

## ABSTRACT

**Keisya Mujahidah, 1222040082, 2026.** This study aimed to explore the strategies employed by English teachers to overcome less-confident students in speaking activities within an English as a Foreign Language (EFL) classroom. Specifically, the study sought to identify the strategies implemented by the teachers, examine how these strategies contributed to the development of students' speaking confidence, and investigate the challenges encountered during their implementation. The study was conducted in response to the persistent issue of students' lack of confidence in speaking English, which frequently hindered their participation in classroom communication.

This study employed a qualitative research design. The participants consisted of two English teachers and eighth-grade students in an EFL classroom. Data were collected through classroom observations, semi-structured interviews with the teachers, and questionnaires administered to 45 students. The collected data were analyzed systematically to identify recurring themes related to the teachers' instructional strategies, students' responses toward the implemented strategies, and the challenges experienced throughout the teaching and learning process.

The findings revealed that the teachers implemented a variety of instructional strategies to foster students' confidence in speaking English. These strategies included providing guiding questions, modeling language use, offering positive reinforcement, encouraging active participation, and facilitating interactive speaking activities, such as role plays, group discussions, presentations, and game-based learning. Classroom observations demonstrated that these strategies promoted greater student engagement during speaking activities. The interview findings further indicated that continuous encouragement, appropriate scaffolding, and meaningful speaking opportunities gradually enhanced students' confidence. These findings were supported by the questionnaire results, which showed that the majority of students perceived teacher encouragement, constructive feedback, and collaborative speaking activities as influential factors in increasing their confidence to participate in English speaking activities.

In conclusion, the findings indicate that the implementation of supportive instructional strategies contributed positively to the development of students' confidence in speaking English within the EFL classroom. Although teachers encountered several challenges, including students' fear of making mistakes, varying levels of speaking proficiency, and limited exposure to English beyond the classroom, the consistent application of scaffolding, positive reinforcement, and interactive speaking activities created a more supportive learning environment that encouraged students to participate more confidently in classroom communication.

**Keywords:** *teacher strategies, speaking confidence, English speaking activities, EFL classroom, qualitative research.*