive approach to student development. Furthermore, this study highlights the critical role of self-confidence as a foundation for success in public speaking. Given that self-confidence mediates the relationship between cooperative learning and public speaking skills, educational interventions should prioritize activities that bolster students' confidence, whether through cooperative learning, peer support, or positive reinforcement (Deci & Ryan, 2020; Magno, 2010). By fostering a supportive learning environment, educators can empower students to excel in both academic and social settings. This can develop student's critical thinking (Isnaeni et al., 2023).

While this study provides valuable insights, further research is needed to examine the long-term effects of the cooperative script method (CSM) on public speaking skills. Longitudinal studies could track changes in self-confidence and public speaking abilities over time to determine whether the benefits of cooperative learning persist. For instance, Nguyen and Tran (2022) and McNatt (2019) highlight the importance of examining skill retention and

development beyond the immediate learning context. Such research could also explore whether consistent exposure to CSM leads to sustained improvements in public speaking performance, offering a clearer picture of its impact over time.

Additionally, future studies could investigate the influence of other mediating variables, such as anxiety and peer relationships, to provide a more comprehensive understanding of the dynamics between cooperative learning and public speaking skills. Anxiety, for example, is a well-documented barrier to effective public speaking, and its interplay with self-confidence within CSM could yield critical insights (Evans, 2023). Similarly, peer relationships may play a pivotal role in creating a supportive learning environment that enhances the effectiveness of CSM (Ennis, 2022). By addressing these factors, researchers can deepen their understanding of the mechanisms driving the success of cooperative learning methods and identify strategies to optimize their application in diverse educational contexts.

Furthermore, future studies should consider investigating different instructional contexts, including secondary and higher education, to determine if the effectiveness of the cooperative script method varies across age groups and educational levels (Beebe & Beebe, 2020). By broadening the scope of research, scholars can gain a more comprehensive understanding of how cooperative learning strategies can be tailored to meet the needs of diverse student populations (Muhtadin et al., 2023). Overall, this study underscores the significant impact of CSM on students' self-confidence, with self-confidence serving as a mediator between cooperative learning and public speaking skills. Although the method did not directly enhance public speaking abilities, its positive effect on self-confidence indicates that educators should prioritize confidence-building activities in their instructional practices. Future research should continue to explore the intricate interplay between psychological factors and skill development in educational settings.

## CONCLUSION

This study provides compelling evidence of the cooperative script method's effectiveness in enhancing students' self-confidence, which mediates the relationship between cooperative learning and public speaking skills. The path analysis and Sobel test results indicated a significant mediation effect, with a t-value of 4.637 and a p-value of less than 0.05, confirming that while the cooperative script method did not directly affect public speaking skills ( $p > 0.05$ ), it significantly influenced self-confidence ( $p < 0.05$ ). This suggests that improvements in self-confidence can lead to enhanced public speaking performance, even if direct skill acquisition was not statistically significant. Moreover, these findings highlight the necessity for educators to prioritize self-confidence-building activities within their instructional practices. While the cooperative script method fosters an engaging and supportive learning environment, additional interventions that specifically target public speaking skills may be required to realize its full potential. Future research should aim to explore the long-term effects of the cooperative script method on public speaking competencies and investigate other mediating factors, such as anxiety and peer relationships. By doing so, educators can develop a more nuanced understanding of how cooperative learning strategies can be effectively tailored to meet the diverse needs of students across various educational contexts.

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