

CHAPTER II LITERATURE REVIEW

A. Social Expressions in Language Learning

1. The Definition and Scope of Social Expressions

Social expressions refer to the ways individuals communicate to convey feelings, thoughts, or social intentions in interpersonal interactions. According to Kirkpatrick (2008), social expressions include phrases such as greetings, farewells, apologies, offers of help, and expressions of emotion, all of which facilitate effective communication across various social contexts. Social expressions are used in settings ranging from direct dialogues to role-play activities, aiming to enhance both language accuracy and fluency (Kirkpatrick, 2008; Baldwin, 2021). Moreover, social expressions play a vital role in creating shared understanding and cultural connection, helping individuals adapt more effectively within social environments (Ino Sutrisno, 2024).

The scope of social expressions is extensive, encompassing a wide range of verbal and non-verbal utterances used in everyday interactions. Kirkpatrick (2008) identifies 30 common expressions, such as apologizing, offering congratulations, discussing plans, expressing uncertainty, and making promises. For example, the phrase "*Congratulations!*" is used to celebrate achievements, while "*I'm sorry*" conveys regret or empathy. Baldwin (2021) emphasizes the importance of role-playing practice in mastering these expressions, as it helps individuals understand both linguistic and social norms. Social expressions are not merely elements of language, but also cultural markers that reflect a society's values and customs.

Social expressions also encompass subtle aspects of language, such as intonation, context, and situational appropriateness. Baldwin (2021) explains that expressions like "*Excuse me*" are used to politely gain attention, while "*See you later*" serves as a farewell with the intent of meeting again. These

expressions reflect politeness strategies and emotional intelligence, both of which are essential for positive social interaction. Ino Sutrisno (2024) further notes that social expressions allow individuals to convey their identity and emotions within a social framework. Whether verbal or non-verbal, the choice of expression often carries deeper meanings and plays a key role in building effective relationships.

Another important aspect of social expressions is their role in enhancing cultural and interpersonal adaptation. By using expressions such as *"Thank you"* or *"You're welcome,"* individuals demonstrate an understanding of conversational norms grounded in mutual respect (Kirkpatrick, 2008). Baldwin (2021) emphasizes that social expressions help individuals navigate complex social dynamics, fostering a sense of mutual respect. In multicultural contexts, social expressions serve as bridges for cross-cultural understanding, enabling effective communication despite linguistic or cultural differences. Mastery of these expressions enhances an individual's ability to function effectively in diverse environments.

In conclusion, social expressions are a vital element of human interaction, encompassing a wide range of verbal and non-verbal utterances that facilitate effective communication. As explained by Kirkpatrick (2008), Baldwin (2021), and Ino Sutrisno (2024), these expressions enable individuals to convey emotions, intentions, and cultural identity across various social contexts. From simple greetings to complex intercultural exchanges, social expressions support meaningful relationships and foster social harmony. Mastery of these expressions not only enhances language skills but also strengthens a sense of togetherness, making them a crucial aspect of human communication in an increasingly connected world.

2. The Role of Social Expressions in Communication

Social expressions play a vital role in communication as they encompass the ways individuals convey emotions, intentions, and information, both verbally and non-verbally. According to Zahira (2025), in the context of English language teaching, social expressions help facilitate more effective communication between teachers and students, enabling better comprehension. In everyday life, social expressions form the foundation for building strong interpersonal relationships, allowing individuals to grasp the meaning behind messages, whether conveyed through words or non-verbal gestures (Lewar, 2023). Thus, the ability to use social expressions appropriately is a key component in enhancing the quality of communication and social interaction.

In language learning, social expressions not only clarify meaning but also strengthen interaction between teachers and students. Zahira (2025) explains that facial expressions, intonation, and body gestures can make learning materials more engaging and inclusive. Teachers who are skilled in using social expressions create a supportive learning atmosphere, increasing students' motivation to participate actively. This illustrates that social expressions are not merely tools of communication but also pedagogical strategies that support effective language teaching. In English language learning, the integration of social expressions becomes a crucial element that influences student success.

In social life, social expressions play a crucial role in building positive interpersonal relationships. According to Lewar (2023), effective communication involves non-verbal expressions such as eye contact, facial expressions, and body language. When used appropriately, these elements reinforce verbal messages, allowing for deeper connections. Without the proper use of social expressions, misunderstandings can occur, disrupting social and cultural dynamics within society. Therefore, it is essential to develop non-

verbal communication skills to foster more harmonious relationships and support meaningful interactions in daily life.

In the context of intercultural communication, social expressions also serve as a bridge to understanding cultural differences. Rakhmaniar (2023) mentions that emotions expressed through body language and non-verbal cues can have different interpretations in each culture. For instance, expressions of joy or disappointment may be understood differently depending on specific cultural norms. By understanding these variations, individuals can adjust their communication styles in multicultural contexts. This not only enhances the effectiveness of intercultural communication but also strengthens tolerance and appreciation for cultural diversity.

In conclusion, social expressions play a crucial role in enhancing communication effectiveness, whether in learning, social life, or intercultural interactions. Zahira (2025), Lewar (2023), and Rakhmaniar (2023) highlight the importance of using both verbal and non-verbal expressions to foster better understanding, strengthen interpersonal relationships, and build cultural tolerance. By mastering these skills, individuals not only improve the quality of their interactions but also contribute to the creation of harmonious social relationships in an increasingly connected world.

3. Cultural and Contextual Significance of Social Expressions

Social expressions play a crucial role in building and maintaining relationships between individuals in culturally diverse societies. In the context of globalization, social expressions not only reflect an individual's identity but also mirror the culture and values of the community. Understanding the influence of culture and social context on emotional communication becomes essential for creating harmony in intercultural interactions. As Cho (2024) points out, language and culture significantly contribute to shaping how emotions are expressed in various social contexts.

Local culture has a profound influence on social communication patterns. Culture provides rules and rituals that serve as guidelines for individuals to interact effectively. According to Sunata (2023), cultural norms such as ways of greeting, showing respect, or expressing emotions often form the foundation for building harmony in interpersonal communication. Values such as politeness and honesty embedded in local culture strengthen the effectiveness of social interactions.

On the other hand, globalization has introduced new challenges for social expression, particularly in urban or multicultural environments. As explained by Putri (2024), the younger generation tends to adopt Indonesian or international languages, leading to a decline in the use of ethnic languages. However, efforts to preserve local cultures and languages through education, social media, and digital technology continue to be made. Support from the government and educational institutions plays a crucial role in preserving local cultural values while enabling adaptation to the global context.

The interaction between local and global cultures demonstrates that social expressions are a dynamic phenomenon influenced by various factors, including cultural values, language, and social change. In multicultural societies, the ability to understand cultural differences is crucial for creating effective and harmonious communication. As noted by Cho (2024), analyzing language and culture can help in understanding the emotional dimensions of cross-cultural communication.

In conclusion, social expressions not only reflect an individual's identity but also serve as a mirror of broader cultural values and social contexts. A deep understanding of the influence of culture and context can help foster inclusive, effective, and harmonious communication. In the face of globalization challenges, the preservation of local culture through education and technology is key to maintaining cultural identity in social expressions.

4. The Relevance of Social Expressions in Language Learning

Social expressions play a crucial role in language learning because they reflect students' ability to master the language in practical and contextual settings. Expressions such as greetings, apologies, and thank-yous not only enrich language skills but also strengthen social connections within the learning environment. According to Pratiwy (2021), mastering social expressions demonstrates students' flexibility in adapting to various communication situations, both formal and informal. By understanding the social norms associated with language, students can communicate more effectively and build cross-cultural competence. This makes social expressions highly relevant in the language learning process, whether for everyday communication or professional contexts.

In language learning, the integration of culture and social context is crucial for deepening students' understanding of language usage. Hossain (2024) stated that language instruction that incorporates cultural elements creates a more relevant and meaningful learning experience. For example, students not only learn the structure of the language but also understand the social values that underlie its use. Thus, social expressions help students connect language with real-world practices, such as understanding the differences between formal and informal speech styles. Educators can utilize culture-based teaching methods to enhance both the linguistic and pragmatic competence of students, ultimately strengthening their communication in various contexts.

Pragmatic competence is also a crucial element in the effective use of social expressions. Research by AlShraah (2024) showed that students with high language proficiency are more skilled at using various forms of social expressions that align with the context. They are more sensitive to social distance and power dynamics in interactions, such as when making requests or offering suggestions. This indicates that language competence is not just about

understanding grammar or vocabulary, but also involves pragmatic awareness in communication. Therefore, language teaching should focus on developing pragmatic competence to help students understand the social dynamics in communication.

Social expressions also play a crucial role in creating an inclusive and supportive learning environment. According to Hossain (2024), cultural awareness in language teaching helps students feel more comfortable and confident in communication. For instance, students from different cultural backgrounds can learn to respect differences in speaking styles or ways of interacting. By providing opportunities for practicing social expressions, teachers can create a learning atmosphere that encourages collaboration and mutual respect. This not only enhances students' linguistic competence but also helps them develop essential social skills for success in a global environment.

Overall, social expressions hold significant relevance in language learning, particularly in building linguistic, pragmatic, and cross-cultural competence. By integrating cultural elements and social context, students can understand the language more deeply and use it appropriately in various situations. Research by Pratiwy (2021), Hossain (2024), and AlShraah (2024) emphasizes the importance of social expressions in language learning, both for interpersonal and professional communication. Therefore, language education must continue to develop teaching strategies that highlight the relevance of social expressions, enabling students to become effective communicators with a global perspective.

B. Speaking Skills in Second Language Acquisition

1. The Components of Speaking Skills

Speaking skills are one of the key aspects of second language learning, encompassing various components that support each other. According to Gass et al. (2020), pronunciation is a critical element because the clarity of sounds

and intonation directly impacts the effectiveness of communication. Fluency, or the ability to speak smoothly without long pauses that disrupt conversation, is also essential. Furthermore, a broad vocabulary and its appropriate use greatly affect the success of expressing ideas. Grammar structure plays a significant role in forming accurate and coherent sentences. By understanding these components, learners can develop better speaking skills, which not only support communication but also foster meaningful interactions in language learning.

In addition to linguistic aspects, pragmatic elements are also a crucial focus. Pragmatics involves the ability to understand social contexts and use language appropriately in everyday conversations (Gass et al., 2020). This aligns with the findings of Subramaniam et al. (2020), who highlight the importance of integrating text and audio in speaking instruction. These elements not only assist with pronunciation but also enrich vocabulary and enhance fluency. Access to flexible learning resources can create an engaging learning environment that supports the holistic development of speaking skills.

Student confidence is the foundation for mastering speaking skills (Amhar Amin Lar & Maulina, 2021). By understanding vocabulary, grammar, and pronunciation, students can feel more confident in expressing their ideas. Subramaniam et al. (2020) also emphasize that interactive learning designs, such as through mobile devices, offer opportunities for students to practice speaking anytime and anywhere. This approach allows students to explore their speaking abilities independently while simultaneously boosting their confidence.

The discourse component also needs to be emphasized in speaking instruction. Discourse management includes the ability to organize ideas coherently so that conversations are more structured and easier to understand (Gass et al., 2020). In addition, cultural context understanding plays a crucial role in social interactions. By understanding cultural values, students can adjust

their communication style to create more harmonious relationships. Through the integration of culture in speaking lessons, students not only learn the language but also gain insight into its social context.

Overall, speaking skills consist of various components, ranging from pronunciation, fluency, vocabulary, grammar, pragmatics, to discourse management. All of these elements are interconnected to build effective communication abilities. As suggested by Amhar Amin Lar and Maulina (2021), building confidence is a crucial step to ensure that students can speak fluently and confidently. With a holistic and integrated approach, speaking instruction can become more meaningful, relevant, and supportive of the overall development of students' language competencies.

2. Challenges in Developing Speaking Skills

The development of speaking skills in English as a foreign language presents various complex challenges for students. Despite having theoretical knowledge of English, many students struggle to apply it orally. As Ork, Yong et al. (2024) point out, oral language use in the classroom is often limited to the teacher, resulting in minimal opportunities for students to practice speaking. This situation creates barriers in building students' confidence and communication competence, slowing down the development of their speaking skills.

Classroom barriers, such as large class sizes and limited teaching time, also contribute to the challenges in developing speaking skills. Alvarez (2024) highlights that students struggle to receive individual attention, while limited time reduces their opportunities for speaking practice. The dependence on the mother tongue and pronunciation issues further exacerbate the situation, where students feel insecure about speaking. Affective factors such as anxiety and fear make students hesitant to engage in oral discussions.

During the COVID-19 pandemic, the challenges in developing speaking skills were further exacerbated. According to Ying (2021), online learning led to a lack of motivation and confidence, resulting in a fear of speaking in front of peers. Limited vocabulary and reduced interaction in virtual classrooms also became major obstacles. This highlights the importance of adaptive strategies to support students in improving their speaking abilities, particularly in situations with many limitations.

In addition to internal challenges, the lack of exposure to English outside the classroom complicates the learning process. As mentioned by Alvarez (2024), this limitation reduces students' opportunities to expand their vocabulary and practice speaking in real-life contexts. Students need a more holistic approach, including the integration of technology, practice-based activities, and a supportive learning environment to improve their speaking skills.

To overcome these challenges, effective strategies are needed to create a conducive learning environment. Reducing class sizes, increasing speaking practice time, and boosting students' confidence through innovative approaches are key solutions (Ork, Yong et al., 2024; Alvarez, 2024; Ying, 2021). By understanding the barriers students face, educators can design relevant methods to support the effective and sustainable development of speaking skills.

3. The Role of Fluency, Accuracy, and Pronunciation

Fluency, accuracy, and pronunciation are key components in mastering speaking skills in second language learning. Fluency reflects the ability to speak smoothly without excessive pauses, while accuracy focuses on the correct use of grammar, vocabulary, and pronunciation. Pronunciation, as an important element, helps enhance clarity in communication. These three elements are interconnected and contribute to effective speaking skills, though learners often

struggle to balance them. Understanding the role of each element is crucial for helping learners develop optimal communication abilities (Gafurov, 2023).

Fluency allows learners to communicate more naturally and spontaneously. In real conversation situations, fluency is crucial for maintaining the flow of communication without being interrupted by hesitation or long pauses. However, focusing too much on fluency may lead to linguistic errors that affect the meaning of the message. Therefore, it is important for learners to receive intensive practice that combines fluency and accuracy to ensure smooth communication without sacrificing correctness (Cendra & Sulindra, 2022).

Accuracy plays a crucial role in language learning as it ensures that the language used aligns with grammar and context. Studies show that students often prioritize accuracy due to the fear of making mistakes. This tendency can inhibit fluency and spontaneity in speaking. To address this issue, educators should encourage students to take more risks in speaking and provide constructive feedback that supports the improvement of accuracy while maintaining fluency (Martin-Rubio, 2021).

Pronunciation is a key element that supports fluency and accuracy. Clear pronunciation improves listener comprehension and minimizes the potential for misunderstandings. By using tools such as Praat and Audacity, learners can analyze and refine their spoken production in a more targeted way. This practice helps learners understand the phonological phenomena underlying English pronunciation, thereby boosting their confidence in speaking (Martin-Rubio, 2021; Gafurov, 2023).

The combination of fluency, accuracy, and pronunciation creates effective and comprehensive speaking skills. Educators must create a learning environment that supports the balanced development of these three elements. By providing continuous practice, constructive feedback, and interactive learning strategies, students can significantly improve their speaking abilities.

This approach not only strengthens students' communication skills but also boosts their confidence in various conversational contexts (Cendra & Sulindra, 2022; Gafurov, 2023).

4. Psychological Barriers to Speaking in a Second Language

Psychological barriers often present a major challenge in second language learning, particularly in speaking skills. Many learners experience emotional pressures such as anxiety, fear of making mistakes, and fear of negative evaluation. These barriers hinder students' willingness to communicate actively, ultimately impeding their speaking skill development (Amoah & Yeboah, 2021; Sobirova & Yuldasheva, 2025). Moreover, this pressure not only impacts their oral performance but also affects their motivation to practice the language consistently.

One of the biggest barriers is speaking anxiety. When students feel anxious, they tend to hesitate in expressing their ideas. Research shows that the fear of making mistakes and negative evaluation exacerbates the situation, making students reluctant to engage in speaking activities (Amoah & Yeboah, 2021). Therefore, it is essential for educators to understand these psychological dynamics and provide support to help students feel more confident when speaking.

A lack of confidence is also a significant factor in psychological barriers. Students often feel uncertain about their language abilities, which hinders their courage to speak in front of others. According to Himmatova (2023), this lack of confidence is closely linked to limited experience and insufficient support in speaking practice. By providing a safe and supportive learning environment, educators can help reduce this barrier.

In addition, the fear of making mistakes often becomes a major barrier in the development of speaking skills. This fear causes students to prefer staying silent rather than taking the risk of making errors. Sobirova and Yuldasheva

(2025) emphasize the importance of creating enjoyable and pressure-free learning activities, allowing students to learn from their mistakes without fear. Activities such as group discussions and real-life simulations can serve as effective solutions.

In conclusion, psychological barriers such as anxiety, lack of self-confidence, and fear of making mistakes are challenges that affect students' speaking abilities in a second language. To overcome these obstacles, educators need to create a supportive and motivating environment, as well as implement strategies such as regular speaking practice and providing constructive feedback (Amoah & Yeboah, 2021; Himmatova, 2023). By doing so, students can develop their speaking skills more effectively and confidently.

C. Strategies to Build Confidence in Speaking

1. Creating a Supportive Learning Environment

Creating a supportive learning environment is a fundamental aspect of improving both the quality of education and student well-being. A conducive learning environment is not only determined by physical aspects, such as comfortable classrooms and adequate learning resources, but also by psychological and pedagogical elements that ensure every student feels valued and supported (Sunil, 2024). Teachers play a crucial role in designing flexible teaching strategies, building open communication, and fostering an inclusive and welcoming atmosphere for all students. Additionally, the involvement of parents and other stakeholders is vital in strengthening the support system for students. By implementing these principles, schools can create an environment that optimally promotes students' intellectual, social, and emotional development.

In the context of primary schools, a supportive learning environment significantly influences the effectiveness of learning. Teachers need to pay attention to physical factors, such as an ergonomic classroom layout and the use

of visual and audiovisual aids to clarify the concepts being taught (Tahir, 2024). Additionally, psychological aspects also play a vital role, as students require a safe and comfortable atmosphere to foster their interest and motivation in learning. The use of interactive teaching methods, such as group discussions and project-based learning, can enhance student engagement in the learning process. Therefore, a supportive learning environment in primary schools will help students achieve better academic performance and improve their critical thinking skills.

Collaboration between teachers, educational staff, and school administration is key to creating an inclusive and supportive learning environment. Studies have shown that professional collaboration, where responsibilities and strategies are shared, can enhance the quality of education and strengthen the inclusivity of learning (Lakkala et al., 2021). Schools in various countries have implemented this collaborative model by involving teachers in regular discussions and training to enhance their teaching skills. By building an open and supportive learning community, teachers can be more effective in addressing classroom challenges and providing more personalized attention to students in need. Therefore, a collective approach in education is crucial to creating a truly inclusive learning environment.

In addition to pedagogical aspects, emotional support within the learning environment plays a crucial role in building students' self-confidence. Teachers who provide positive feedback and create an atmosphere free from intimidation help students feel more comfortable expressing their opinions and asking questions when they encounter difficulties (Sunil, 2024; Tahir, 2024). Furthermore, the provision of guidance and counselling services in schools can assist students in overcoming academic and social challenges they face. With a student well-being-oriented approach, the learning environment can become a place that supports the development of students' personalities and

independence. Therefore, it is essential for schools to continually evaluate their strategies in creating an environment that fosters holistic student growth.

Overall, creating a supportive learning environment requires a holistic and sustainable approach. By integrating physical, psychological, and pedagogical factors, schools can ensure that every student has equal opportunities to thrive. Collaboration among teachers, parents, and other stakeholders is crucial in building an effective support system. Additionally, regular reflection and evaluation of policies and strategies implemented are necessary to continuously improve the quality of education. With a strong commitment from all involved parties, a supportive learning environment can serve as the foundation for both academic success and the emotional well-being of students.

2. The Use of Feedback and Positive Reinforcement

The use of feedback and positive reinforcement plays a crucial role in enhancing the effectiveness of learning and the development of student skills. Constructive feedback helps students understand their strengths and weaknesses, while positive reinforcement encourages intrinsic motivation to continue learning and growing (Bashir et al., 2020; Schneider & Sanguinetti, 2021). In an academic environment, this approach not only improves student performance but also builds confidence and independence in completing tasks. Teachers who provide clear and specific feedback can help students correct their mistakes more effectively and guide them toward achieving higher academic standards. Therefore, the combination of constructive feedback and positive reinforcement can create a more meaningful learning experience.

In practice, providing effective feedback should include specific, relevant elements and be delivered promptly after a task is completed. Good feedback not only highlights mistakes but also provides actionable solutions that students can apply to improve their work (Abdellaoui & Grazib, 2025).

Positive reinforcement, such as praise or acknowledgement of students' efforts, plays a key role in enhancing their motivation to continue learning. Research shows that when students receive constructive feedback, they are more likely to reflect on their learning process and rely less on external help, including AI-based technology. Therefore, this strategy is crucial in fostering a growth mindset and improving students' academic independence.

Moreover, in the context of sustainability, feedback and positive reinforcement can be applied to encourage more responsible and sustainable behaviours (Bashir et al., 2020; Schneider & Sanguinetti, 2021). Studies have shown that when individuals receive feedback about the impact of their actions on the environment, along with recognition for their positive contributions, they are more likely to adopt sustainable habits in the long term. This also applies in the educational context, where students who are consistently supported through feedback and positive reinforcement are more motivated to develop their skills and are more committed to applying principles of sustainable learning.

Thus, the combination of feedback and positive reinforcement is crucial in enhancing the effectiveness of learning and fostering more productive and responsible behaviours. Teachers, educators, and other stakeholders need to systematically adopt this approach to comprehensively support the academic development and skills of students. Proper implementation of this strategy not only benefits individuals but also creates a more conducive and sustainable learning environment. By encouraging self-reflection and intrinsic motivation through feedback and positive reinforcement, students can achieve optimal learning outcomes and become better prepared to face future challenges.

3. Incorporating Role-Playing and Simulations

The integration of role-playing and simulation in education provides an innovative approach to enhance student engagement in learning. This method allows students to experience real-world situations through roles they play in

simulations, thus deepening their understanding of the concepts being taught (Visser, 2024). By placing students in contexts resembling professional or social experiences, they can develop more profound cognitive and emotional skills. Additionally, this approach makes learning more interactive and engaging, boosting student motivation to actively participate in the learning process.

In the context of technology, the use of role-playing and simulation has proven effective in helping students understand the dynamics of stakeholders involved with new technologies (Visser, 2024). Methods like Theatrical Technology Assessment (TTA) combine elements of improvisational theatre with technology evaluation, allowing students to simulate interactions between various stakeholders. Through this experience, students can develop better empathy and communication skills while gaining a deeper understanding of the challenges and opportunities associated with technological advancements. Therefore, this method not only enhances academic understanding but also equips students with practical skills needed in the workforce.

In addition to the field of technology, role-playing and simulation also play a significant role in the teaching of computer-assisted translation (CAT) (Zappatore, 2023). Through the CATDeM method, students engage in simulations of professional translation projects that reflect real-world working conditions. By experiencing realistic workflows, students can develop skills such as project management, interpersonal communication, and problem-solving. Feedback from students indicates that this approach enhances their understanding of the complexities of the translation field and improves their preparedness to face challenges in the professional world.

Overall, role-playing and simulation are effective learning strategies in various fields, including technology and translation. By providing firsthand experience in realistic situations, these methods not only enrich theoretical understanding but also sharpen the practical skills necessary for real-life

applications (Shanahan, McDonell, & Reynolds, 2023). Therefore, the implementation of these methods within the educational curriculum can enhance learning effectiveness and better prepare students to face future challenges with greater confidence and competence.

4. The Importance of Peer Collaboration

Peer collaboration plays a crucial role in enhancing the effectiveness of learning across various disciplines. Through dynamic social interactions, students can share knowledge, develop critical thinking skills, and boost their confidence in completing academic tasks (Elbaoui Shaddad & Jember, 2024). Methods such as Peer Collaborative Learning (PCL) and practice-based learning approaches demonstrate that peer collaboration not only deepens the understanding of concepts but also increases student engagement in the learning process (Wu & Gong, 2021). Therefore, implementing collaborative strategies in education is essential to support the intellectual and social development of learners.

One of the main benefits of peer collaboration is enhancing the effectiveness of knowledge distillation and facilitating more efficient information transfer. In the PCL method, each acts as an active learning partner, enabling a richer exchange of ideas and improving the generalisation of understanding a particular subject (Wu & Gong, 2021). In the context of machine learning, this approach has been shown to strengthen model stability and promote better adaptation across various scenarios. Moreover, in other educational fields, peer collaboration helps learners refine communication skills and work together to solve complex academic challenges (Markowski et al., 2021).

In the field of health education, the application of collaborative learning models allows students to gain deeper practical experience. Through cooperation in real-world environments, students can share knowledge and

develop teamwork skills that are crucial for their professional careers (Markowski et al., 2021). By sharing experiences and reflections, students become more confident in tackling various challenges in the workplace, reducing academic anxiety, and enhancing their readiness to perform their professional roles. This demonstrates that collaboration not only benefits the academic realm but also has long-term impacts on students' professional preparedness.

With the various benefits it offers, peer collaboration should continue to be encouraged across various educational contexts. This approach not only helps improve academic understanding but also builds crucial interpersonal skills necessary in the professional world (Elbaoui Shaddad & Jember, 2024). Additionally, the social interactions that occur in the collaborative process provide opportunities for students to support one another and foster an inclusive learning environment. Therefore, educational institutions need to design strategies that facilitate collaboration among students to enhance learning outcomes and their professional readiness.

D. Interaction and Its Role in Language Development

1. Theories of Interaction in Language Learning

The interaction theory in language learning emphasises that communication and social engagement play a crucial role in second language acquisition. According to the interaction model, meaningful interactions can accelerate the learning process by creating opportunities for students to use the language in real contexts (Shawaqfeh et al., 2024). Through interaction, students receive immediate feedback that helps them understand their strengths and weaknesses in language use. Moreover, interactions between students and teachers, as well as among students themselves, can enhance communication skills and cultural understanding, thereby fostering a more effective learning environment.

Interaction in language learning not only involves the exchange of information but also the understanding of how meaning is constructed in communication. Research indicates that effective interaction can enhance students' language abilities by providing opportunities to practice speaking, listening, and understanding the social nuances of communication (Lubis et al., 2025). Furthermore, the feedback given during interactions helps students correct mistakes and improve their skills in using the language more accurately. Therefore, interaction becomes a crucial strategy in language teaching as it allows students to gain direct experience in using the target language.

The interactionist theory developed by Vygotsky emphasizes that language development is heavily influenced by social interaction. The concept of the Zone of Proximal Development (ZPD) explains that individuals can reach their highest potential with support from others, such as a teacher or more experienced peers (Alharbi, 2023). The scaffolding strategy in interactions allows students to receive the appropriate guidance, which ultimately helps them become more independent in using the language. Research shows that well-guided interaction-based learning can significantly improve language skills, including understanding language structure and function.

Overall, the interactionist theory in language learning emphasizes that communication and social engagement are key factors in the language acquisition process. By applying effective interaction strategies, educators can create a learning environment that optimally supports the development of students' language skills. Interaction not only aids in understanding the language technically but also boosts students' confidence in using it in real-life situations. Therefore, an interaction-based approach should be an integral part of language teaching methods to ensure better learning outcomes.

2. Interactive Activities in Language Classrooms

Interaction in the language classroom plays a crucial role in the development of students' language skills. Interactive activities such as group discussions, role-playing, and storytelling provide students with opportunities to practice speaking and use new vocabulary in meaningful contexts (Omar et al., 2020). Research shows that an interactive learning environment enhances students' confidence in using the language, while also enriching their learning experience through peer collaboration. Thus, implementing interactive activities in language teaching can improve students' communication skills and create a more positive learning atmosphere that effectively supports their language development.

Various interactive activities, such as group discussions, role-playing, and collaborative tasks, enable students to develop speaking skills in a supportive environment. These activities provide opportunities for students to use the language in real-life situations, which helps them gain a better understanding of language structures (Lesiana et al., 2024). Furthermore, through active participation in interactive tasks, students can learn from their mistakes and receive immediate feedback from teachers and peers. Therefore, integrating interactive activities into language classrooms is essential for significantly improving students' communication competence.

Technology also plays a crucial role in supporting interactive activities in language classrooms. The use of tools such as Conversational AI (CAI) enables students to practice speaking and listening in more authentic contexts (Ji, Han, & Park, 2024). Through interaction with this technology, students can independently enhance their communication skills without being limited to in-class interactions. Furthermore, integrating technology into language learning can enrich students' learning experiences by offering a variety of engaging and relevant activities. Thus, technology can serve as an effective tool to reinforce the effectiveness of interactive activities in language classrooms.

The implementation of interactive activities in language teaching has a significant positive impact on students' communication skills development. By providing opportunities for students to actively participate in the learning process, these activities can enhance their understanding of the language and encourage greater confidence in communication. Moreover, the use of technology in interactive activities can further enrich students' learning experiences and increase their engagement in the classroom. Therefore, systematically integrating interactive activities into language instruction is essential for creating an effective, dynamic, and enjoyable learning environment.

3. Peer Interaction and Mutual Support

Peer interaction and mutual support play a crucial role in language learning, especially in social contexts. Through these interactions, students can share experiences, actively listen to one another, and provide constructive feedback, all of which contribute to the development of language skills (Fisher et al., 2020). Research indicates that peer support not only helps in overcoming learning challenges but also creates a safe and supportive environment. In such a positive learning atmosphere, students feel more confident in using the target language and are more motivated to actively participate in learning activities. Therefore, peer interaction and mutual support significantly enhance students' communication skills and emotional well-being.

One of the main benefits of peer interaction is the opportunity to share knowledge and help each other understand the material. In collaborative learning activities, students can engage in discussions, exchange ideas, and provide and receive constructive feedback (Broputo & Rutaro, 2024). Studies show that environments that encourage such interactions can boost students' confidence and motivation in using the target language. Moreover, learning experiences gained from peers are often more meaningful because they occur

in a more relaxed and non-threatening setting. Therefore, facilitating positive peer interactions is a key factor in successful language learning.

In addition to knowledge sharing, peer interaction also fosters a collaborative and supportive learning environment. Through this process, students not only acquire language skills but also develop social abilities such as cooperation and empathy (Lam, 2024). The support provided by peers can help students feel more comfortable experimenting with the language they are learning, without fear of making mistakes. As a result, they can improve their communication skills more effectively. A learning environment that promotes peer interaction not only enhances academic understanding but also helps students develop interpersonal skills that are essential in everyday life.

Considering its numerous benefits, peer interaction and mutual support should be systematically integrated into language learning. Teachers can design activities that involve group discussions, collaborative tasks, and feedback sessions that engage all students (Fisher et al., 2020; Broputo & Rutaro, 2024; Lam, 2024). This approach not only enriches the learning experience but also fosters a supportive learning community. Through positive peer interactions, students not only enhance their language skills but also build greater self-confidence and motivation in the learning process. Therefore, peer-based interaction approaches should be widely implemented in language education to support both academic and social development.

4. Benefits of Interaction for Speaking Confidence

Interaction plays a vital role in enhancing an individual's confidence in speaking. When people actively engage in speaking across various situations, they can overcome anxiety and fear that often hinder communication. Interactions that occur in supportive environments, such as group discussions or the use of technology-based conversational agents, allow individuals to feel more comfortable and confident. Moreover, repeated interaction naturally

improves speaking skills, enabling individuals to express ideas more clearly and effectively (Ma et al., 2023; Difuza, 2025).

Cooperative learning has proven to be effective in boosting speaking confidence. Through collaborative activities such as discussions, role plays, and presentations, students have opportunities to practice speaking in a supportive setting. In this context, students feel more comfortable speaking because they receive encouragement from peers, which helps reduce anxiety related to speaking a second language. Frequent engagement in such interactive activities significantly develops their communication skills. Research shows that the more often students participate in speaking activities, the greater their confidence becomes in using the language (Difuza, 2025).

Moreover, technology has played a crucial role in promoting interaction that enhances speaking confidence. Technology-enhanced learning environments, such as smart classrooms, encourage students to be more active in communication. The use of intelligent technologies in the classroom allows students to interact more frequently and express their opinions in dynamic settings. This increases students' speaking frequency and initiative during class discussions. Thus, technological support not only enriches the learning experience but also strengthens their speaking confidence (Zhan et al., 2021).

Overall, interaction has a significant impact on speaking confidence. Whether through cooperative learning or innovative technology, repeated and supportive interaction provides individuals with opportunities to improve their communication skills. A safe and collaborative environment enables learners to overcome their fear of speaking and develop stronger speaking abilities. Therefore, educators need to create meaningful interaction opportunities to help students become more confident speakers in various contexts (Ma et al., 2023; Difuza, 2025; Zhan et al., 2021).

E. Integrating Social Expressions in Speaking Activities

1. Designing Speaking Activities with Social Expressions

Designing speaking activities with social expressions is crucial in language learning, particularly to enhance students' communication skills. These activities not only focus on linguistic aspects but also on how students express emotions and interact socially (Nguyen et al., 2024). In a collaborative learning environment, using speaking strategies that incorporate social expressions helps students understand a broader communication context. With this approach, students learn to adjust their language and expressions according to the communication situation they are facing.

One effective strategy is synchronous group discussions, which allow students to practice expressing their opinions and feelings more naturally (Nguyen et al., 2024). Through direct interaction, students can develop better speaking skills and increase their confidence in conveying ideas. Additionally, role-playing activities can help students understand the dynamics of more complex social communication (Oliveira, 2024). This approach allows students to practice using body language, intonation, and facial expressions while speaking.

Furthermore, a collaborative learning model based on performance assessment plays a crucial role in enhancing students' speaking skills (Nurhayatin et al., 2023). By involving students in the evaluation and reflection of their speaking performance, this method helps build their confidence as well as their ability to communicate in public. This approach allows students to receive constructive feedback, enabling them to address weaknesses and develop better speaking skills. As a result, socially interactive learning not only enriches linguistic abilities but also enhances students' preparedness for real-life communication situations.

By implementing speaking activities based on social expression, students can learn to communicate more confidently and effectively. Interactions supported by appropriate teaching strategies enable them to hone their speaking skills more comprehensively, both linguistically and socially (Nguyen et al., 2024; Oliveira, 2024; Nurhayatin et al., 2023). Therefore, designing speaking activities that take into account social aspects is crucial for creating meaningful and sustainable learning experiences for students.

2. Role-Playing Real-Life Scenarios

Role-playing in real-life scenarios is an effective method in language learning, as it allows students to practice communication skills in relevant and realistic contexts (Nazarov, 2022). By using this technique, students can develop their speaking abilities more interactively and enjoyably, where they can express emotions and interact with their peers in situations resembling everyday experiences. For example, through simulations such as job interviews or conversations in a restaurant, students not only learn vocabulary and sentence structures, but also gain an understanding of the social and cultural nuances involved in communication. Research shows that role-playing methods can boost students' confidence in speaking and help them internalize the language skills necessary to communicate effectively in real-life situations.

By involving students in activities that mimic real-life situations, such as interacting in a restaurant or conducting job interviews, they can practice using the language in a more natural and contextual way (Crisianita & Mandasari, 2022). This method not only helps students develop vocabulary and sentence structures, but also boosts their confidence in communication. Additionally, through interaction in small groups, students can improve their listening skills and responses, which are crucial for effective communication. Role-playing-based learning also provides opportunities for students to hone negotiation, persuasion, and problem-solving skills in the target language. As a

result, they can better understand the dynamic use of language that aligns with the communication needs in real-life situations.

In addition to aiding in linguistic aspects, role-playing also has a positive impact on students' social skills (Tu et al., 2024). By engaging students in activities such as interacting in a market, conducting interviews, or negotiating, they practice using language in relevant and realistic contexts. Through direct interaction with classmates, students learn to express emotions and understand the social nuances involved in communication. Moreover, the experience of communicating in a supportive environment helps students overcome the anxiety of speaking in public. Research shows that role-playing techniques can increase student engagement and facilitate deeper learning, preparing them better for real-life situations.

Overall, role-playing in real-life scenarios is an effective teaching strategy for improving students' speaking and communication skills. By integrating both linguistic and social aspects into this activity, students not only learn to use language with more confidence but also understand how to interact effectively in various situations. Through this method, they can experience deeper and more meaningful learning, ultimately enhancing their readiness to communicate in everyday life. Therefore, this approach is worth implementing in various language learning contexts to help students achieve better communication competence.

3. Teaching Contextual Use of Social Expressions

Teaching the contextual use of social expressions is a crucial aspect of developing students' communication skills, especially in language learning. Students need to understand how to choose and use appropriate expressions based on the social situations they encounter. In this context, it is essential for students to know the difference between formal and informal situations and how to adapt to the social norms that apply in these various contexts. Instruction

that emphasizes the use of appropriate social expressions can help students interact more confidently and effectively (Alshraah et al., 2024; Tai, 2024; Moydinova, 2024).

Through an approach based on teaching the contextual use of social expressions, students are given the opportunity to practice using the appropriate expressions in different social situations. For example, through role-playing or simulations, students can demonstrate appropriate phrases in both formal and informal conversations. This helps them internalize speaking skills that are relevant to different social contexts. This approach not only enhances speaking ability but also increases students' social awareness of norms and customs prevalent in society (Alshraah et al., 2024; Tai, 2024).

Furthermore, teaching the appropriate use of social expressions plays a vital role in enriching students' understanding of the nuances of language. Students are trained to recognize the differences in how to speak in various situations, enabling them to adjust their expressions according to the context. For example, students who are taught how to speak politely in formal meetings or trained to speak casually at social events will be better prepared for interactions in everyday life. In this way, contextual learning helps students build more effective and adaptive communication skills (Moydinova, 2024).

In conclusion, teaching the contextual use of social expressions has a positive impact on students' communication skills. By understanding and applying expressions that are appropriate for social contexts, students can interact more effectively and confidently in various situations. This approach not only strengthens their speaking abilities but also develops social awareness, which is crucial for successful communication in a multicultural society. Therefore, integrating the teaching of social expressions into language learning is essential to support the comprehensive development of students' communicative competence (Alshraah et al., 2024; Tai, 2024; Moydinova, 2024).

4. Evaluating the Impact of Social Expressions on Speaking Skills

Evaluating the impact of social expressions on speaking skills is crucial in the context of language learning, particularly English as a Foreign Language (EFL). Research shows that the appropriate use of social expressions such as body language, intonation, and verbal expressions can significantly enhance students' speaking abilities. One approach to assess this impact is through activities like interviews, which provide students with opportunities to practice speaking in more realistic situations. By incorporating social expressions into speaking exercises, students not only refine their speaking skills but also build confidence in communication (Idham et al., 2024; Escandallo & Baradillo, 2024).

In a study by Escandallo and Baradillo (2024), it was found that social expressions play a crucial role in increasing student engagement, which in turn boosts their speaking skills. Students who have good social expression skills tend to be more actively involved in speaking activities, helping them become more confident and proficient in communication. The findings highlight that teaching social expressions should be integrated into the curriculum, as it not only impacts speaking skills but also enhances students' confidence in public speaking (Escandallo & Baradillo, 2024).

In addition, Nasrun (2021) in his research demonstrated that teaching social expressions in the classroom also has a significant impact on students' speaking skills. Through social interactions that involve good social expressions, students can develop their speaking abilities more fluently. Aspects such as discipline, respect, and responsibility taught in the social context of the classroom can encourage students to be more confident in speaking. This research provides evidence that teaching social expressions can strengthen students' speaking skills and increase their motivation to engage in public speaking activities (Nasrun, 2021).

In conclusion, evaluating the impact of social expressions on speaking skills is crucial in language learning. Proper teaching of social expressions can enhance students' speaking abilities by boosting their confidence and fostering better social awareness. Therefore, it is important for educators to integrate social expressions into the curriculum so that students can master effective speaking skills in various social contexts. With the right approach, students will not only improve their speaking abilities but also develop stronger and more adaptive communication skills (Idham et al., 2024; Escandallo & Baradillo, 2024).

F. Conceptual Framework

This conceptual framework is constructed to explain the relationship between the main variables of the research, referencing relevant theories that underlie the processes, influences, and outcomes of the phenomenon being studied systematically.

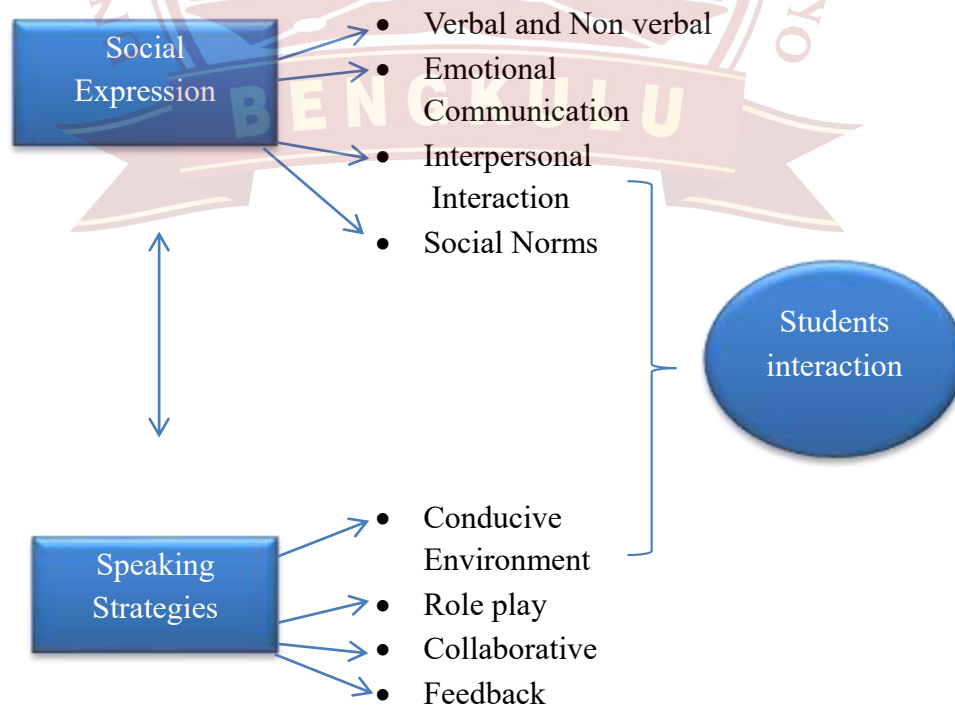


Figure 1. Conceptual Framework

The concept of social expression, which encompasses both verbal and non-verbal communication in emotional and personal interaction contexts, is a crucial element in the language learning process. When students communicate through words (verbal) as well as body language and facial expressions (non-verbal), they are not only conveying information but also emotions that foster closeness and interpersonal understanding. In this context, social norms serve as guidelines that regulate how students appropriately express themselves in social contexts, allowing them to interact more adaptively and be accepted within the school environment. Understanding this aspect can encourage an increase in students' confidence in speaking and contribute to the development of an active and harmonious classroom interaction.

On the other hand, speaking strategies involve various pedagogical approaches such as creating a conducive learning environment, implementing roleplay methods, using collaborative techniques, and providing constructive feedback. A supportive environment serves as the primary foundation for improving the quality of learning and student well-being. Through roleplay and collaborative methods like group discussions, students gain opportunities to practice oral communication in relevant and realistic situations. Furthermore, feedback from teachers and peers contributes to self-reflection and the continuous improvement of speaking skills.

Thus, social expression and speaking strategies have a complementary relationship. Social expression enables students to convey emotions and intentions more clearly, while speaking strategies provide techniques and approaches to effectively develop speaking skills. The integration of both in the English language learning process plays a crucial role in creating an inclusive and supportive environment, where students feel safe, confident, and actively engaged in communication.

G. Some Related Previous Studies

Research on social expression in speaking highlights the role of language expression in enhancing students' communication skills in English language learning. Chasanah (2024) found that the use of English expressions can improve verbal interaction, speaking fluency, and students' confidence. Sari and Maharini (2023) showed that methods based on daily conversation expressions help students master vocabulary and speak more effectively. Meanwhile, Fitratullah (2023) emphasized the importance of social-emotional competence in language learning to help students convey ideas more comfortably. Overall, these studies conclude that social expression supports the development of students' communication through interaction and the right teaching strategies.

Several researchers have researched strategies to increase confidence in speaking. Abdullah et al. (2021) studied the effects of the Flipped Classroom Model (FCM) on students' speaking confidence and found significant improvement in students' confidence. Meanwhile, Wijaya (2024) identified effective speaking teaching strategies, with results showing that authentic and enjoyable learning methods can boost the confidence of EFL students. Additionally, research by Mayekti et al. (2025) using project-based learning (PBL) methods found that this approach significantly improves speaking skills and students' confidence. These findings affirm that innovative teaching strategies contribute to increasing confidence in speaking.

Research on interaction in speaking skills highlights the role of teaching strategies, interactive methods, and the learning environment in improving students' communication abilities. Tahang et al. (2025) demonstrated that the use of interactive approaches, such as role-play and group discussions, is effective in enhancing English speaking skills. However, some students still face difficulties in distinguishing between formal and informal greetings. Choirul Amri and Kurniawan (2023) emphasized that appropriate learning strategies and good classroom management play an essential role in improving language skills.

Meanwhile, Nur Wahyuni et al. (2025) found that a supportive learning environment can boost students' confidence in speaking. Overall, previous research affirms that interactive teaching methods and a positive learning environment significantly contribute to improving students' speaking skills.

Research on English language learning in junior high schools has highlighted various strategies to enhance students' skills. Asnawi et al. (2025) investigated the application of Think Aloud and Question Answer Relationships (QARs) strategies to improve students' reading comprehension, which proved effective in developing critical reading skills. Meanwhile, Tarigan & Luardiani (2021) found that questioning strategies such as probing, rephrasing, and repetition helped enhance classroom interaction. Purba & Aritonang (2022) showed that role-play strategies contributed significantly to the improvement of students' speaking skills. Overall, this research emphasizes that interactive approaches and appropriate strategies can enhance junior high school students' English language skills.

Previous research has highlighted various aspects of English language learning in junior high schools, including the use of social expression in speaking (Chasanah, 2024; Sari & Maharini, 2023; Fitratullah, 2023), strategies to increase students' confidence in speaking (Abdullah et al., 2021; Wijaya, 2024; Mayekti et al., 2025), and the role of interaction and the learning environment in supporting students' speaking skills (Tahang et al., 2025; Choirul Amri & Kurniawan, 2023; Nur Wahyuni et al., 2025). However, these studies have not specifically examined how teaching strategies can integrate social expression in speaking interactions to build students' confidence. Moreover, most research has focused on general teaching methods or project-based strategies without specifically addressing how social expression can be systematically applied in classroom interactions.

This study offers novelty by examining strategies that specifically integrate social expression in speaking interactions to build students' confidence in English language learning at junior high school. Unlike previous research, which only

addressed social expression or teaching strategies separately, this study combines both to create a more holistic approach. Additionally, this research will be conducted in the context of eighth-grade students at MTs Humaira in Bengkulu City, providing new insights into the application of social expression-based strategies in Islamic educational environments. The findings of this study are expected to contribute to the development of more effective communication-based teaching methods that enhance verbal interaction and students' confidence.

