

Methods Applied in Developing Students' English Speaking Confidence at Madrasah Aliyah Al-Ma'arif Nahdhatul Ulama Lombok

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Abstract: This study scrutinized teachers' strategies for developing students' speaking confidence. The qualitative approach was adopted using observation and interviews as data collection methods. Four English teachers with a myriad of experiences in coping with students' problems with speaking confidence were invited as samples. The analysis of data procedures involved Kawulich's (2004) work, including Narrative, Coding, Interpretation, Confirmation, and Presentation. The findings revealed that the students had low confidence in speaking due to being Afraid of Speaking, Feeling Inferior, and Being Shy. Teachers developed strategies to cope with problems, including guiding the students when speaking, conducting peer tutoring, habituating students to speak, and giving games to motivate them to learn. Based on the data, some improvements were achieved after the strategies: teachers as guides followed by speaking as habits improved students' speaking confidence; Peer Tutors and Teachers as Guides boost students' understanding; Peer Tutors and Games promote more enthusiasm for students. This study recommends that the principals facilitate teachers' autonomy in teaching, such as conducting programs compatible with students' learning needs by providing collaborative learning opportunities and involving fun learning activities to get students' enthusiasm, which will generate their motivation and confidence.

Keywords: Students' Speaking Confidence, Teachers' Strategies, Teaching and Learning Programs

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INTRODUCTION

Given its significant role in many aspects of society, English has attracted a substantial number of language learners, making it the most frequently spoken language worldwide in modern times (Rao, 2019). In numerous countries, it has become the primary or secondary language and has become the primary mode of communication in entertainment, science, technology, business, and diplomacy on a global scale (Mahapatra & Pradhan, 2022). Besides, English has served as a medium for disseminating ideas and has developed into a connection that unites individuals from various cultural, ethnic, and geographic backgrounds. The widespread use of English underscores the significance of acquiring the language for career advancement, academic success, and cross-cultural comprehension (Prasetya, 2023).

Moreover, proficiency in English necessitates more than a mere comprehension of grammar rules or vocabulary; it requires the capacity to employ the language in various contexts. Due to its global reach, the capacity to comprehend, articulate, and communicate effectively in English has become an essential skill in the contemporary era. In higher education, where students from various countries are required to speak a shared language, English is a common medium of instruction in academic institutions worldwide (Hultgren et al., 2022). Hence, effective language instruction has become increasingly necessary as many individuals endeavour to acquire English. Learners usually devote significant time and effort to developing proficiency in English, which is frequently taught as a second or foreign language.

Indeed, English instruction emphasizes four fundamental language competencies: reading, writing, speaking, and listening (Sharma & Puri, 2021). Every skill is inherently impacted and interrelated. The receptive skills of listening and reading are essential for the development of students' productive skills, namely speaking and writing (Masduqi, 2016). Comprehensive acquisition of reading and listening skills will enable students to effectively articulate their thoughts through oral and written communication (Sreena & Ilankumaran, 2018). However, their ability to demonstrate proficient writing or speaking skills would be hindered if they do not actively read text or listen attentively to particular material. Hadiati et al. (2018) assert that students can use English to extract insights into several disciplines, especially in the field of science, and acquire current information on a global level.

Furthermore, it is noteworthy that a significant number of students in Indonesia assess their English proficiency only based on their speaking abilities since the capacity to talk with competence and thoroughness is considered indicative of their understanding and mastery of all English skills (Leong & Ahmadi, 2017). Speaking is essential for expressing ideas and creating a favourable impression, whether in an informal conversation, a business meeting, or a formal presentation, despite being frequently perceived as the most difficult of the four language abilities (Frimaulia & Azmi, 2023). Unlike writing, it necessitates immediate language production, which allows for considering, revising, and editing ideas. This skill can be intimidating for students still developing their vocabulary, refining their pronunciation, or attempting to comprehend intricate grammatical structures and other language features (Jabeen, 2021).

Communicative Language Teaching (CLT) involves new responsibilities for teachers and learners in the educational setting, particularly to foster students' speaking development. The pedagogical approach stipulates that students must participate in classroom activities emphasizing collaboration above individualism to acquire knowledge (Nur & Butarbutar, 2022). Desai (2015) identifies specific attributes of CLT that should be noted in English language instruction. Primarily, the goal is to empower learners to develop communicative competence, thus enhancing their capacity to use language accurately and suitably. Besides, the main focus of using the CLT method is on the learners, with the teachers assuming the position of facilitators in establishing an optimal learning environment and promoting self-directedness among the students (Eisenring & Margana, 2019).

Indeed, one's confidence significantly influences the acquisition of speaking skills. According to Suryani (2020), the ability to speak English effectively necessitates confidence to cultivate articulate spoken communication. In their study, Moneva & Tribunalo (2019) found that students' speaking ability can be influenced by the management of their self-confidence during communication, enhancing their engagement in classroom learning. In contrast, lacking confidence can result in avoiding speaking opportunities, impeding progress. In this matter, Christie & Listyani (2018) state that a common issue among students while speaking English

is a deficiency in confidence, mainly caused by some barriers such as articulating words, structuring sentences, or expressing their thoughts. The belief of being incapable of speaking correctly has hindered their ability to exert maximal effort, so affecting their linguistic progress.

Other considerations that contribute to the students' lack of confidence in oral communication include anxiety about making errors (Mohd Mokhtar et al., 2021), difficulties in accent or pronunciation (Gilakjani et al., 2011), and inadequate speaking practices (Asif, 2017). Many learners experience apprehension about committing grammatical, pronunciation, or vocabulary errors, along with concerns about being evaluated by others for these faults (Jindathai, 2015). This dread may result in uneasiness and hesitancy to communicate verbally. In addition, learners who have had adverse experiences, such as receiving severe correction or scorn for their errors, may acquire a phobia of speaking, gradually eroding their confidence.

Moreover, English language learners frequently experience self-consciousness regarding their accents or pronunciation, apprehensive that they may be misinterpreted or are not perceived as sufficiently native, which can result in reluctance and disillusionment in verbal communication (Jindathai, 2015). Indeed, confidence is derived from consistent practice. Lack of sufficient exposure to English-speaking opportunities among students diminishes their confidence (Riyaz and Mullick, 2016). Hence, this study aims to investigate the foremost obstacle to proficient spoken English: the lack of enthusiasm among students. A learner's confidence level can definitively determine their proficiency in English communication (Hadi et al., 2021). Developing strategies to enhance student confidence, especially in oral communication, is crucial for cultivating sustained language competence. The following research questions guide the present investigation:

1. What are teachers' strategies to promote students' confidence when speaking English?
2. How do the strategies boost students' confidence when speaking?

LITERATURE REVIEW

Confidence is crucial to students' academic achievement, particularly in language acquisition and communication. Nevertheless, numerous students face difficulties establishing confidence due to diverse emotional and environmental obstacles. Horwitz et al. (1986) found that anxiety in speaking a foreign language is a barrier to students' self-confidence. Several factors might contribute to this anxiety, including the fear of making errors in the presence of others, feelings of inferiority or inadequacy, and an unsupportive school environment.

Fear of Making Errors when Speaking

The fear of making errors, particularly in the presence of others, is one of the most prevalent obstacles to students' confidence. There are numerous origins of this apprehension. Initially, the innate human desire to be perceived as knowledgeable and competent can result in anxiety about being judged when errors are committed (Jindathai, 2015). This anxiety is especially acute for language learners navigating unfamiliar grammar structures, vocabulary, and pronunciation. Students frequently choose to remain silent rather than risk making errors due to their apprehension of ridicule or embarrassment.

This phenomenon is further exacerbated in academic and social environments that provide feedback publicly. Students may refrain from participating in group activities or speaking up during class discussions to safeguard themselves from potential disgrace (Mufidah, 2018). This avoidance behaviour can significantly impede learning progress and reinforce the cycle of fear over time. To alleviate this issue, teachers must establish an environment where errors are perceived as natural and indispensable to learning or provide more appropriate ways of

correcting students' errors (Hartono et al., 2022). Hence, encouraging students to perceive errors as opportunities for development rather than as sources of shame can significantly increase their confidence and willingness to participate.

Feelings of Inferiority or Inadequacy

A significant factor that undermines student confidence is the sense of inadequacy or inferiority. The belief that one is not as intelligent or capable as one's peers is typical in classrooms where students continually compare themselves to others. This feeling frequently results from self-comparison, in which students evaluate their capabilities compared to those who may be more proficient (Ilyas et al., 2021). For instance, students may experience feeling inferior when their peers are more fluent or engage in conversation with less hesitation during the language learning process. This feeling can result in a lack of motivation and self-doubt as students internalize that they are not good enough (Nurilahi & Suhartono, 2022). Such a mindset can significantly restrict their ability to challenge themselves academically or take risks.

Moreover, it can also result in a vicious cycle in which students are under the impression that they are less capable of performing inadequately due to their lack of confidence, reinforcing their sense of inadequacy (Farhani et al., 2020). Hence, teachers have a vital role in disrupting this pattern by advocating for a growth mindset, which is the conviction that intelligence and aptitude are not static but can be enhanced through exercise and repetitive practice. By emphasizing individual development and commending effort rather than accomplishment, teachers can assist students in redirecting their attention from comparison to personal growth (Maquidato, 2021). Thus, cultivating a nurturing classroom environment where students motivate each other instead of engaging in competition might mitigate feelings of inadequacy (Amoah & Yeboah, 2021).

Unsupportive School Environment

A significant impediment to students' confidence is the stress arising from a competitive learning environment. Many schools and classrooms are organized to foster rivalry among students, whether based on academic performance, test results, or active involvement in class. Issues arising from unfavourable environments and unsupportive activities, such as unsuitable learning activities or poor teacher-student relationships, are attributed to factors that impede students' speaking competence (Dislen, 2017). Although competition can occasionally catalyze pupils to enhance their performance, it may have the contrary impact on those with challenges in terms of self-confidence. In exceedingly competitive environments, children may experience the expectation to surpass their classmates, resulting in anxiety and tension (Hashemi, 2011).

To address the issue, it is crucial to foster a classroom atmosphere that prioritizes collaboration over competitiveness. Specific English language-based activities can also be carried out outside of the classroom. These activities encompass watching English films, engaging in games, listening to English music, and several other practices that can effectively motivate individuals to engage in more extensive language practice within their surroundings (Wilde et al., 2019). These practices can be executed organically without depending on classroom timetables and the fear of low grades resulting from errors. Exposure to learning in a social setting or outside the classroom would give students additional chances to articulate and investigate their ideas without being constrained by a time limit (Bing et al., 2022). In addition, promoting group work, peer intervention, and cooperative learning activities can alleviate the stress linked to competitiveness and cultivate a feeling of camaraderie among students (Munyoro, 2014). Besides, teachers should establish attainable goals and offer customized assistance to meet each

student's specific requirements, enabling them to advance at their speed without being burdened by external demands.

METHODOLOGY

Research Design

This study utilized a qualitative research approach to investigate the relationship between students' speaking confidence and teachers' teaching strategies in enhancing students' speaking confidence at Islamic boarding schools. Creswell (2009) defines qualitative research as a method used to investigate and interpret the significance that specific individuals assign to the issues faced by society. This design emphasizes explicitly certain phenomena occurring in society. It involves formulating questions and methodologies within the participant's environment, developing general themes from specific items through data analysis, and interpreting the significance of the data.

Utilizing a case study as the research methodology, the researcher aimed to ascertain teachers' perspectives on students' speaking confidence and their instructional strategies to enhance students' confidence levels in speaking. Kumar (2011) defined a case study as a method through which a specific case serves as the foundation for a comprehensive and in-depth investigation of a particular element.

Participants

The participants of this study were five English teachers in central Lombok who were conducting an Intensive English Camp Program in an Islamic boarding school. The participants were selected due to their teaching intensity, which enabled them to analyze the students' confidence levels and figure out the solution. The present study utilized a non-probability sampling method called purposive sampling. Showkat and Parveen (2017) define purposive sampling as a sampling method where the researcher deliberately selects all samples based on their evaluation of what is necessary to achieve the study's objectives and requirements. The sample selection algorithm relies on the indicators, namely the students' daily speaking practice, identified by the researcher from the school personnel. The demographic data of the participants is presented in Table 1.

Table 1. Demographic Information of the Teachers

Participants	Teaching Experiences	Subjects
Teacher 1	2-3 Years	
Teacher 2	2-3 Years	
Teacher 3	5-6 Years	Grammar, Speaking,
Teacher 4	3-4 Years	Vocabulary, and Listening
Teacher 5	1-2 Years	

Data Collection Methods and Analysis

There were two methods the researcher employed to obtain the data, namely observation and interviews. These two data collection methods were supported by Documents as the additional data validity. The first method in collecting data for the current study was observation. Its purpose was to collect data from teachers' speaking activities during and after classroom instruction. The Research Team CDC (2018) defines observation as gathering information by closely examining activities, circumstances, or physical characteristics in their authentic

setting. The present study's researcher chose participant observation as it necessitates a higher level of involvement by the researchers in the people's surroundings (Dawson, 2002).

Furthermore, this study also included interviews with the participants. According to Webb (1949), the objective of an interview is to elicit the interviewee's expertise or perspective on a topic by soliciting more detailed and profound information. Initially, semi-structured interviews were considered suitable for investigating teachers' instructional approaches to enhance students' speaking confidence. Dawson (2002) asserts that this interview approach is commonly used in qualitative research, mainly when researchers are keen to explore and analyze specific information regarding informants. Moreover, the present study employed data analysis methodologies derived from Kawulich's (2004) work, including Narrative, Coding, Interpretation, Confirmation, and Presentation. As stated by Flick (2013), data analysis serves three objectives: to explain a phenomenon that may be a subjective experience among individuals or groups. This study entailed conducting data interviews with five English teachers who meticulously instructed students and assessed their English proficiency regarding their speaking confidence.

FINDINGS AND DISCUSSION

This research scrutinized the methods to develop students' English-speaking confidence at MA Al Ma'arif NU Lombok. Besides, to create a more systematic way, the researchers also spelled out how the teachers figured out the students with low speaking confidence levels during the teaching and learning activities, as explained in the following paragraphs.

Factors Influencing Students' Speaking Confidence

In teaching English, the current study participants found that most students lacked confidence for various reasons, which came from the students' internal factors, such as being afraid of speaking English, feeling inferior, and being shy when asked in front of the class. These aspects harm students' speaking confidence, affecting their speaking proficiency.

Afraid of Speaking

Being afraid of speaking is often faced by students new to English. Their inability to produce oral words and their low mental capacity lead to the fear of speaking English in communication practice. Given that self-confidence is correlated with speaking proficiency, pupils with high confidence would demonstrate better speaking abilities than those who are apprehensive or afraid when speaking (Tridinanti, 2018). Moreover, the fear of making mistakes becomes a severe problem for the students. Their inability to use grammar properly also caused them to be hesitant to speak. The findings of the current study regarding the students being afraid of speaking were similarly found by Ananda and Hastini (2023). In addition, the students of the current study stated that they feared being corrected and laughed at by their friends when making errors during the speaking activities.

Feeling Inferior

Variations in students' abilities are inevitably due to various factors, such as their comprehension level, learning experiences, etc. Individuals who perceive themselves as possessing inadequate English proficiency exhibit diminished confidence. In this study, the researchers found that some students did not want to speak because they believed they could not use English as a daily communication tool. It was found when the teachers approached and asked about their absences to talk in English. In this regard, Ilyas et al. (2021) argued that low self-esteem is the most prevalent issue the students encountered, as it indicated that they could not communicate in English as effectively as most of their peers.

Being Shy

Being shy when the teachers asked to perform or present in front of the classroom was the subsequent problem encountered by the students. Indeed, it was confirmed by the teachers that the students were frequently shy when speaking. According to Ahsan et al. (2020), there is a negative correlation between shyness, lack of confidence, and speaking achievement. Consequently, better speaking skills are associated with less shyness and self-doubt. This finding also correlates with a study conducted by Nety et al. (2020), stating that students' shyness is one of the primary challenges teachers face in teaching English.

Teachers' Strategies for Students' Speaking Confidence

Teachers' teaching strategies are essential not only in promoting students' speaking proficiency but also in their self-confidence. After conducting interviews with 5 English teachers, the researchers found some strategies applied by the teachers in coping with students' problems, particularly regarding their confidence, which were elaborated and discussed in the following paragraphs.

Teachers as Guides

Giving some speaking exercises to the students was the initial strategy to enhance students' self-confidence (Protacio, 2021). The teachers not only provided the students with the work to finish or do, but they also exemplified how to present or demonstrate specific topics in speaking. For instance, in a topic of storytelling, the teachers would become the first presenter in front of the class, including opening, delivering, and closing the presentation. Besides, the teachers would accompany the students in front of the classroom to minimize their nervousness while motivating them. Most importantly, the teachers provided examples of sentences and guided the students to narrate their stories properly. At the end of the storytelling activity, students would have an appreciation from the teachers, like having candies and applause from their friends due to their bravery in coming forward, which can escalate their learning motivation. This means that teachers should be able to provide appropriate strategies for the success of students' learning outcomes (Murdani et al., 2020).

In addition, teachers have a crucial function as facilitators of oral communication in the classroom, influencing the development of students' conversational abilities (Azadi et al., 2015). The teachers provide organized chances for students to engage in speaking exercises while offering direction and constructive feedback to foster their speaking proficiency, particularly in cultivating crucial elements of oral communication, including pronunciation, fluency, and coherence (Eslami, 2014). In this case, teachers facilitate the development of learners' speaking skills by demonstrating proper speech and providing positive feedback, helping them gradually overcome typical challenges.

Peer Tutors

As students had various levels of proficiency, the teachers in the school used collaborative learning strategies in which they divided students into some groups. The activity aimed to discuss learning materials that students did not understand. Besides, the more intelligent students could guide and teach their peers in the group based on their comprehension (Williamson & Paulsen, 2018). The role of teachers in this matter was to control and guide the students on what to do and learn. They could remind the students to respect each other when making mistakes. After conducting the peer group activities, the teachers found that the students were more actively engaged and motivated because of seeing their group mate's performance. Ilyas et al. (2021) also found that collaborative learning strategies or peer tutors enabled students to achieve a notably elevated level of performance.

Moreover, according to the teachers, when collaborating with their friends in the group, the students tend to be more motivated and willing to study than in the classroom without collaboration. Their confidence was bolstered by the unwavering support of their friends whenever they talked among that group. It is in correlation with the findings of a study by Nurhayati et al. (2017) that the collaborative learning model has the potential to enhance students' self-confidence. The phase of the collaborative learning model that can potentially improve student self-confidence is sharing and teaching (Nur & Butarbutar, 2022). At this stage, students are expected to articulate their viewpoints and generate novel ideas or deepen their understanding of the topics they have discussed.

Speaking as Habits

Inviting the students to speak is an essential thing in teaching English. Students need to be brave without being afraid of making mistakes. In this case, the teachers tried to guide the students to speak English slowly in everyday communication by creating a program known as the English zone. There are some rules that students should obey. First of all, all students should speak in English every day. The activities are designed to simulate English as the primary or secondary language in which all communication activities are usually conducted in English, so participants must practice and refine their vocabulary and sentences verbally (Frimaulia & Azmi, 2023). Besides, the teachers typically would give more responsibility and opportunities to the students in the classroom, such as opening or closing the class.

Moreover, to optimize the learning process, teachers should be capable of implementing both forms of classroom teaching strategies to integrate theoretical knowledge with students' practical activities. This would benefit pupils' educational achievements, particularly in terms of their oral communication skills, grammatical proficiency, and vocabulary (Julio & Contreras, 2018). Hence, creating a supportive and positive classroom culture is crucial for cultivating English-speaking habits and thus enhancing students' comfort and motivation to engage in frequent speaking practice.

Giving Game

Playing games is essential to generate students' interest in learning. Game-based activities are critical to speaking classes since they establish a calm and pleasurable learning atmosphere that alleviates students' speaking apprehension (Jesmin & Ley, 2020). For many learners, particularly those who are introverted or lack confidence, conventional speaking exercises often elicit feelings of anxiety. Through the integration of games, educators can cultivate a more captivating environment in which pupils experience reduced stress, enabling them to concentrate on active communication rather than apprehension when speaking. This conducive atmosphere fosters greater engagement and elevates the likelihood of pupils expressing themselves openly, enhancing their oral proficiency. As also found by Ben El Moudden (2021), incorporating games in the classroom enhances the fluency of foreign language learners in four key areas: vocabulary acquisition, critical thinking, problem-solving, teamwork, and classroom participation.

Another notable advantage of incorporating games into speaking sessions is the augmentation of student engagement (Upadhyay, 2019). The need for teamwork and communication in games often catalyzes students to participate actively in meaningful discussions with their peers. Students develop and refine their real-life communication abilities by engaging in role-playing, team-based competitions, or narrative games. These interactive activities facilitate pupils' fluency development and expose them to various speaking styles, vocabulary, and conversational techniques, enhancing their overall language proficiency (Ho et al., 2019).

The Benefits of the Strategies

Improving Students' Speaking Confidence (Teachers as Guides and Speaking as Habit)

Teachers play a crucial role in enhancing students' speaking confidence by serving as mentors and assisting students in developing regular speaking routines. As mentors, teachers are vital in establishing a secure and nurturing educational setting where pupils can easily articulate their ideas. Their services encompass linguistic training, including correcting pronunciation and providing vocabulary and emotional support (Nhac, 2021). Through promoting active involvement and providing valuable feedback, teachers facilitate the progressive reduction of students' apprehension towards speaking, resulting in better speaking performance (Hamidi et al., 2022). Their function is to gently challenge pupils beyond their comfort zones, commenting their achievements and fostering potential for development through practical application.

Furthermore, regular engagement in English conversation is an effective strategy to enhance speaking confidence. Active participation in speaking exercises gives pupils greater familiarity with the language, diminishing fear and improving fluency (Mega & Sugiarto, 2020). Teachers can establish systematic patterns in which students begin each lesson with a brief oral activity or integrate speaking exercises into regular classroom exchanges. This series of routines facilitate the normalization of English speaking, enabling students to practice regularly within a low-pressure environment (Elbes & Oktaviani, 2022). Over time, students develop a greater sense of ease with the language and its repeated use results in enhanced self-confidence.

In addition, teachers can employ interactive techniques such as group discussions, debates, and role-playing to enhance the engagement and significance of verbal English communication. Through promoting English usage in authentic situations, educators facilitate the recognition of the pragmatic importance of students' abilities. These factors contribute to the enjoyment of studying and bolster students' confidence in speaking proficiency. By providing teacher guidance and ensuring regular practice, speaking English is transformed from a challenging endeavor into a familiar, manageable, and ultimately empowering experience for students (Razi et al., 2021).

Boosting Students' Understanding (Peer Tutors and Teachers as Guides)

By integrating peer tutors' employment with teachers' guiding function, pupils' comprehension in the classroom can be significantly improved. Peer tutoring is the act of students assisting each other, usually with more proficient learners guiding others who require extra academic assistance. This approach facilitates cooperative learning, allowing students to gain advantages from one another's viewpoints and explanations (Akkas, 2020). Moreover, peer tutors frequently elucidate ideas in more straightforward and relatable manners, enhancing their accessibility to their pupils. This peer contact cultivates a nurturing educational atmosphere wherein students exhibit greater ease in posing inquiries and discussing obstacles.

Likewise, the teachers could play a crucial role as mentors and facilitators in this model. Teachers guarantee the efficacy of peer tutoring by providing training and appropriate resources to student tutors to assist their peers (Namaziandost, Hashemifardnia, et al., 2019). They supervise the procedure, intervening to clarify complex ideas or provide additional clarification. Teacher supervision ensures the quality and accuracy of the information exchanged between tutors and learners while fostering student autonomy in the learning process. Teachers can also create activities that involve the deliberate pairing of students, assuring that peer tutoring sessions are both practical and advantageous for all participants (Utami et al., 2022).

Furthermore, integrating peer tutoring and instructor facilitation fosters a cooperative classroom environment, promoting active engagement and the resolution of problems (Munyoro, 2014). Instructors establish the structure for acquiring knowledge, while peer tutors provide supplementary, individualized assistance. This two-pronged strategy enhances students' comprehension of the subject matter and enables them to assume responsibility for their learning, promoting analytical thinking and self-reliance (Galegane, 2018). In addition, the reciprocal exchange of knowledge between students facilitates a more profound understanding of the subject while teachers offer the necessary guidance to ensure the learning process remains focused.

Promoting more Enthusiasm for Students (Peer Tutors and Games)

Fostering passion in the classroom can be accomplished by integrating peer tutoring and games, two dynamic techniques that enhance the engagement and interactivity of learning. Participating in peer tutoring enables students to assume active roles in teaching and learning, augmenting their sense of responsibility and engagement (Williamson & Paulsen, 2018). Facilitating mutual understanding of concepts among students strengthens their knowledge and fosters a sense of community inside the classroom to achieve learning success (Akkas, 2020). The adopted collaborative approach cultivates a conducive and encouraging environment that promotes active involvement and enhances the personal and meaningful nature of the learning process (Richards, 2006). Peer tutors frequently elucidate concepts in familiar manners, enhancing the engaging nature of classes for all participants.

Moreover, integrating games into the educational process is a potent method to enhance students' motivation (Ho et al., 2019). Games introduce an aspect of enjoyment and rivalry to the academic setting, therefore captivating students' attention and inspiring their commitment to active engagement. Incorporating interactive challenges or activities into lessons enhances students' engagement and concentration on the given subject. Games could be intentionally created to strengthen fundamental ideas, offer chances for verbal communication and problem-solving, or merely disrupt the monotonous nature of conventional teaching, therefore enhancing the learning experience with greater dynamism and enjoyment. A similar discovery was made by Ho et al. (2019), who showed that including games in speaking classes enhances students' motivation and improves their speaking skills. Therefore, as Klimova (2015) elucidated, games can be employed in the classroom to improve and stimulate students' necessary skills or knowledge and pinpoint their deficiencies in language proficiency.

In a nutshell, integrating peer tutoring and games transforms the classroom into a dynamic and lively environment where students acquire knowledge from each other while deriving pleasure from the learning experience. Peer tutors can guide or organize game-based activities, establishing a stimulating and competitive atmosphere where students engage in cooperative work while enjoying themselves. This strategy improves comprehension and renders acquiring knowledge pleasurable, cultivating eagerness and drive among students to engage and achieve success. Finally, the combination of peer tutoring and games transforms learning into a captivating and community-oriented experience that motivates students to participate actively in their education.

CONCLUSION

Implications

In theoretical implication can be stated that fear of committing mistakes in front of others, feelings of inferiority or inadequacy, and environmental pressure, such as a competitive school

atmosphere, can be considered obstacles to overcome. Therefore, teachers must acknowledge and implement the findings to effectively address the issues. However, in practical implication, the Schools will transition from conventional teacher-led education to dynamic settings that facilitate active learning and conversation by incorporating regular speaking exercises, peer cooperation, and speaking games during English lessons. Moreover, pupils may encounter less speaking apprehension by cultivating a nurturing and low-stress atmosphere. In this way, a classroom environment is established in which errors are regarded as an integral aspect of the learning process, enhancing the engagement of students who may otherwise be reluctant to communicate.

Conclusion

Strategies such as teachers acting as guides, peer tutoring, developing speaking habits, and including games are essential in promoting students' confidence in speaking English. Each of these methods actively addresses both the cognitive and emotional aspects of language acquisition, enhancing the general growth of speaking abilities in a nurturing and captivating way. The role of teachers as guides is to provide individualized assistance and create a conducive learning atmosphere, therefore diminishing anxiety and fostering students' exploration of speaking skills without apprehension of committing errors. Social connection in peer tutoring encourages collaboration and learning by enabling students to acquire knowledge from one another in a non-threatening setting. This not only enhances confidence but also cultivates a feeling of camaraderie among learners. Regular speaking as a habit fosters the integration of speaking into everyday routines. Through consistent exposure and diligent practice, students progressively enhance their fluency and self-assurance in articulating themselves in English. Games enhance the speaking practice by introducing a light-hearted and engaging component, reducing the emotional barrier and facilitating spontaneous language that resembles real-life interactions. These strategies collectively yield positive results in establishing a conducive atmosphere that fosters student motivation and support, substantially enhancing their oral communication skills and self-confidence. By integrating organized instruction, peer engagement, consistent practice, and captivating exercises, students are more prepared to surmount the obstacles of speaking in a second language and cultivate the self-confidence necessary for successful discourse.

Recommendation

The present study proposes that principals facilitate teachers' autonomy by granting flexibility in lesson preparation to incorporate student-led discussions and peer-to-peer learning activities. They can collaborate with educators to establish a friendly and nonjudgmental classroom environment where students can practice speaking without worrying about making mistakes. Besides, implementing oral exercises in everyday communication is also essential. These activities may encompass spoken reflections, presentations, or group deliberations. Furthermore, the principals can assist educators in integrating speaking games into the curriculum and provide supplementary materials for teachers to investigate different game-based language exercises. Besides, the Ministry of Education can provide professional development programs that educate teachers in communicative language teaching methodologies and classroom techniques to enhance students' oral proficiency. In addition, organizing workshops on emotional support and confidence building will provide teachers with valuable strategies to establish a classroom environment that fosters confidence, emotional security, and peer support during speaking exercises.

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