

**EXPLORING THE IMPACT OF NATIVE SPEAKER INTERACTION ON EFL
STUDENTS' CONFIDENCE IN SPEAKING:
A COMPARATIVE STUDY IN INDONESIAN SECONDARY SCHOOL**

(Undergraduate Thesis)

**By
Chiara Adellia Chantika**



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2025**

ABSTRACT

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

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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.*

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**By
Chiara Adellia Chantika**

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**Submitted in Partial Fulfillment of
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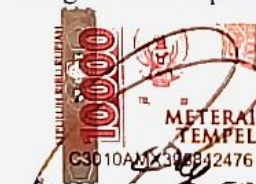
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandarlampung, 25 April 2025

Yang membuat pernyataan,



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CURRICULUM VITAE

Chiara Adellia Chantika was born in Bandar Lampung on August 18, 2003, as the third child of M. Rizal Arizqi and Lilis Meidiana. She has three siblings: an older sister, Adanthi Liza Despradhita; an older brother, Jeffa Rio Handhika; and a younger sister, Nazla Dhiandra Novelikha.

She began her education at Tunas Mekar Indonesia (TMI) preschool and kindergarten in 2006, where her mother also taught. She continued to SD Negeri 1 Tanjung Agung in 2009 and later moved to SD Negeri 1 Harapan Jaya, graduating in 2015. That same year, she entered SMP Negeri 24 Bandar Lampung, actively participating in the English Club, competing in Speech and the Choir Team for flag ceremonies. She graduated with an honorary achievement as one of the top three students in the school. In 2018, she enrolled at State Senior High School 12 Bandar Lampung, where she joined the PASKIBRA team and earned 3rd place in a Sumatra-level competition.

Driven by her passion for English, she initially applied to the National University Entrance Selection (SNMPTN), choosing English Education at the University of Lampung. Though unsuccessful, she later reapplied through Indonesia's National Written Exam for State University Admission (SBMPTN) and was successfully admitted to the same program.

Throughout her university years, she remained active both academically and beyond. In 2021, she served in the Public Relations Division of SEEDS (Society of English Education Department Students) and was later appointed Secretary in 2023. She worked as a private English tutor for a year and participated in the university's English debating team, where she was recognized as part of the Best Novice Team and ranked as the 6th Best Novice Speaker in the national LOVE-COMP 2022 competition held by the English Society UNILA.

In 2023, she was selected for the SEA Teacher Exchange Program to Thailand and was awarded 2nd Runner-Up in the Muli Mekhanai Kota Bandar Lampung competition, representing the city as a tourism and cultural ambassador.

She has extensive experience volunteering and organizing debate events, both online and offline, and has also served as a buddy for incoming SEA Teacher exchange students. In 2024, she expanded her experiences by participating as a runway model for APPMI (Asosiasi Perancang dan Pengusaha Mode Indonesia) Lampung Fashion Tendance, showcasing works from more than ten Indonesian designers. She continues to embrace every opportunity to grow, learn, and bring confidence and positivity to those around her.

She is currently working a part-time job as one of the STARS (cinema crew) at CGV Cinema Indonesia, located in Transmart Lampung, Bandar Lampung. In this role, she provides customer service, sells products, and gains valuable experience in teamwork. Around the same time, she was also accepted as a new tutor at Just Speak Indonesia, an English learning center in Bandar Lampung that focuses on improving both students' and tutors' fluency and confidence in speaking as a form of self-development.

MOTTO

” إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۚ ”

"Indeed, Allah will not change the condition of a people until they change what is in themselves."

(Q.S. Ar-Ra'd: 11)

"Believe you can and you're halfway there."

(Theodore Roosevelt)

"To try is to risk only success or failure; to never try is to invite endless regrets."

(Chiara Adellia Chantika)

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

I dedicate this final thesis as a symbol of my love and affection to:

Mama, **Lilis Meidiana**, the most amazing woman I have ever known. My beautiful sisters, **Adanthi** and **Nazla**. My brother, **Jeffa**. And, **Papa**, my forever love. I thank each one of them for all the love, unconditional support, and endless prayers throughout every achievement and struggle I have overcome. I would never have come this far without them; they are what make me who I am today.

My first love, **A**. Thank you for all the extra effort you put into accompanying me throughout this entire journey. Thank you for always being there, reaching out to me whenever everything started to feel heavier than it should.

My lovely friends, thank you for always bringing me happiness when I needed it the most. Thank you for making life feel a little bit better every day.

To myself: **Chia**, you are stronger than you think. Thank you for holding on this far, and for becoming better after every struggle. You are living the life you once prayed for. Be happy.

To the honorable lecturers and teachers, thank you for all the knowledge you have shared, from the smallest to the biggest lessons; everything matters. Without you, I would never have survived this phase. I will forever carry it in my heart.

Lastly,

To my beloved alma mater, Universitas Lampung, you will forever be my dream come true.

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The highest gratitude is addressed to Almighty God, *Allah Subhanaahu Wa Ta'ala* for the guidance and blessings bestowed upon the researcher in the making and the completion of this thesis titled “Exploring the Impact of Native Speaker Interaction in EFL Students' Confidence and Proficiency in Speaking: A Comparative Study in Indonesian Secondary School” as a partial fulfillment of the requirement for S-1 Degree in English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

The researcher realizes that the successful completion of this thesis would not have been possible without the endless support and prayers of many individuals. Therefore, the researcher would like to express profound gratitude and deepest respect to:

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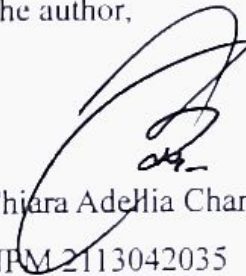
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Finally, the author acknowledges that this work is far from perfect and may contain flaws. Therefore, constructive comments, suggestions, and feedback are sincerely welcomed for future improvement. The author hopes that this research can offer practical contributions to educational development, benefit the readers, and serve as a valuable reference for those who wish to conduct further studies.

Bandarlampung, May 2025

The author,

A handwritten signature in black ink, consisting of a large, stylized 'C' followed by a smaller, more complex flourish.

Chikara Adellia Chantika

NPM 2113042035

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I. INTRODUCTION

This chapter indicates some points at the prior information of the research. It consists of research background, research questions, research purposes, research significance, scope and limitations, and definition of key terms.

1.1 Research Background

Mastery of English goes beyond linguistic competence; it holds significant practical and socio-economic importance. Consequently, the teaching and learning of English have become pivotal in educational systems worldwide, aiming to enhance language proficiency and foster international collaboration. In the realm of English as a Foreign Language (EFL), educators and researchers continually explore effective strategies to enhance students' language skills, particularly in speaking and listening. Newton & Nation (2020) highlight that while EFL learners often excel in comprehension, they frequently struggle with active language use, such as speaking. This challenge is notably prevalent among Indonesian students, who predominantly rely on passive skills, thereby limiting their confidence in practical language application.

Research conducted by Brilianti (2023) in Pare, Kediri, underscores a widespread issue among Indonesian students: approximately 42.7% report low confidence in speaking English, particularly concerning accuracy. This contrasts with Thailand, where higher levels of speaking confidence are observed among EFL learners, attributed to more frequent interactions with native speakers (Doloh & Chanyoo, 2022).

This prompts a critical question: how does interaction with native English speakers influence EFL students' confidence in speaking? This inquiry forms the core of this study, which examines the influence of such interactions on speaking confidence among teenage learners or students in Bandar Lampung, Indonesia.

To address the question, this study will investigate whether increasing opportunities for students to engage with both native and non-native speakers enhances their speaking confidence. By comparing outcomes in environments with varying levels of native speaker interaction, researcher aims to identify effective strategies that support EFL learners in improving their practical language skills and confidence levels.

Establishing the Field of Native Speaker's Interaction

Exploring the impact of interactions with native and non-native English speakers on EFL students' confidence in speaking reveals significant insights for language education. Native speaker, with their intuitive grasp of the language, often provide linguistic authenticity, cultural immersion, and native-like pronunciation, which can enhance students' speaking confidence. In contrast, non-native speaker, having personally navigated the challenges of English acquisition, may offer relatable strategies and be more attuned to common linguistic pitfalls faced by learners. This study aims to investigate how interactions with native and non-native speakers would influence EFL teenage students' confidence in speaking English, whether there is a contrast influence in having the original user of the target language to provide a connection for the learners to the target language through interaction.

Establishing the Field of EFL Students' Speaking Confidence

Speaking confidence is pivotal in fostering the willingness to engage in the target language. Many learners encounter anxiety or pressure that hinders their oral use of the language due to a fear of making mistakes. A high level of confidence in speaking can significantly influence learners' ability to produce oral outputs in the target language. The extent to which speaking confidence is related to language acquisition methods or interpersonal contexts is an area worth exploring. Conversely, speaking anxiety, which contrasts with confidence, often arises from inadequate feedback or negative responses when learners attempt to use the language.

Confidence in speaking is crucial for cultivating a mindset that views language learning and acquisition as active processes requiring regular application in daily routines, both orally and in writing. Teenage students, situated at a critical juncture in their linguistic development, represent a key demographic for studying this phenomenon. Their capacity to acquire and utilize English orally serves as a significant indicator of instructional effectiveness and a predictor of future linguistic competence. Measuring students' speaking confidence provides a reliable metric for evaluating the tangible outcomes of different pedagogical approaches to language application.

Rationale for Comparative Analysis

The rationale for this study stems from the recognition that speaking confidence significantly influences students' willingness to use the target language. Many EFL learners experience apprehension about making mistakes, which can impede their confidence and willingness to use the target language. Therefore, engaging with native speakers offers a unique opportunity for authentic language use and familiarizes students with the chances to use the target language, fostering greater confidence. Native speaker interactions provide real-world contexts for language use, which can enhance learners' speaking skills and boost their confidence. This study investigates the influence of regular interactions with native speakers on the speaking confidence of Indonesian teenage students. By comparing the outcomes of students who engage with native speakers to those who do not, this research seeks to determine the efficacy of native speaker interactions in building speaking confidence.

Previous research has highlighted the significant role of practicing the target language in achieving high speaking confidence for EFL learners. Pangestu and Martriwati (2024) stressed the importance of regular speaking practice and feedback for improving students' confidence. Similarly, A. Kurniawati (2013) emphasized the importance of regular practice in proper pronunciation, intonation, and free conversation to build students' confidence.

According to these research, frequent use of the language appropriately and regular practice adapting to feedback can greatly increase confidence. The benefits of interacting with native speakers could be suggested by the studies above. As one of the key factors contributing to the development of students' speaking confidence, native speakers may offer the chance for students to practice the target language in a conversational setting with proper pronunciation and intonation.

Another study by Wahyuni and Afrianti (2021) and Alberth (2023) found that conversations with native speakers increase students' confidence, familiarity with everyday expressions, and overall language proficiency. The studies prove that native speaker interaction in the form of conversation provides positivity for students' confidence while also improving students' proficiency in the target language, which will be useful for better language application. It presents a deeper insight regarding the effect of native speaker interaction in relation to students' confidence.

Despite these insights, there remains a significant gap in research specifically addressing the distinct outcomes of interactions with native speakers versus non-native speakers on students' speaking confidence. Few studies have directly compared the effects of these interactions within the same educational context, such as classroom settings. Moreover, comparative research on interactions with native versus non-native speakers particularly in Bandar Lampung, is notably scarce.

This study aims to address this gap by evaluating whether interactions with non-native speakers in Indonesian teenage students contribute to lower speaking confidence among students compared to interactions with native speakers under similar conditions observed in Chiang Mai, Thailand. The research will draw on insights from comparable contexts in other countries, like Thailand, to provide a comprehensive analysis.

1.2 Research Questions

As the Research Background explained above, this research attempts to answer these following questions:

1. How do students experience the interaction with native English speakers regarding to confidence in speaking?
2. How do native speaker and non-native speaker as the target language user provide different outcomes to the EFL learners?

1.3 Research Objectives

1. To determine students' perception of the interaction with native speaker regarding to their confidence in speaking. Exploring students' experiences in order to gain insights whether interacting with native speaker helps or challenges their speaking confidence level.
2. To compare the outcomes of interactions with native and non-native speaker, as target language users, on the speaking confidence of EFL learners. Seeking to provide insights into how different native-ness status of the teacher impact the speaking confidence and overall language learning experiences of teenage learners.

1.4 Research Significance

This research holds paramount significance across multiple dimensions, particularly in advancing English language education among teenage students in Indonesia. Firstly, by closely examining the impact of diverse English as a Foreign Language (EFL) learning approaches on students' speaking confidence, it directly addresses the central aim of exploring native speaker interaction in language acquisition.

Secondly, through an examination of interactions with both native and non-native speakers, it illuminates pathways to mitigate educational disparities and enhance language proficiency among a diverse student population. Moreover, this study delves into the nuanced influence of instructional methods on oral language production, offering vital insights for refining EFL acquisition strategies tailored to the Indonesian educational context. Furthermore, by facilitating international comparisons with teaching practices in Thailand, it fosters cross-cultural dialogue and the exchange of best practices, enriching language education initiatives on a global scale. Additionally, this research serves as a catalyst for ongoing professional development among educators, guiding the refinement of teaching practices and pedagogical approaches. Lastly, it sets the stage for further exploration in language education and cross-cultural studies, inviting scholars to delve deeper into similar inquiries across diverse educational contexts, thereby advancing our collective understanding of effective language teaching methodologies.

1.5 Scope and Limitations

The scope of this research centers on investigating the impact of interactions between non-native speaker and EFL learners on the speaking confidence of the late-teenage to teenage students in Indonesia compared to native speaker interactions in Thailand. The study specifically focuses on interactive communication sessions led by both native and non-native speakers, providing students with opportunities to practice and apply the target language meaningfully. By comparing the effectiveness of these different approaches, the research aims to identify the factors that contribute to increased speaking confidence in EFL learners. Additionally, it seeks to explore the impact of interactive transactional communication and contextual influences on language learning. It employs qualitative case study methods, utilizing data from a sample of late teenage students in Bandar Lampung who have received instruction from native speakers. This data will be compared with secondary data from teenage junior high school students in Thailand who have received instruction from native speakers also.

However, the research has certain limitations. It may overlook aspects of communication and interaction that occur outside educational settings. Furthermore, the reliance on the researcher's personal observations and self-report data could introduce biases. The findings are primarily applicable to teenage students in Indonesia, specifically in Bandar Lampung, and are influenced by the researcher's experiences in observing teenage students in Thailand due to educational similarities between the two countries. Additionally, there are external factors affecting students' speaking confidence that are challenging to fully control. Despite these limitations, this research seeks to enhance our understanding of the impact of native speaker interactions on EFL learners' speaking confidence. By providing insights into effective teaching practices, the study aims to inform educational practices and policies, ultimately improving English language education in diverse contexts.

1.6 Definition of Key Terms

a) Native English Speaker (NES)

A native speaker, often abbreviated as NES, is an individual who has acquired English as their first language from birth or early childhood and is considered to have a natural, native-level proficiency in the language.

b) Interaction

Interaction is the communication or mutual action built through language usage between two parties. This can occur in formal educational settings, such as classroom instruction, or in informal contexts, such as casual daily interactive conversations.

c) English as Foreign Language (EFL)

English is known and chosen as an international language, widely applied in many countries, and prioritized in the educational field. However, EFL (English as a Foreign Language) means that English is present and used as one of the languages but is not the top priority to be acquired since it is neither the mother tongue nor the second language in several countries, including Indonesia.

d) Speaking Confidence

Speaking confidence in the context of EFL (English as a Foreign Language) or language acquisition refers to a learner's self-assurance in using the target language for verbal communication. It involves fluency, clear pronunciation, a strong vocabulary, correct grammar, and good comprehension, enabling effective interactions.

II. LITERATURE REVIEW

This chapter explores various theories within a framework centered on the topic of Native Speaker Interaction and its impact on the speaking confidence of teenage students in Indonesia. It encompasses the concepts related to native and non-native speaker, the role of interaction in language learning, and the development of speaking confidence.

2.1 Native and Non-Native Speaker Teacher

In the language learning process, particularly within the realms of teaching English as a Foreign Language (EFL), teachers are commonly divided into two categories: Native English Speaker (NES) and Non-Native English Speaker (NNES) teachers. Orlova and Nemtchinova (2008) explain that NES refers to individuals who have English as their native language, while NNES refers to those who have learned English as a second or foreign language. The primary difference between them is whether English is their mother tongue. It is significant to consider the impact of these differences on EFL learning. Ueno (2019) reported that engaging in conversations with native speakers helps learners better understand meaning, thus improving their language proficiency. This suggests that having a Native English Speaker (NES) as a teacher could positively influence students' confidence and ability to use the target language. However, Moussu (2010) noted that while Native English Speaking Teachers (NESTs) are often seen as ideal language teachers, Alghofaili and Elyas (2017) argue that the effectiveness of teaching English is not solely linked to the teacher's native language. They state that teachers who speak English as their first language are often perceived as more effective, but this is not always the case.

Research indicates that both native and non-native English speakers (NNESs) can be effective teachers. Traditionally, a Native Speaker is defined as someone who has spoken English as their first language from birth. The debate surrounding native and non-native English speaker teachers highlights the complexities of language teaching and learning.

While native speakers may have advantages in terms of fluency and familiarity with the language, non-native speakers can be effective teachers due to their understanding of the language learning process and their ability to relate to students' challenges. However, the effectiveness of a teacher depends on various factors beyond their native language, including teaching style, cultural knowledge, and adaptability to different contexts. The concept of placing Native Speakers as the standard and ideal for teaching English implies that Non-Native Speakers are inferior and less effective. Christiansen (2022) noted that biases towards Native Speakers often result in preferential treatment in terms of job opportunities, salary, and other benefits.

Despite these biases, both NES and NNES teachers have equal potential to improve students' ability to use the language. Ruecker and Ives (2015) explore hiring practices in the TESOL field and reveal a bias towards native speakers, despite the competencies of non-native teachers, addressing the issue of native speakerism. Native Speakerism is an act of showing inequality or biased attitude towards Native Speakers which resulting in believing NES as something superior. Holliday (2020) advocates against native speakerism, arguing for a more inclusive view that values all teachers regardless of their native language. Similarly, Kubota and Lin (2020) critically examine how the preference for native speakers in teaching English creates and maintains inequalities in the field of TESOL. Therefore, it is essential to maintain equality and value all teachers, regardless of their native language.

However, despite the numerous claims surrounding the impact of native speakers and non-native speakers on the students, whether they are supporting or going against it, interestingly, many studies still believe that providing students the opportunity to interact with native speakers (NSs) of the target language could potentially boost their self-confidence. A study by Chacon (2022) unveiled that interaction with native speakers is an essential component of language acquisition since it gives students a real-world setting in which to practice and advance their abilities.

By providing exposure to the language in its natural state, it enables learners to comprehend its depth and richness beyond vocabulary and grammatical rules. When speaking in a natural environment, learners can also practice the language more freely and confidently since native speakers offer real-time feedback, which helps learners with their pronunciation, grammar, and vocabulary.

It is supported by the statement mentioned previously by Ueno (2019) that interacting with native English speakers increases confidence and facilitates improved English expression, both of which can lead to improved performance in educational contexts. In summary, native speaker interaction is a powerful tool for enhancing confidence, providing a dynamic and engaging approach to language learning that bridges the gap between traditional textbook education and real-world communication.

However, it needs to be highlighted that both NES and NNEST teachers have the same value in improving students' ability and confidence. For instance, Mahmoudi and Amirkhiz (2011) found that students taught by non-native speakers reported higher levels of empathy and understanding, contributing to a supportive learning environment and improved speaking confidence. It needs to be understood that non-native speakers also contribute to students' confidence, even though it is not direct but rather gradual through collaborative aspects. In addition, Liu and Zhang (2017) explored the impact of native and non-native English teachers on students' speaking performance, finding that students benefited from the diverse perspectives and teaching methods of both groups. This means that someone's native status should not be the highlighted part, but rather used to identify flaws and figure out how to improve education to be beneficial for students' practical use in terms of speaking and confidence, after observing the different attitudes towards the native status of the teacher, especially what differentiates them. Ultimately, the effectiveness of a language teacher is multifaceted and cannot be solely attributed to their native speaker status.

2.2 The Role of Interaction in Language Learning

Interaction is the act of using language to communicate with others, forming the basis of daily contact between people. As Nashruddin and Ningtyas (2020) state, “interaction is more than action followed by reaction.” It involves influencing or being influenced by others, creating communication that revolves around two or more people. In the context of language learning, interaction is particularly significant in classroom settings, often referred to as classroom interactions.

There are many classroom interactions to be used as a method selected to conduct an effective learning process. Among many interesting methods, classroom interaction between a Native English-Speaking Teacher (NEST) and the students, which highlighted the idea where language used flows naturally, seems like the best option for enhancing EFL learners’ language proficiency. Bandura, A. (1977) specifies that learning might differ based on two categories, which are learning through modeling and learning by direct experience in his social learning theory. It is believed that to be able to produce a product of language proficiency, students must first experience or observe a proficient learning process. This theory is believed to be a solution for a more interactive class since it provides students with the space to familiarize themselves with their surroundings, giving them space to analyze the predicted outcomes and desired actions to do. This theory also affords students additional opportunities for interaction within the classroom. This allows for more in-class time to focus on interactive activities like discussions without feeling rushed and pressured, which might help in enhancing student engagement and learning outcomes. This concept underscores the significance of utilizing classroom moments to their fullest potential in the practical application of language. However, just as much as the interaction is required, positive reinforcement for students is also necessary. Teacher support allows teachers to provide guidance during in-class activities, which is important to help students clarify any doubts, address any challenges they face, and give feedback to increase their motivation for learning.

a. Components of Interaction

Bandura's Social Learning Theory (1977) presents a comprehensive framework in which learning occurs both consciously and unconsciously through dynamic social interactions. According to Bandura, our behaviors and knowledge are shaped not only by the direct consequences we experience but also by observing the actions of others. This theory integrates two central pathways for learning: Learning by Direct Experience and Learning through Modeling, both underpinned by reinforcement mechanisms that serve multiple roles. Within this framework, three interrelated components influence the learning process:

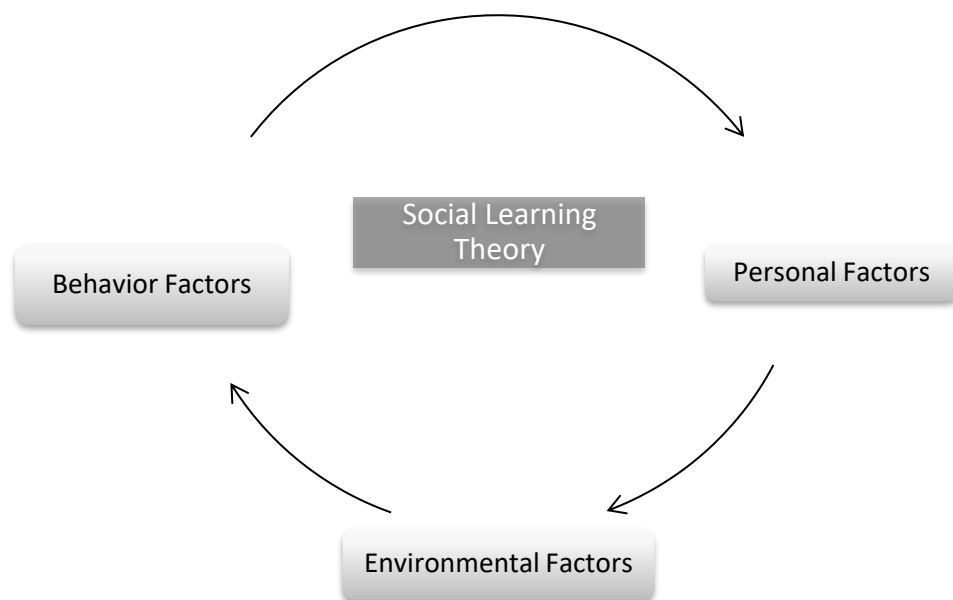


Figure 1. Influencing Components in Social Learning Theory.

1) Behavior Factors

Behavior factors refer to the observable actions and responses that an individual or model performs.

2) Personal Factors

Personal factors influence how an individual learns and behaves. It includes cognitive processes, emotional affective states, and biological factors.

3) Environmental Factors

Environmental factors include all the external influences that affect learning. These are the social, cultural, and physical contexts in which behavior occurs.

Bandura's Social Learning Theory proposes that learning unfolds within a complex and interactive system where both observational processes and direct experiences play pivotal roles. In language acquisition, for instance, students benefit from observing a native speaker's behavior such as capturing nuances in pronunciation, intonation, gestures, and cultural cues which helps them internalize subtle aspects of the language simply by watching. Simultaneously, engaging directly with a native speaker provides firsthand experiences that offer immediate feedback and reinforcement, enabling learners to adjust their language use, correct errors, and build confidence. This dual approach underscores the importance of social interaction, as the interplay between observing and experiencing not only solidifies linguistic competence but also deepens the understanding of cultural contexts essential for effective communication. However, this study only focusing on the central pathways of learning as proposed by Bandura, which Learning by Direct Experience and Learning through Modeling.

b. Indicators of Interaction

The application of Bandura's Social Learning Theory plays an important role in creating the framework within this study, which creates indicators as a measurable aspect of the findings. The indicators of this study divided into 7 principles from 2 types of learning based on Bandura's theory. There are 4 principles of the Social Learning Theory based on the process of Learning through Modeling and 3 principles coming from the process of Learning by Direct Experience.

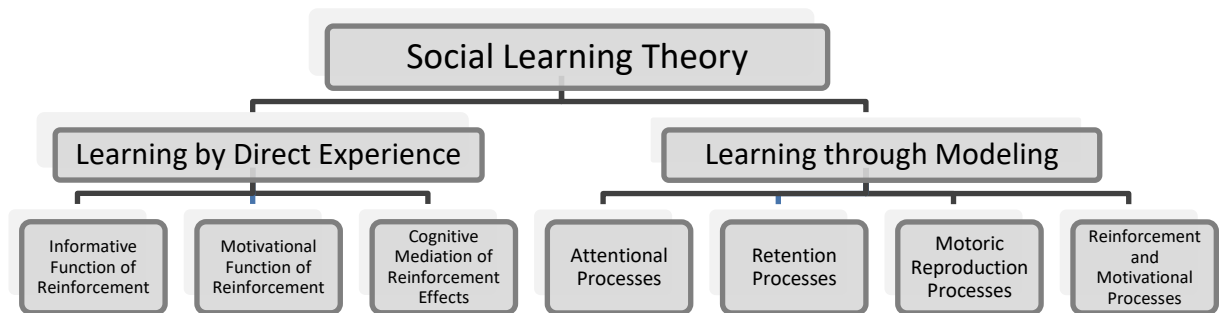


Figure 2. Indicators of Interaction.

Based on Bandura's Social Learning Theory, the indicators of interaction in the learning process can be divided into seven key components that reflect the application of two primary learning types: Learning by Direct Experience and Learning Through Modeling. In the realm of direct experience, there are three indicators:

1) Informative Function of Reinforcement

Learners gain valuable information about the relationship between their behavior and its outcomes.

2) Motivational Function of Reinforcement

Energizes or discourages behaviors based on the rewards or punishments received.

3) Cognitive Mediation of Reinforcement Effects

Individuals process and interpret these consequences to guide their future actions.

Complementing these are four indicators under learning through modeling:

1) Attentional Processes

Involve focusing on and noticing a model's behavior.

2) Retention Processes

The observed behavior is encoded and stored in memory.

3) Motoric Reproduction Processes

Enable the learner to translate the observed behavior into physical action.

4) Reinforcement and Motivational Processes

Include both direct and vicarious reinforcement that influence the decision to imitate the behavior.

Together, these seven components illustrate how social interactions, whether through direct experience or observation can contribute to a dynamic and comprehensive learning process which also contributes to the improvement of students' confidence level in speaking if observed thoroughly.

Dagarin (2004) emphasizes the role of classroom interaction in enhancing students' communication skills in a foreign language. She argues that interaction in the classroom mirrors real-life communication, fostering language acquisition through meaningful exchanges. Furthermore, Dagarin highlights that teachers can facilitate language development by creating an environment where students actively engage in conversations, apply communication strategies, and experience language in context. This immersive setting allows students to develop fluency and confidence in using the target language (Dagarin, 2004). However, it has not been unveiled whether classroom interaction led by a Native Speaker could be an effective solution in enhancing students' speaking confidence. This interaction has been and currently still being applied in Chiang Mai, Thailand, as observed by the researcher. However, we have differences in whether the same method is being applied here in Indonesia, specifically Bandar Lampung, or not.

Since interaction during learning is essential for developing a collaborative environment in the classroom, this raises the question of whether the teacher's status as a native speaker has an impact even though they use the same approach. For this reason, it is also unclear if using the target language in interaction with students influences their confidence when speaking and their ability to utilize it orally.

Research consistently supports the importance of interaction in the classroom. For example, Peng and Woodrow (2010) argue that classroom interaction is essential for language development as it provides opportunities for meaningful communication and language practice. Additionally, Mercer and Howe (2012) highlight that productive classroom dialogue can significantly enhance students' learning and confidence. A study by Zhang and Head (2020) found that positive teacher-student interactions can lead to improved language proficiency and greater student engagement. Many studies also highlight the critical role of social interaction and communication with native speakers (NSs) in enhancing foreign language learning. Hedayati, Nur, Emery, and Pavlyshyn (2016), along with Jiang and Li (2018), underscore the significance of authentic communication with NSs, suggesting that learners greatly benefit from engaging with native speakers in natural, informal settings.

One key finding is that interaction with NSs significantly boosts learners' motivation and communicative competencies. Wang (2014) reports that such interactions not only improve language skills but also increase learners' interest in the language, indicating higher levels of engagement when learners communicate with native speakers.

Furthermore, research by Dewey, Bown, and Eggett (2012) reveals that students who frequently interact with NSs show greater improvements in language proficiency compared to those who have less frequent communication. This finding underscores the importance of regular interaction with native speakers for substantial progress in language learning. Additionally, Ueno (2019) notes that learners generally have positive experiences when interacting with NSs. Multiple studies, including those by Bahrani and Sim (2012), Martinsen and Thompson (2019), and Wang (2014), converge on the conclusion that foreign language acquisition is most effective through natural, informal social interactions with NSs. These findings collectively suggest that engaging with native speakers in everyday context significantly enhances the language learning process.

A study by Philp and Duchesne (2016) highlights that interactive classroom activities play a crucial role in fostering learners' confidence and willingness to communicate in the target language. This finding aligns with Krashen's Comprehensible Input Hypothesis, which asserts that language acquisition is most effective when the input is slightly beyond the learner's current proficiency level. By incorporating interactive activities, students are encouraged to engage in meaningful communication, which not only enhances their confidence but also supports their overall language development. However, while interaction is essential for building confidence, it must also maintain a clear focus on proficiency. This means that the language used in classroom interactions should challenge students just enough to push their linguistic abilities forward. When implemented effectively, such interactions serve a dual purpose: they improve students' communicative competence while simultaneously strengthening their confidence in using the language in real-world contexts.

2.3 The Development of Speaking Confidence

Speaking confidence is a crucial aspect of language learning, as it enables learners to effectively communicate their thoughts and ideas in the target language. In the context of English as a Foreign Language (EFL) learning, speaking confidence is particularly important, as it can significantly impact learners' overall language proficiency and communicative competence. This literature review aims to explore the concept of speaking confidence in language learning, its significance, and the impact of interaction with native speakers on students' speaking confidence.

Speaking confidence could be interfere as the learner's ability to express themselves effectively and fluently in the target language, without hesitation or self-doubt. It involves the learner's ability to articulate their thoughts and ideas clearly, using appropriate vocabulary and grammar, and to engage in meaningful interactions with native speakers (NSs) or other learners. Speaking confidence is essential for effective communication in both first and second language learning contexts.

In EFL learning, it enables learners to participate fully in class discussions, engage in conversations with native speakers, and express themselves confidently in various contexts (Schmitt et al., 2024). Speaking confidence also enhances learners' overall language proficiency, as it allows them to develop their linguistic skills, such as vocabulary, grammar, and pronunciation (Sorokina et al., 2024).

Interaction with native speakers has been shown to have a significant impact on learners' speaking confidence. Research has consistently demonstrated that learners who interact with native speakers tend to develop higher levels of speaking confidence compared to those who do not (Nety et al., 2023). This is because interaction with native speakers provides learners with opportunities to practice their speaking skills, receive feedback, and build confidence in their ability to communicate effectively (Wardani et al., 2023).

Several recent studies have investigated the impact of interaction with native speakers on learners' speaking confidence. For example, Alberth (2023) found that learners who interacted with native speakers reported higher levels of speaking confidence compared to those who did not. Similarly, Heri Pranata et al. (2023) demonstrated that speaking with native speakers significantly improved learners' speaking skills and confidence. Additionally, Santosa et al. (2023) highlighted that reducing anxiety through positive interactions with native speakers can enhance speaking confidence. These findings collectively suggest that interaction with native speakers positively impacts learners' speaking confidence, leading to greater proficiency and engagement.

In conclusion, speaking confidence is a crucial aspect of language learning, and interaction with native speakers has been shown to significantly enhance it. Learners who engage with native speakers tend to develop higher levels of speaking confidence compared to those who do not. This raises the question of whether similar outcomes can be observed in different contexts, such as in Indonesia, particularly in Bandar Lampung. It is essential to study whether the impact of native speaker interaction on students' speaking confidence in this "English as a foreign language" country aligns with the findings from previous research.

2.4 Procedure

Observing various ways in conducting interactions applied in the learning process by the teacher can be a way to ascertain whether there are discernible differences in students' speaking abilities and confidence between interactions with a native English speaker (NES) and a non-native English speaker (NNES) in the language learning process. However, considering the different curricula used and the language learning process, the use of appropriate interaction to approach the students, which could tailor the students' confidence level in speaking, is crucial. Here is the correct procedure for determining these differences:

1. Use secondary data compiled by the researcher, consisting the outcomes of observation done by the researcher about the interactions of the teenage students with a Native English Speaking Teacher (NEST) who is an active teacher in an International Junior High School in Chiang Mai, Thailand, and proficient in English. Meanwhile, the main data will be collected through the questionnaire that will be filled out by teenage students in Bandar Lampung also the teenage students in Thailand.
2. Observe the specific approach used by the teacher in Indonesia (Bandar Lampung) which shows interaction between themselves with the students. This will then be studied and comparatively analyzed with the approach and interaction used by the teacher in Thailand (Chiang Mai). It is presumed that the students in Thailand have a higher speaking confidence level than the Indonesian students, due to the familiarity of the language.
3. Students from both countries are studied, focusing solely on the differences between the way both teachers approach the students and the interactions they have.
4. Collect data on student engagement, participation in speaking activities, and learning outcomes. Utilize the secondary data, student opinions gathered through interviews, and questionnaires to gather comprehensive data.

5. Compare the results between the teachers to identify any significant differences in student engagement, speaking ability, confidence, and overall learning outcomes.
6. Engage in discussions with both groups of students to gather their insights and reflections on the learning experience. Encourage students to share their thoughts, experiences, and challenges encountered during the process.
7. Draw conclusions based on the comparison, considering factors such as student engagement, speaking ability, confidence, and overall learning outcomes. Determine whether the teacher's native or non-native status had any notable impact on vocabulary acquisition.

In conclusion, the outlined procedure presents a comprehensive and systematic approach to investigating potential differences in students' speaking abilities and confidence levels between interactions with Native English Speaker (NES) and Non-Native English Speaker (NNES) teachers. By utilizing secondary data and observing proficient teachers in International Junior High Schools in Chiang Mai, Thailand, and Bandar Lampung, Indonesia, respectively, the researcher aims to analyze the impact of teacher interaction on student engagement, speaking confidence, and overall learning outcomes. The comparative analysis will identify the impact and draw conclusions regarding the influence of teacher background on students' speaking confidence levels and language application abilities.

2.5 Advantages and Disadvantages

In the pursuit of comprehensive research on speaking confidence levels, it is imperative to recognize that the utilization of any teaching interaction, whether by a native speaker or a non-native speaker, carries both advantages and disadvantages. This section delineates the pros and cons of employing a comparative approach in assessing the impact of teacher background on students' speaking confidence levels. Such an analysis is vital for fostering a deeper understanding of the intricacies involved in language education and ensuring that the researcher approach this research endeavor with a balanced perspective.

The utilization of any form of interaction in teaching typically presents both advantages and disadvantages. In the context of this research, which employs a comparative approach to determine the presence of an impact, the advantages and disadvantages of comparing native speakers and non-native speakers in terms of students' speaking confidence levels are outlined below:

Advantages

1. Comparing native and non-native speaker teachers allows for the integration of diverse teaching perspectives. Each group may bring unique approaches, insights, and cultural contexts to learning interaction, enriching the learning experience.
2. Recognizing the advantages of each group's teaching methods enables instructors to tailor their approaches to suit the specific needs and preferences of their students, promoting more effective learning.
3. By comparing teaching outcomes, researchers can conduct a comprehensive assessment of the impact of different interactional approaches on students' speaking confidence levels.
4. Professional development for the teachers, both native and non-native speakers can benefit from the insights gained through comparison. They can adapt their methods, learn from one another, and grow professionally to become more effective educators.
5. Improved teaching effectiveness since the process encourages continuous improvement and adaptation of teaching interaction based on empirical evidence, leading to enhanced teaching effectiveness and student outcomes.

Disadvantages

1. Overgeneralizing findings based on comparisons may lead to misconceptions about the impact of teachers' backgrounds without considering students' individual contexts and factors.
2. There's a risk of perpetuating biases and stereotypes about teachers based on their language backgrounds, potentially overshadowing individual teaching competencies.

3. Comparing teaching methods involves numerous variables, such as teacher competence, classroom dynamics, students' engagements and students' backgrounds.

In conclusion, while comparing native and non-native speakers in terms of their impact on students' speaking confidence levels offers valuable insights, it is crucial to approach such comparisons with a balanced perspective, acknowledging both advantages and disadvantages. Evaluating the contributions of both NES and NNES interaction in teaching provides valuable insights for enhancing the learning environment and improving students' speaking abilities.

2.6 Theoretical Frameworks

It was originally thought that interaction with Native English Speakers (NES) had a major impact on students' speaking confidence levels, which is consistent with the theories mentioned previously. But when it came to defining the study's proposed theories and concepts, a boundary had to be established. From this, it can be concluded that students' speaking confidence can be influenced by both Native English Speakers (NES) and Non-Native English Speakers (NNES). As was already indicated, the classroom interaction that was selected as the research medium is advantageous for the students' circumstances in both cases—NES and NNES—because both have an equal opportunity to demonstrate its significance. Thus, classroom engagement with NES and NNES teachers is important in explaining what and how it is explained by two sets of theoretical frameworks:

1. Classroom Interaction with NES and NNES

It is considered that classroom interaction is the most accurate way to measure students' language competence levels; one way to find out is to watch how the teacher and students practice and communicate in the classroom. This study, however, aims to determine whether it is indeed achievable to notice any detectable variations through classroom engagement.

In order to keep students focused on classroom interaction rather than homework or other distractions, this study highlights the interaction technique, which aims to maintain NES and NNES communication and interaction as natural as doable. Bandura's Social Learning Theory is consistent with the methodology used in this study. Bandura (1977) introduced the social learning theory, which places a strong emphasis on the importance of social interaction in the learning process, stresses direct engagement, observational learning, and reinforcement. These forms of belonging are supported in the setting of a native English speaker (NES) classroom by authentic language interactions, in which students converse meaningfully with a native speaker.

By fostering an active application of language proficiency in classroom settings, this interaction helps students' learning experiences to be more in line with real-world English-speaking situations. Conversely, in a non-native English speaker (NNES) classroom, the interaction dynamics differ. While NNES teachers may not provide the same level of native linguistic and cultural exposure, they can still create effective learning communities through structured activities and collaborative learning. Engagement in these classrooms is often built on mutual understanding and shared linguistic challenges, which can enhance peer support and collective problem-solving. Bandura's theory suggests that both NES and NNES environments can effectively facilitate learning through social interaction, albeit in different ways, impacting students' engagement and alignment with the language learning community (Bandura, 1977).

2. Students' Speaking Confidence

The development of students' speaking confidence is intricately linked to their language learning motivation, as described by Gardner and Lambert (1972). Motivation in language learning can be broadly categorized into integrative and instrumental motivation.

Integrative motivation involves a genuine interest in the language and a desire to integrate into the cultural community of the target language, while instrumental motivation is driven by practical benefits such as academic success or career opportunities. In the NES classroom, students often experience heightened integrative motivation. The presence of a native speaker teacher can inspire students to aspire toward native-like proficiency and cultural assimilation, thereby boosting their confidence in speaking. The authentic interactions and cultural insights provided by NES teachers can foster a strong integrative motivation, leading to increased willingness to communicate and greater confidence in using the language. In contrast, students in the NNEs classroom may rely more on instrumental motivation. The NNEs teachers, who share similar linguistic backgrounds with the students, can serve as role models of successful second-language acquisition.

This can reassure students of the attainability of language proficiency through hard work and dedication. However, the lack of native linguistic input might limit the development of integrative motivation, potentially affecting the level of speaking confidence students achieve. Despite this, the supportive and relatable environment provided by NNEs teachers can still significantly enhance students' confidence through encouragement and relatable success stories (Gardner & Lambert, 1972).

2.7 Previous Studies

Few studies have explored whether there is a causal effect between interacting with native speakers and students' confidence levels in speaking the target language. The research summarized here reaches the following conclusions:

Alberth (2023) investigated the impact of communicating with native English speakers on the self-confidence of EFL learners in their English language proficiency. The study employed a quantitative approach with 120 EFL learners from Indonesia, Vietnam, and Japan, aged 19-25, divided into two groups: those with and without experience interacting with native speakers. Using a 20-item self-confidence questionnaire on a 5-point Likert scale, the study found that learners who had communicated with native English speakers were significantly more confident in their English proficiency. No significant differences were observed based on gender or academic year. This study highlights that interaction with native speakers positively influences EFL learners' self-confidence, a crucial factor for effective communication in English.

Meanwhile, a study conducted by Banu (2012) compared classroom interaction patterns of native and non-native EFL teachers in Indonesian senior high schools. Using a qualitative approach, the study involved 10 native and 10 non-native English-speaking teachers. Classroom interactions were observed, audio-recorded, and thematically analyzed. The results indicated that native English-speaking teachers favored student-centered and peer interactions, while non-native teachers predominantly used lecturer-centered interactions. This study underscores the importance of incorporating more student-centered and peer interactions to enhance active learning and student participation in EFL classrooms.

A study conducted by Coşgun, Mede, and Atay (2017) examined the speaking techniques employed by native and non-native English instructors in Turkey. This study is relevant to the researcher's topic due to the similarity between Turkey and Indonesia, as both are non-English-speaking countries. The study employed a qualitative research design involving classroom observations and interviews. The study emphasized the importance of incorporating a mix of interactive and structured speaking techniques to cater to the diverse needs of students. It is suitable with the method applied which is focusing on the classroom interaction as the interactive and structured speaking combined.

Furthermore, the findings suggested that interactions with native English speakers can positively impact students' speaking confidence by providing them with more opportunities for authentic communication and spontaneous speaking practice. The use of interactive and communicative techniques by NES instructors provides students with a more immersive and practical language learning experience. This aligns with the broader research objective of examining how interactions with native speakers influence students' confidence levels in speaking English. The study underscores the value of incorporating native speaker interactions into language learning programs to foster greater confidence and proficiency among learners.

Another study was conducted by Nicaise (2020) which found significant differences in the speaking techniques used by native English speakers (NES) and non-native English speakers (NNES) in EFL classrooms. NES teachers tend to use a more varied and complex range of vocabulary and structures, frequently employing idiomatic expressions and natural, conversational language. They also ask more open-ended questions, encouraging students to think critically and express their ideas freely. In contrast, NNES teachers often use simplified language and structures due to their own language proficiency constraints, and they tend to ask more closed-ended questions, limiting opportunities for students to engage in extended speaking practice.

Additionally, Stechler (2023) mentioned that NES teachers generally create a more dynamic and interactive classroom environment through their use of authentic language and open-ended questions, fostering greater student participation and engagement. The study suggests that students taught by NES teachers often exhibit higher levels of speaking confidence, attributed to the increased opportunities for authentic communication and the supportive environment created by NES teacher's varied and interactive language use. The analysis revealed that the frequent use of real-life language and interactive techniques by NES teachers helps students feel more comfortable and confident in using English. Conversely, the more controlled and simplified language used by NNES teachers can sometimes restrict student expression and limit their speaking confidence.

It concludes that the linguistic background of teachers plays a crucial role in shaping classroom interactions and influencing student outcomes. The study underscores the importance of providing students with opportunities for authentic communication, which can significantly enhance their speaking confidence. By highlighting the advantages of NES teacher talk, the study supports the idea that native speaker interactions can enhance language learning outcomes, particularly in terms of speaking confidence and proficiency.

The studies collectively suggest that interaction with native English speakers (NES) and the adoption of student-centered and peer interaction patterns can significantly boost EFL learners' confidence and engagement in learning English. Alberth's research specifically highlights the positive impact of native speaker interaction on learners' self-confidence, indicating that students who interact with NES are more likely to develop confidence in their speaking abilities. Also, the study by Tjalla et al. (2020) emphasizes the importance of dynamic interaction patterns in the classroom, suggesting that student-centered activities and peer interactions foster a more engaging and effective learning environment. These findings support the integration of more interactive teaching strategies to promote better learning outcomes. Banu's research also aligns with the notion that dynamic and interactive classroom environments are crucial for enhancing EFL learners' confidence and engagement. The study suggests that incorporating varied teaching techniques, including those that promote student interaction and engagement, can lead to improved language proficiency and confidence.

Therefore, the study by Coşgun, Mede, and Atay (2017) supports these conclusions. It has been found that NES teachers tend to use a more varied and complex range of vocabulary and structures, employ idiomatic expressions, and ask open-ended questions, creating a more dynamic and engaging classroom environment. These techniques encourage students to participate more actively and express their ideas freely, leading to higher levels of speaking confidence.

In addition, Eric Nicaise's study (2020) complements these findings by demonstrating that NES teachers' use of real-life language and interactive techniques helps students feel more comfortable and confident in using English. In contrast, NNES teachers' more controlled and simplified language can sometimes restrict student expression and limit their speaking confidence. Nicaise concludes that providing students with opportunities for authentic communication is crucial for enhancing their speaking confidence and overall language proficiency. These studies collectively underscore the importance of incorporating interactions with native speakers and student-centered activities in EFL teaching strategies.

III. METHODS

This chapter presents the research methodology consists of place and time of the research, research design, participants of the research, research instrument, procedure of data collection technique, and data analysis.

3.1 Place and Time of the Research

The research has been conducted in Bandar Lampung, Indonesia, with the help of Access Lampung, a micro-scholarship program based in Lampung, Indonesia, as the provider of the research participants of this study. This type of organization was chosen to ensure consistency and comparability with secondary data. The secondary data was collected in 2023 at Wattanothai Payap School, an international junior high school in Chiang Mai, Thailand. To ensure an equal comparison within the same framework, both datasets were gathered from similar age range of participants, which is teenage to late teenage students. The primary data collection was held from December 2024 to January 2025.

3.2 Research Design

This study employed a qualitative research method. Qualitative research is a systematic approach that focuses on interpreting human phenomena and exploring underlying meanings, patterns, and perspectives that shape individuals' experiences and behaviors. Findings in qualitative research are revealed through non-numerical data collection and analysis rather than through statistical methods. To make it more relatable, the researcher is focusing on the application of case study in qualitative. The researcher then will use the data which previously gained through observations that has been conducted in Chiang Mai, Thailand which measured students' classroom participation and speaking performance, researcher then distributed the questionnaires to gather students' perceptions about the interactions, and conducted interviews to delve deeper into students' viewpoints in relation to the context.

The research design is a comparative case study aimed at identifying differences between two data samples. The primary data was collected in the researcher's hometown, Bandar Lampung, and compared with secondary data gathered from the researcher's experience observing in Chiang Mai, Thailand. The initial step involves observation to familiarize the researcher with the learning environment of the students or the participants of this research. The researcher has observed every interaction in the target language within a speaking-related framework and the teaching style applied by the teacher as the secondary data. This approach maximizes the researcher's experience in Thailand, where she observed interactions and learning activities conducted by a native English speaker.

Following the observation, the researcher then distributed a questionnaire to students at both countries. This questionnaire will assess their perceptions regarding the topic or issue discussed. It is expected that the responses will differ between the two countries. Subsequently, interviews then conducted to evaluate the final outcomes of the research after analyzing the data collected from the questionnaires. This structured approach aims to investigate and provide insights into whether interacting with Native English Speakers (NES) has a different impact on students' speaking confidence levels compared to interacting with Non-Native English Speakers (NNES).

3.3 Research Participants

The research focuses on teenage students ranging from junior high school to senior high school graduates. The study involves 10 participants (5 Thai students and 5 Indonesian students) for the questionnaire and 4 participants (2 from each country) for the interviews. The selection criteria for participants in the primary data collection, which includes both the questionnaire and interviews, require that they have had at least one intensive classroom interaction with a native English speaker during their teenage years in Bandar Lampung.

For the secondary data, the initial observation has been completed, and the researcher has followed up with the participants through questionnaires and interviews. Both countries were chosen because neither has English as their main or first language, making the comparison relevant to the study's purpose of examining the role of English as the target language.

The main focus of the study is to observe the confidence levels in speaking English among two groups: Indonesian students and Thai students who have experienced intense classroom interactions or have been taught by a native speaker. Since what matters is both students' perspectives on Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs). The researcher is using purposive sampling techniques to gather all the data for the study. Purposive sampling is a technique for selecting participants based on specific criteria (Sugiyono, 2013). This method helps ensure that the findings are relevant and can be accurately compared across the two groups of students, enhancing the reliability and validity of the research outcomes.

3.4 Context of the Research

English speaking confidence remains a major challenge for Indonesian secondary school students learning English as a foreign language. Limited interaction with native English-speaking teachers (NESTs) restricts students' exposure to authentic language use, which can impact their fluency and willingness to communicate. Bandar Lampung offers some opportunities for students to engage with native speakers, but the effects of these interactions on speaking confidence are not well understood.

This study, grounded in Social Learning Theory, explores how interaction with native speakers influences students' speaking confidence and proficiency. By comparing students with and without native speaker exposure, the research aims to provide insights to improve English teaching practices in Indonesian EFL classrooms, where native speakers are limited and non-native teachers are predominant.

3.5 Research Instrument

As introduced earlier, the instruments used in the study are a questionnaire and an interview. These instruments will be employed sequentially to collect data.

1. Questionnaire

Mixed types of questionnaire questions have been distributed to gather detailed and in-depth responses from each participant. The questionnaire consists of open-ended questions and closed-ended questions, such as Likert scale, etc. This method allows students to freely express their opinions and perspectives on the issue, also limiting students' options to make it easier for them to understand the questionnaire better, providing richer qualitative data. These questions have been modified based on the application of Bandura's Social Learning Theory and Krashen's Comprehensible Input Theory. The same questionnaire was then distributed to two different audiences, both written in simple English to overcome language barriers.

Questionnaire questions:

- a) Can you share a memorable experience from your interactions with native speakers? What did you learn from it?
- b) How often do native speakers use words or phrases that are new to you?
- c) How do you usually figure out the meaning of new words or phrases during conversations with native speakers?
- d) How often do native speakers adjust their language to help you understand?
- e) Can you share a specific example of a time when you learned a new word, phrase, or expression during a conversation with a native speaker? How did you figure out its meaning?

There are 25 questions in the questionnaire that have been answered by participants. By using these open-ended questions, the researcher aims to elicit comprehensive and nuanced responses from students, thereby gaining a deeper understanding of how the presence of native and non-native English speakers as teachers influences their confidence and learning in speaking English. The questionnaire was validated by the lecturer who specializes in qualitative research studies.

The improvement in the questionnaire was made through meticulous analysis by the researcher based on the input and suggestions given by the validator. Any complicated questions were simplified by the researcher based on pieces of advice given to ensure clarity.

2. Interview

Semi-structured interviews have been conducted to facilitate the generation of personal and meaningful answers from participants. This approach values the participants' own feelings and perspectives, particularly since confidence is a personal and subjective matter. The researcher prepared at least five prompting questions to engage the participants. These questions are also modified based on the Social Learning Theory by Bandura (1977) and Krashen's Comprehensible Input.

TABLE 5.1. INTERVIEW STRUCTURE CONTINUUM.

<i>Highly Structured/ Standardized</i>	<i>Semistructured</i>	<i>Unstructured/Informal</i>
• Wording of questions is predetermined • Order of questions is predetermined • Interview is oral form of a written survey • In qualitative studies, usually used to obtain demographic data (age, gender, ethnicity, education, etc.) • Examples: U.S. Census Bureau survey, marketing surveys	• Interview guide includes a mix of more and less structured interview questions • All questions used flexibly • Usually specific data required from all respondents • Largest part of interview guided by list of questions or issues to be explored • No predetermined wording or order	• Open-ended questions • Flexible, exploratory • More like a conversation • Used when researcher does not know enough about phenomenon to ask relevant questions • Goal is learning from this interview to formulate questions for later interviews • Used primarily in ethnography, participant observation, and case study

Figure 3. Interview Structure Continuum (Meriam, 2007).

The researcher employed a semi-structured interview approach, guided by Merriam's *Qualitative Research* (2007). As illustrated in the interview continuum, semi-structured interviews involve preparing a set of guiding questions while remaining flexible and responsive to participants' answers. Although the researcher had a predefined list of questions, they were not strictly followed. Instead, the researcher prioritized the participants' responses, using them as prompts for additional, more in-depth inquiries. This strategy allowed for the collection of more natural, context-rich data by encouraging participants to elaborate on their experiences and perspectives, rather than constraining them within a rigid interview framework.

The questions are as follows:

- a) Did the native speaker use any words or phrases that were new to you?
- b) Was it hard/difficult for you to listen to and speak in English with an English Native Speaker?
- c) How often do you find yourself asking the native speaker to explain or repeat what they said?
- d) When you don't understand something that a native speaker says, how do you respond?
- e) Do you sometimes guess the meaning of what the English native speaker is saying if you don't understand, or do you ask them to explain?

These questions were designed to elicit detailed and thoughtful responses, providing deeper insights into the participants' experiences and perceptions regarding their English language learning and the impact of their teachers' language background on their confidence and proficiency.

By using these three instruments, pre-research observation, questionnaires, and interviews, the researcher aimed to gather comprehensive data on students' speaking confidence and their interactions in the classroom. This multi-method approach will enhance the understanding of how interaction with native and non-native English speakers affects students' confidence levels.

3.6 Procedures of Data Collection Technique

This research aims to collect data on students' confidence levels in speaking English and determine whether it is impacted by interactions with native English speakers (NES). The procedure for data collection involved three key techniques: observation, questionnaires, and interviews. These techniques have been employed sequentially to ensure comprehensive data collection and to triangulate the findings for better reliability and validity.

The data will be obtained through the following steps:

1. Initial Observation

The first phase of the study involves observing the students in their classroom settings. The researcher analyzed their interactions with the teacher in the target language, focusing on their speaking activities and confidence in using English. The procedure was as follows:

○ Classroom Observation:

Observe the students during their regular classes, monitor their participation and engagement in speaking activities.

2. Questionnaire

The next phase of the research involves distributing an online questionnaire for students to complete. The questionnaire has been distributed and was expected to be filled out by at least 10 students from both participants from Indonesia and Thailand, which has fulfilled the expectation.

The students were asked to answer the questionnaire based on their personal experiences and self-assessment. This questionnaire serves as the second step in the data collection process, reinforcing the validity of the research and enhancing the depth of the findings. Designed to elicit detailed and personal insights, each student responded to a total of 25 questions, incorporating various formats, including open-ended and closed-ended questions. This diverse structure allows for a comprehensive exploration of their experiences and perceptions. The questionnaire was carefully developed based on established theories in language education, particularly those emphasizing the role of interaction in second language acquisition (SLA).

Key theoretical foundations guiding the questionnaire include Negotiation for Meaning and Feedback in SLA, which highlights the importance of conversational adjustments, clarification requests, and scaffolding provided by native speakers (Long, 1983).

Additionally, Krashen's Comprehensible Input Hypothesis (1985) underpins the questions related to the exposure of language that is slightly above the learner's current level, fostering language acquisition in an immersive context. Furthermore, Bandura's Social Learning Theory (1977) informs the questionnaire's focus on the impact of modeling, observational learning, and the psychological factors that influence speaking confidence.

By integrating multiple theoretical perspectives, the questionnaire aims to provide deeper insights into students' perceptions of native speaker interaction and the comparative impact of Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs) on their confidence and proficiency. To ensure that students could provide thoughtful, reflective responses, the questionnaire was made available throughout the data collection period with no strict deadline, reducing pressure and allowing them to engage at their own pace. By implementing this step, the researcher aims to gather comprehensive qualitative data that will support the observational findings and contribute to a more robust and meaningful conclusion.

3. Interview

The final phase of data collection involves conducting semi-structured interviews with selected students from each country. However, not all students will be interviewed; participants are chosen based on their questionnaire responses, ensuring that they meet specific criteria relevant to the study. This selective approach allows for an in-depth exploration of key insights while efficiently managing time and resources.

Aligned with the questionnaire, the interview questions are also grounded in key theoretical foundations. Krashen's Input Hypothesis (1985), particularly the concept of Measuring Comprehensible Input, serves as a basis for understanding how exposure to slightly advanced language influences acquisition.

Additionally, Bandura's Social Learning Theory (1977), which explores learning mechanisms through observation and interaction, informs the study's focus on confidence-building in language learning. Supported by these strong theoretical frameworks, the researcher believes that the interviews will provide deeper insights into how native speaker interaction impacts students' speaking confidence and overall language development.

Selection Criteria

- Questionnaire Responses:
Students who provide particularly insightful or representative answers in their questionnaires will be prioritized.
- Additional Criteria:
The researcher will further narrow the scope by setting specific criteria related to students' confidence levels and interaction patterns observed.

Interview Process

- Format:
The interviews have been conducted online, through Zoom meetings. This approach accommodates the limited time and space available to both the researcher and the participants, and it ensures accessibility and convenience.
- Interview Guide:
A semi-structured interview format was used, allowing for flexibility in probing deeper into students' experiences while maintaining a consistent structure across interviews. This method helps in gathering nuanced, personal insights that may not emerge through observations or questionnaires alone.
- Duration:
Each interview lasted between 15 to 25 minutes, depending on the depth of responses and the flow of conversation.

- Questions

The researcher has prepared a set of initial questions to guide the interviews. Participants may review these questions in advance if they wish. Additional questions were added during the interview, since the conversation is progressing well. These initial questions were designed to prompt discussion, and more detailed questions may be asked spontaneously with the interviewee's consent.

Implementation Details

- Scheduling:

Interviews were scheduled at times convenient for both the students and the researcher to ensure high participation rates.

- Technical Setup:

Ensure all participants have access to necessary technology (phone or computer with internet access) and provide support if needed.

- Consent:

Obtain informed consent from students and their guardians (if necessary) before conducting the interviews. This includes explaining the purpose of the study, the interview procedures, and all relevant details to ensure transparency and ethical compliance.

By conducting these semi-structured interviews, the researcher aimed to obtain rich, qualitative data that would provide deeper insights into the students' confidence levels in speaking English. This final phase is crucial as it may reveal perspectives that could alter the overall understanding of the impact of interactions with NES on students' speaking confidence.

3.7 Data Analysis

To determine whether there is an impact of having interaction with Native English Speaker having to do with students' speaking confidence and to identify the differences in how both Non-Native English Speaking Teacher (NNEST) and Native English Speaking Teacher (NEST) influence students' confidence in speaking the target language, the researcher then proceeded with the following steps:

- Questionnaire Data Analysis
 - Look for patterns in responses regarding the impact of having a NNEST or NEST on speaking confidence.
- Cross-Comparison
 - Compare responses between Indonesian and Thai students to explore differences in perceptions and experiences related to teacher nativeness and its influence on English language skills.

2. Interview Data Analysis

- Transcription and Coding
 - Transcribe interview recordings and code responses based on themes related to experiences, perceptions, and suggestions for improving English learning and confidence. The interviews were transcribed in the form of verbatim transcription with the implementation of the Jefferson Transcription System, which provides detailed and natural data.

Symbol	Definition and use	Key (s)
[yeah] [okay]	Overlapping talk	
=	End of one TCU and beginning of next begin with no gap/pause in between (sometimes a slight overlap if there is speaker change). Can also be used when TCU continues on new line in transcript	
(.)	Brief interval, usually between 0.08 and 0.2 seconds	
(1.4)	Time (in absolute seconds) between end of a word and beginning of next. Alternative method: "none-one-thousand-two-one-thousand...": 0.2, 0.5, 0.7, 1.0 seconds, etc.	
<u>Word</u>	Underlining indicates emphasis	
Wo:rd	Placement indicates which syllable(s) are emphasised	
wo::rd	Placement within word may also indicate timing/direction of pitch movement (later underlining may indicate location of pitch movement)	
wo:::rd	Colon indicates prolonged vowel or consonant	
↑word ↓word	One or two colons common, three or more colons only in extreme cases. Marked shift in pitch, up (↑) or down (↓). Double arrows can be used with extreme pitch shifts.	↑ Wingdings 3 (104) ↓ Wingdings 3 (105) ↑ ALT+24 ↓ ALT+25
. , _ ?	Markers of final pitch direction at TCU boundary: Final falling intonation (.) Slight rising intonation (,) Level/flat intonation (_) Medium (falling-)rising intonation (¿) (a dip and a rise) Sharp rising intonation (?)	¿ ALT+168
WORD	Upper case indicates syllables or words louder than surrounding speech by the same speaker	
°word°	Degree sign indicate syllables or words distinctly quieter than surrounding speech by the same speaker	° ALT+248
<word	Pre-positioned left carat indicates a hurried start of a word, typically at TCU beginning	
word-	A dash indicates a cut-off. In phonetic terms this is typically a glottal stop	
>word<	Right/left carats indicate increased speaking rate (speeding up)	
<word>	Left/right carats indicate decreased speaking rate (slowing down)	
.hhh	Inbreath. Three letters indicate 'normal' duration. Longer or shorter inbreaths indicated with fewer or more letters.	
hhh	Outbreath. Three letters indicate 'normal' duration. Longer or shorter inbreaths indicated with fewer or more letters.	
whhord	Can also indicate aspiration/breathiness if within a word (not laughter)	
w(h)ord	Indicates abrupt spurts of breathiness, as in laughing while talking	
£word£	Pound sign indicates smiley voice, or suppressed laughter	
#word#	Hash sign indicates creaky voice	
~word~	Tilde sign indicates shaky voice (as in crying)	
(word)	Parentheses indicate uncertain word; no plausible candidate if empty	
(())	Double parentheses contain analyst comments or descriptions	

Figure 4. Jefferson Transcription System.

By applying Jefferson's transcription system, the researcher aims to present the data in a clear, systematic manner while preserving its natural quality through verbatim transcription. This approach ensures that every pause, overlap, and emphasis is accurately represented, allowing for a deeper understanding of the nuances in spoken interaction. By maintaining the authenticity of participants' speech, the transcription captures the subtleties of conversation that might otherwise be lost, ultimately enhancing the richness and reliability of the qualitative data.

- In-depth Analysis
 - Conduct a thorough analysis of interview data to uncover deeper insights into the factors influencing students' speaking confidence.
 - Explore nuances in responses to understand the specific ways in which interactions with NES or NNES Teachers impact student confidence levels.
3. Triangulation of Findings
- Integration of Data
 - Combine findings from questionnaires and interviews to triangulate results and enhance the reliability and validity of conclusions.
 - Identify Patterns and Conclusions
 - Look for consistent patterns across all data sources to draw comprehensive conclusions about the impact of teacher nationality on students' confidence in speaking English.
4. Recommendations
- Based on findings, provide recommendations for educational practices and teacher training programs aimed at enhancing students' confidence in Speaking English.

Through systematic data collection and rigorous analysis, this research aims to provide valuable insights into the impact of teacher native-ness on students' confidence in speaking English. By triangulating findings from multiple data sources, the study seeks to contribute to the understanding of effective strategies for improving language education in diverse classroom settings.

V. CONCLUSION AND SUGGESTION

This chapter summarizes and presents the conclusion drawn from the findings and discussion in the preceding chapter. It also offers recommendations for readers, especially future educators and future research related to native speaker interaction or EFL learners and speaking confidence.

5.1 Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the purpose of this study is to explore the impact of interaction with Native English Speakers (NES) on the speaking confidence of EFL students in Indonesian and Thai secondary schools. The research was then conducted through questionnaires and interviews, with students who had varying degrees of experience engaging with NES. The findings revealed significant insights into the influence of NES interaction on students' speaking abilities and confidence.

Observations conducted in Thailand over four days provided an initial understanding of classroom dynamics and the level of student engagement with NES. Classroom observations highlighted that Thai students in the English program exhibited higher levels of engagement and comprehension when interacting with NES, making them ideal participants for this research.

The main data collection methods, namely the questionnaire and interview, unveiled results from five Indonesian and five Thai students, showing a consistent pattern: most students acknowledged that interaction with NES contributed positively to their speaking confidence and fluency. Participants reported gaining new vocabulary through exposure to authentic language use, particularly in terms of pronunciation, uncommon words, and idiomatic expressions.

Many students expressed a desire to observe and imitate the speech patterns of NES to enhance their speaking abilities. The feedback received from NES was identified as a crucial factor in improving fluency and reducing anxiety related to speaking English. The four interview participants expressed the same idea that NES helped them improve, even though it seemed intimidating at first.

However, due to the welcoming behavior of NES, students felt little to no pressure in communicating. This supports the idea that NES are believed to be effective in increasing students' confidence, language proficiency, and fluency in speaking, due to the friendly learning environment they create.

Several key themes emerged from the student responses. Firstly, students initially experienced anxiety and hesitation when speaking with NES, largely due to fears of making mistakes or struggling with accents. This suggests that learners often experience nervousness due to fear of negative evaluation. This is the case that happened to Indonesian students, as they have shown noticeable hesitation during the interaction. However, over time, consistent exposure to NES helped students build confidence as they became accustomed to real-life interactions.

Secondly, the study confirmed Krashen's (1982) Input Hypothesis, as students found that NES used language slightly beyond their current proficiency level, which challenged them to improve. Contextual learning played a crucial role in vocabulary acquisition, as students relied on gestures, tone, and context to derive meaning. Students who frequently negotiated meaning by asking questions and seeking clarification demonstrated increased confidence and comprehension.

Additionally, the role of positive reinforcement was a determining factor in students' confidence development. Many students stated that NES provided constructive feedback and encouragement, which made them feel more comfortable and less afraid of making mistakes. This emphasizes that encouragement boosts motivation and willingness to communicate in a foreign language.

However, some variations were observed among individual participants. While some students reported a transformative impact on their confidence, others noted only moderate improvements, indicating that factors such as personality, prior exposure, and learning environment influenced the degree of impact. As reflected in the data, students who engaged in more active speaking practice with NES exhibited greater fluency improvements.

5.2 Suggestions

After conducting the research, several recommendations can be given to future educators or other English language learning facilitators to enhance the effectiveness of NES interactions in improving EFL students' speaking confidence. These recommendations can contribute to improving education:

1. Increased Opportunities for Interaction

Schools should implement programs that allow more frequent engagement with NES, such as language exchange sessions, guest lectures, or cultural immersion activities. Exposure to real-life language application enhances both confidence and proficiency.

2. Training for NNESTs on Student Needs

While NES play a crucial role in language development, it is important to equip them with strategies for simplifying language and providing constructive feedback to accommodate EFL learners at different proficiency levels. The researcher hopes that schools in Indonesia, especially in Bandar Lampung, can strengthen the quality of educators to match the positive impact of NES, even if the teachers are not native speakers.

3. Encouraging Active Participation

Teachers should create a supportive classroom environment that encourages students to engage in conversations without fear of making mistakes. This can be achieved through communicative activities, group discussions, and role-playing exercises. A non-judgmental and patient approach also helps foster students' bravery and willingness to take risks in learning.

4. Utilizing Technology for Interaction

Online platforms and virtual exchanges with NES can be leveraged to provide students with additional exposure to authentic language use, especially in schools where in-person NES interactions are limited.

The use of accessible online meeting platforms can be considered a fun activity to foster students' speaking confidence.

5. Developing Self-Confidence Strategies

Incorporating self-reflection exercises and confidence-building activities can help students overcome anxiety related to speaking English, fostering a more positive attitude toward language learning.

The researcher also has some suggestions for future researchers who are interested in further exploring the impact of NES interaction on EFL students' speaking confidence. This study can serve as a reference for similar research with different subjects and methodologies. However, it is essential to recognize the limitations of this study to guide future researchers in addressing gaps and maximizing the exploration of this topic with improved data and findings.

Despite the valuable insights provided by this study, certain limitations should be acknowledged. Firstly, the sample size was relatively small, consisting of only ten students across two countries. A larger sample size covering more diverse educational settings would provide more generalizable results. Secondly, the study primarily relied on self-reported data through questionnaires and interviews, which may be subject to response bias. Future research should incorporate additional methods, such as longitudinal studies or experimental designs, to measure long-term improvements in speaking confidence.

Another limitation is the focus on NES interactions without extensive comparison to Non-Native English Speakers (NNES) as conversation partners. Future studies should explore whether similar confidence and fluency improvements can be achieved through interactions with proficient NNES, which may be more accessible in certain educational contexts. Moreover, this study did not deeply investigate the role of cultural background in influencing students' confidence in speaking English. Future research could examine how different cultural perspectives shape students' willingness to engage in conversation.

The researcher hopes that future studies will address these limitations and further explore the role of NES in EFL learning. Expanding the scope to include different educational environments, incorporating more objective proficiency assessments, and examining the long-term impact of NES interactions can lead to a more comprehensive understanding of how to optimize language learning experiences. By refining these areas, future research can provide stronger evidence for best practices in language education, ultimately improving EFL instruction and student outcomes.

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