



The Correlation Between Informal Peer Communication in English and Students' Self-Confidence in Speaking English in Class at MAS Pondok Pesantren Syafa'aturrasul

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Abstract. This study aims to determine the relationship between informal peer communication in English and students' self-confidence in speaking English in class among twelfth-grade students of MAS Pondok Pesantren Syafa'aturrasul. The research employed a quantitative approach with a correlational design. The sample consisted of all 64 twelfth-grade students selected using a total sampling technique. Data were collected through questionnaires on informal peer communication and self-confidence in speaking English. Data analysis was carried out using SPSS 26 with normality, linearity, and Pearson Product-Moment correlation tests. The results showed a strong and significant positive relationship between informal peer communication in English and students' self-confidence in speaking English in class ($r = 0.690$; $p < 0.05$). This indicates that the more frequently students engage in informal communication in English with their peers, the higher their self-confidence in speaking English in class. The study highlights the importance of peer interaction in enhancing students' confidence and encourages teachers to create a supportive environment that fosters English communication practice among students.

Keywords: Correlation, Informal Peer Communication, Self-Confidence, Speaking English, Student Interaction

1. BACKGROUND

English has become a global language and plays an essential role in communication, education, and career opportunities and also English language is spread all over the world into almost all the fields (Melnik 2024). Among the four language skills, speaking is considered the most challenging because it requires not only linguistic competence but also psychological readiness such as self-confidence (Samosir 2022). In order to speak fluently and effectively in any situation, a person needs to have a certain level of self-confidence (Pham et al. 2021).

In language-learning environments such as MAS Pondok Pesantren Syafa'aturrasul, students are encouraged to use English during "English Weeks," where English serves as the primary medium of daily interaction, this communication in English can also enable exchange experiences with one another (Huriyah et al. 2020). However, classroom observations indicated that only some students were actively involved in speaking activities, while others preferred to remain quiet.

Considering these circumstances, this research seeks to explore the correlation between informal peer communication in English and students' self-confidence in speaking English in class at MAS Pondok Pesantren Syafa'aturrasul. The findings are expected to contribute to a better understanding of how peer-based interaction can support language learning and provide insights for teachers in creating effective learning environments.

2. LITERATURE REVIEW

Self-confidence can be defined as the learner's attitude toward their capability to communicate clearly in English and their willingness to take risks during the language learning process (Ghafar 2023). Having self-confidence means believing in one's own capacity and skills, as well as being willing to accept personal shortcomings or mistakes without feeling anxious or afraid (Messaoud 2022).

Informal peer communication refers to natural and unstructured interactions among students outside formal classroom settings (Ogba et al. 2020), peer support is essential for students' emotional and academic growth (Li 2025). Peer interaction provides advantages for teachers in organizing and facilitating classroom learning activities (Zhang, Liang, and Wang 2024).

Several previous studies have indicated that engaging in informal peer communication contributes to students' academic development, especially in enhancing their English-speaking ability and fostering greater self-confidence (Susilowati & Kusumaningtyas 2025; Schmerse 2021; Nhan 2024)). However, only a few studies have specifically examined the correlation between informal peer communication in English and students' self-confidence in speaking, particularly within Islamic senior high school settings where English is used in daily interactions. This research gap highlights the significance of the present study.

3. REASERCH METHOD

This research employed a quantitative approach with a correlational design. The population consisted of 64 twelfth-grade students of MAS Pondok Pesantren Syafa'aturrasul, and the sample was determined through total sampling. Two questionnaires were administered: one measuring informal peer communication in English that adapted from (Gladys Uzezi and Dennis Deya 2017) and modified by the rsearcher for the other measuring students' self-confidence in speaking English was adopt from (Ningsih 2020). The instruments were validated, and reliability tests indicated acceptable levels of consistency. The collected data were analyzed using SPSS 26 with normality tests, linearity tests, and Pearson Product-Moment correlation analysis.

4. RESULTS AND DISCUSSION

Results

Descriptive Statistics

The descriptive analysis of Informal Peer Communication presented below:

Table 1. Descriptive Statistics of Informal Peer Communication

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
x	64	36	33	69	3418	53,41	7,84	61,51
Valid N (listwise)	64							

Table 2. Descriptive Statistics of Students' Self-Confidence in Speaking English in Class

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Y	64	39	48	87	4243	66,29	7,095	50,33
Valid N (listwise)	64							

Based on the descriptive statistics, the mean score of students' informal peer communication in English was 53.41, whereas their mean score for self-confidence in speaking English reached 66.29. These findings suggest that students demonstrated a moderate level of peer communication in English, while their self-confidence in speaking tended to be at a higher level.

Instrument Analysis

The validity and reliability test result can be seen below:

Table 3. Validity Table of Informal Peer Communication in English Questionnaire

No	r Value	r Table 5%	Criteria
1	0.641	0.254	Valid
2	0.671	0.254	Valid
3	0.716	0.254	Valid
4	0.684	0.254	Valid
5	0.723	0.254	Valid
6	0.712	0.254	Valid
7	0.571	0.254	Valid
8	0.543	0.254	Valid
9	0.707	0.254	Valid
10	0.632	0.254	Valid
11	0.690	0.254	Valid
12	0.423	0.254	Valid
13	0.698	0.254	Valid
14	0.330	0.254	Valid
15	0.702	0.254	Valid

Based on the results of the test, all 15 items in the questionnaire were found to be valid.

Table 4. Reliability Test of Informal Peer Communication in English Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,888	15

Based on the table it can be concluded that the questionnaire on informal peer communication in English is reliable and consistent.

Normality and Linearity Tests

a. Normality Test

Before performing the correlation analysis, the data were examined to ensure that the assumptions of normality and linearity were met.

Table 5. Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		64
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,13677486
Most Extreme Differences	Absolute	,084
	Positive	,068
	Negative	-,084
Test Statistic		,084
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Since this value is greater than the threshold of 0.05, it indicates that the data are normally distributed.

Table 6. Result of Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Students' Self-Confidence in Speaking English in Class * Informal Peer Communication in English	Between Groups	(Combined)	2225,693	25	89,028	3,577	,000
		Linearity	1509,013	1	1509,013	60,637	,000
		Deviation from	716,680	24	29,862	1,200	,301
		Linearity					
Within Groups			945,667	38	24,886		
Total			3171,359	63			

The test has a linear significance deviation because 0.301 was greater than 0.05.

b. Hypothesis Test

To conduct the hypothesis testing, the Pearson Product-Moment Correlation Coefficient was applied.

Table 7. Result of Hypothesis Test

Correlations		Informal Peer Communication in English	Students' Self- Confidence in Speaking English in Class
Informal Peer Communication in English	Pearson Correlation	1	,690**
	Sig. (2-tailed)		,000
	N	64	64
Students' Self-Confidence in Speaking English in Class	Pearson Correlation	,690**	1
	Sig. (2-tailed)	,000	
	N	64	64

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of 0.690 indicates a strong positive linear relationship.

Discussion

The findings indicate that informal peer communication in English has a significant positive correlation with students' self-confidence in speaking. This suggests that frequent English interaction among peers helps students feel more comfortable and less anxious when speaking. The results are consistent with Pujiani et al. (2021), and Kamilia et al. (2024) who found that peer communication not only enhances language practice but also strengthens learners' confidence to express themselves.

5. CONCLUSION AND SUGGESTIONS

Conclusion: This study concludes that there is a significant positive correlation between informal peer communication in English and students' self-confidence in speaking English in class at MAS Pondok Pesantren Syafa'aturrasul. Students who frequently practice English with peers tend to exhibit higher self-confidence in speaking English in classroom contexts.

Suggestion: It is recommended that teachers encourage peer-based communication practices by providing supportive and interactive learning environments, both inside and outside the classroom. Future research is suggested to explore other psychological variables such as motivation and anxiety that may also influence students' speaking performance.

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