

ABSTRACT

EXPLORING THE IMPACT OF NATIVE SPEAKER INTERACTION ON EFL STUDENTS' CONFIDENCE AND PROFICIENCY IN SPEAKING:

A Comparative Study In Indonesian Secondary School

By

Chiara Adellia Chantika

Mengembangkan kepercayaan diri dalam berbicara merupakan aspek krusial dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (*English as a Foreign Language/EFL*), namun banyak siswa yang masih mengalami kesulitan dalam mengekspresikan diri secara lancar. Penelitian ini bertujuan untuk mengkaji dampak interaksi dengan penutur asli Bahasa Inggris (*Native English-Speaking Teachers/NESTs*) terhadap kepercayaan diri berbicara siswa di sekolah menengah di Indonesia. Dengan berlandaskan pada *Social Learning Theory* (Bandura, 1977) dan *Comprehensible Input Theory* (Krashen, 1985), penelitian ini menggunakan pendekatan kualitatif komparatif. Data dikumpulkan melalui wawancara semi-terstruktur dan angket terstruktur yang berfokus pada partisipasi verbal siswa, kelancaran berbicara, serta kesiapan untuk berkomunikasi. Hasil penelitian menunjukkan bahwa paparan terhadap NEST menciptakan lingkungan linguistik yang lebih imersif, yang pada akhirnya meningkatkan kepercayaan diri siswa dan mendorong penggunaan bahasa secara lebih spontan. Temuan ini menyarankan bahwa meskipun interaksi dengan penutur asli berpengaruh positif terhadap kepercayaan diri berbicara, pendekatan terpadu yang menggabungkan peran NEST dan guru non-penutur asli (non-NEST) dapat menjadi strategi yang paling efektif.

Keywords: *Native English-Speaking Teachers (NESTs), speaking confidence, classroom interaction, EFL (English as a Foreign Language), social learning theory.*

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Developing speaking confidence is a crucial aspect of English as a Foreign Language (EFL) learning, yet many students struggle to express themselves fluently. This study examines the impact of interactions with native English speakers (NESTs) on students' speaking confidence in Indonesian secondary schools. Grounded in Social Learning Theory (Bandura, 1977) and the Comprehensible Input Theory (Krashen, 1985), this research employs a comparative qualitative approach. Data were collected through semi-structured interviews, structured questionnaires, and classroom observations focusing on students' verbal participation, fluency, and willingness to communicate. The findings indicate that exposure to NESTs fosters a more immersive linguistic environment, enhancing students' confidence and encouraging more spontaneous language use. However, structured guidance and scaffolding remain essential to maximize these benefits. These results suggest that while native speaker interaction positively influences speaking confidence, an integrated approach combining NESTs and non-NESTs may be the most effective strategy. Future research should explore the long-term impact of such interactions and the role of non-native teachers in confidence-building strategies, particularly in contexts with limited native speaker access.

Keywords: *Native English-Speaking Teachers (NESTs), speaking confidence, classroom interaction, EFL (English as a Foreign Language), social learning theory.*