

# THE RELATIONSHIP OF PEER PRESSURE AND ENGLISH SPEAKING PERFORMANCE OF EIGHT GRADE STUDENTS OF SMPN 01 ABUNG TIMUR ACADEMIC YEAR 2024/2025

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**Abstract:** This study aims to analyze the relationship between peer pressure and the English-speaking performance of eighth-grade students at SMPN 01 Abung Timur in the 2024/2025 academic year. The background of this research is based on the low participation of students in English-speaking activities, which is influenced by fear of making mistakes, anxiety, and social pressure from peers. This study employed a descriptive quantitative method with a saturated sampling technique, involving 57 students as respondents. The research instruments consisted of a peer pressure questionnaire and an English-speaking performance test. Data were analyzed using normality tests, homogeneity tests, Pearson product-moment correlation, and simple linear regression. The results showed a significant relationship between peer pressure and English-speaking performance ( $t_{\text{observed}} = 1.99 > t_{\text{table}} = 1.67, \alpha = 0.05$ ). The correlation coefficient  $r = 0.26$  indicates a very low positive relationship, with peer pressure contributing only 6.7% ( $R^2 = 0.067$ ), while 93.3% was influenced by other factors. The simple regression equation obtained was  $Y = 42.80 + 0.187X$ . These findings are also linked to the cultural context of Lampung, where the value of *pi'il pesenggiri* emphasizes dignity and self-respect in social interactions. For some students, negative pressure such as ridicule or criticism may be perceived as a threat to *pi'il*, thereby triggering a stronger motivation to prove themselves and avoid losing honor in front of their peers. Thus, this study concludes that peer pressure has a significant yet small effect on students' speaking performance, and this influence is shaped by the local cultural value of *pi'il pesenggiri*, which guides students' attitudes and behaviors.

**Keywords:** peer pressure, speaking performance, English

**Abstrak:** Penelitian ini bertujuan menganalisis hubungan antara peer pressure (tekanan teman sebaya) dan kemampuan berbicara bahasa Inggris siswa kelas VIII SMPN 01 Abung Timur tahun ajaran 2024/2025. Latar belakang penelitian ini muncul dari rendahnya partisipasi siswa dalam kegiatan berbicara bahasa Inggris yang dipengaruhi rasa takut salah, kecemasan, serta tekanan sosial dari teman sebaya. Penelitian ini menggunakan metode kuantitatif deskriptif dengan teknik sampling jenuh, melibatkan 57 siswa sebagai responden. Instrumen penelitian berupa angket peer pressure dan tes berbicara bahasa Inggris. Analisis data dilakukan melalui uji normalitas, homogenitas, korelasi product moment Pearson, dan regresi linear sederhana. Hasil penelitian menunjukkan adanya hubungan signifikan antara peer pressure dan performa berbicara bahasa Inggris ( $t_{\text{hitung}} = 1,99 > t_{\text{tabel}} = 1,67, \alpha = 0,05$ ). Nilai korelasi  $r = 0,26$  menunjukkan hubungan positif sangat rendah, dengan kontribusi peer pressure sebesar 6,7% ( $R^2 = 0,067$ ),

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*sedangkan 93,3% dipengaruhi faktor lain. Persamaan regresi sederhana yang diperoleh adalah  $Y = 42,80 + 0,187X$ . Temuan ini juga dikaitkan dengan konteks budaya Lampung, di mana nilai pi'il pesenggiri menekankan kehormatan dan harga diri dalam interaksi sosial. Bagi sebagian siswa, tekanan negatif berupa ejekan atau kritik dapat dipersepsikan sebagai ancaman terhadap pi'il, sehingga memicu dorongan untuk membuktikan diri agar tidak kehilangan kehormatan di hadapan teman sebayanya. Dengan demikian, penelitian ini menyimpulkan bahwa peer pressure memiliki pengaruh signifikan meskipun kecil terhadap performa berbicara siswa, dan pengaruh tersebut turut dibentuk oleh nilai budaya lokal pi'il pesenggiri yang menuntun sikap dan perilaku siswa.*

***Kata Kunci:*** *peer pressure, kemampuan berbicara, bahasa Inggris*

## **I. INTRODUCTION**

English as an international language plays a crucial role in various aspects of life, including education, business, technology, and global communication. In the era of globalization, English proficiency is not just an additional skill but has become a fundamental necessity in academic and professional fields. Therefore, learning English as a foreign language has become one of the priorities in the education systems of many countries, including Indonesia. Within the national education context, English is taught from elementary school to higher education as part of the mandatory curriculum.

One of the key skills in learning English is speaking. Speaking performance serves as a primary indicator of language proficiency, as it reflects how well an individual can express ideas and communicate effectively in the target language (Rahmah, 2024). However, in

practice, many students struggle to speak English fluently. Factors such as limited exposure to English, ineffective teaching methods, and psychological barriers pose major challenges in the development of students' speaking skills.

Among the various factors affecting speaking performance, peer pressure has gained increasing attention in language education research. Peer pressure refers to the influence exerted by peer groups on individuals in various aspects of life, including language learning. In academic settings, peer pressure can be both positive and negative. Some studies suggest that students in a supportive environment tend to have higher confidence in speaking English (Hakikiy et al., 2025). Conversely, negative social pressure can lead to speech anxiety, fear of making mistakes, and even avoidance of participation in speaking activities (Wu, 2024).

The phenomenon of peer pressure in English learning has become a significant

issue, especially among secondary school students. Data shows that speaking anxiety in English increases among students who feel judged by their peers. A research by Mendhe & Deshmukh (2025) found that competitive learning environments often create pressure that discourages students from speaking. Additionally, another research indicated that 60% of students experiencing speaking anxiety in English attribute their feelings to social pressure within the classroom (Akindipe, 2024). This pressure may come in the form of mockery, criticism, or simply the feeling of being watched and judged by their peers when speaking in a foreign language.

At SMPN 01 Abung Timur, this issue has become a major concern. Based on an initial interview with a homeroom teacher of the eighth grade at SMPN 01 Abung Timur on January 30, 2025, students often feel pressured when they have to speak English in front of their classmates. The teacher revealed that students tend to be afraid of criticism or mockery from their peers. An initial classroom observation in the eighth grade showed that out of 29 students, only about 8 actively participated in English-speaking activities, while the rest chose to remain silent. One student even stated, *"I enjoy learning English, but I am afraid of making mistakes and being laughed at by my friends"*.

Previous studies provide relevant insights into this phenomenon. Maulidah and Datik (2024) highlight that students who receive positive support from their peers tend to be more confident and motivated to learn English. However, their research focuses more on the motivational aspect without addressing the negative peer pressure that students might experience. Meanwhile, a research by Gomez (2024) suggests that gamification-based learning methods can enhance students' motivation and confidence in learning English. However, this research has not thoroughly examined how gamification can help mitigate negative peer pressure.

The reason for selecting the eighth grade of SMPN 01 Abung Timur as the subject and location of this research is that it provides a unique opportunity to explore the relationship between peer pressure and English-speaking performance. This school has a heterogeneous student population, reflecting the common challenges faced by students in Indonesia in learning English. This research seeks to fill the research gap by evaluating how peer pressure affects English-speaking abilities, particularly in the context of secondary school English learning.

Practically, this research aims to provide valuable insights for educators in designing more inclusive and supportive learning strategies. By understanding the

impact of peer pressure on English-speaking performance, teachers can create a conducive learning environment where students feel safe to try and learn from their mistakes. This is expected to boost students' confidence in using English, both inside and outside the classroom.

This research also holds significant theoretical contributions in enriching the literature on social dynamics in English learning. Thus, this research is not only academically relevant but also has important practical implications for supporting English language education at the secondary school level.

The main objective of this research is to identify the relationship of peer pressure and English speaking performance of eighth grade students of SMPN 01 Abung Timur academic year 2024/2025. This research is expected to provide real benefits in improving the quality of English learning, benefiting students, teachers, and educational policymakers.

## **II. METHOD**

This research uses a descriptive quantitative research type, according to Sukmadinta (2021, p. 72). The approach used in this research is a quantitative approach supported by a questionnaire to collect data related to the impact of peer

pressure on self-confidence in learning English. Quantitative research emphasizes objective results, and through the distribution of questionnaires, data can be obtained objectively and tested using validity and reliability processes (Sahir, 2022, p. 13). A quantitative approach was chosen because it allows for systematic data collection from a large population, thus providing representative and measurable results.

## **III. RESULT AND DISCUSSION**

### **Result**

In conducting this research, the researcher had a clear and well-defined objective. The purpose of this research is to determine whether there is a significant relationship of peer pressure and the English-speaking performance of eighth-grade students at SMPN 01 Abung Timur for the academic year 2024/2025. Additionally, this research aims to identify the extent to which peer pressure whether positive or negative affects students' ability to speak English.

Before presenting the research findings in greater depth in the results and discussion section, the researcher will systematically and thoroughly explain the process of data processing and analysis, starting from the data collection stage,

instrument validity and reliability testing, up to the statistical analysis used to test the research hypothesis.

## **Discussion**

This research was conducted at SMPN 01 Abung Timur from Wednesday, May 21 to Friday, May 30, 2025. The objectives of this research were to describe and analyze: first, whether there is a relationship between peer pressure and the English-speaking performance of eighth-grade students at SMPN 01 Abung Timur in the 2024/2025 academic year; second, how the relationship between peer pressure and the English-speaking performance of eighth-grade students at SMPN 01 Abung Timur in the 2024/2025 academic year is manifested; and third, how much peer pressure contributes to the English-speaking performance of eighth-grade students at SMPN 01 Abung Timur in the academic year 2024/2025.

Speaking ability is one of the essential skills in mastering a foreign language, which not only requires linguistic aspects, such as vocabulary mastery and grammar, but is also strongly influenced by affective and social factors, such as motivation, self-confidence, and environmental support, including peer pressure.

Various studies indicate that peer pressure can appear in two main forms,

namely positive and negative. Negative pressure may cause anxiety, fear of making mistakes, or embarrassment when speaking in public. On the other hand, positive pressure may trigger a spirit of competition, the drive to be acknowledged by peers, and increase participation in learning activities. In the context of learning English speaking skills, peer pressure has the potential to significantly influence the extent to which students are willing and confident to express their ideas orally.

The hypothesis testing results in this research showed that there is a statistically significant relationship between peer pressure and students' speaking performance. The calculation results showed that the  $r$ -value obtained ( $0.26$ ) <  $r$ -table ( $0.256$ ), thus it can be concluded that ( $H_0$ ) is rejected and ( $H_a$ ) is accepted. Furthermore, to determine the significance of the correlation between the two variables, the researcher used the  $t$ -test. The result of the  $t$ -test showed that the  $t$ -value was greater than the  $t$ -table, namely  $1,99 \geq 1,67$  with a significance level ( $\alpha$ ) of  $0.05$ . Therefore, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. These findings answer the first research problem, namely that peer pressure does indeed have a significant relationship with the English-speaking performance of eighth-grade students at SMPN 01 Abung Timur.

However, the correlation coefficient calculation showed an r-value of 0.26, which indicates a low-level relationship. This means that, in practice, an increase in peer pressure is not followed by an increase in students' speaking performance. In fact, such pressure tends to decrease students' speaking ability. Thus, the answer to the second research problem is that the relationship between peer pressure and students' speaking performance is very weakly negative and not strong enough to serve as a basis for predicting academic performance.

Furthermore, the coefficient of determination ( $R^2$ ) of 0.0676 shows that peer pressure contributes only about 6,7% to the variation in students' speaking ability. This means that the rest is influenced by other factors not examined in this study. This answers the third research problem, namely that the contribution of peer pressure to English-speaking performance is very small and not dominant in the context of this research.

Nevertheless, the positive direction of the relationship indicates that, within the cultural context of Lampung society, the findings of this research can be linked to the concept of *'pi'il'*, which can be simply understood as self-respect or personal honor. This cultural value emphasizes that when a person feels belittled or

underestimated, a stronger drive emerges to demonstrate their abilities, achievements, or qualities.

In relation to the research findings on the connection between peer pressure and English-speaking performance, the mechanism of *'pi'il'* can serve as a mediating factor that explains why some students, despite facing negative pressure, are actually motivated to improve their speaking performance. Social pressure that is perceived as undermining self-respect can trigger a response in the form of efforts to prove oneself, leading students to work harder so as not to lose honor in front of their peers.

Thus, although statistically the contribution of peer pressure in this study is relatively low, within the Lampung cultural context this phenomenon carries a broader meaning. Such pressure functions not only as a psychological factor but also as a socio cultural trigger associated with the value system of *pi'il*. This phenomenon is reflected in the study by Rahman and Singh (2024), who found that in multicultural environments, positive peer pressure can foster a shared sense of responsibility to practice English consistently. Similarly, Liu and Li (2023) discovered that group learning norms encouraging the use of English outside the classroom stimulate motivation and the drive to perform well so

as not to fall behind. Furthermore, Abdelhalim (2024) emphasized that healthy peer pressure in small group discussions can enhance students' willingness to communicate and help them build tolerance toward mistakes. Teachers and education practitioners can utilize this local wisdom to channel peer pressure in a positive direction, namely by fostering achievement motivation, self-confidence, and students' courage to use English actively.

The findings of this study also reinforce the results of research conducted by Putri Radisa Aulia (2024), who examined the influence of peers on learning motivation among students at MTs Masmur Pekanbaru. The study concluded that peer pressure contributed 26.6% to learning motivation, with the r-value exceeding the critical r-table, indicating a significant influence. Although the subject focus of the research differed, the principle of social interaction and peer pressure as an external factor shaping motivation remains similar. Pressure from peers can encourage students to increase their academic participation.

The alignment between these two studies indicates that peer pressure can function as a pedagogical tool if properly managed by teachers and the school environment. In many cases, this pressure not only shapes learning attitudes but also becomes a means to foster self-confidence, a sense of responsibility, and a spirit of

healthy competition. However, because its effects are highly contextual, the influence of peer pressure may differ depending on the characteristics of the group and the learning culture formed in the classroom.

Overall, it can be concluded that although there is a statistically significant relationship between peer pressure and students' speaking ability, the relationship is not strong enough to be regarded as the sole determinant of learning success. Therefore, the development of students' speaking skills requires a holistic approach, which includes teacher intervention, effective learning strategies, and the creation of a supportive, inclusive, and intimidation-free learning atmosphere. Collaboration among students, teachers, and the learning environment is crucial so that peer pressure can serve as a positive driving force in enhancing students' English-speaking performance.

#### **IV. CONCLUSION**

Based on the results of data analysis and discussion presented in Chapter IV, the researcher draws several important conclusions that serve as answers to the research questions. These findings were obtained through a systematic data collection process, accurate statistical analysis, and interpretation that refers to

theories and previous studies. Thus, the following conclusions can be presented as the final outcomes of the entire research process:

There is a statistically significant relationship between peer pressure and the English-speaking ability of eighth-grade students at SMPN 01 Abung Timur. This is proven by the hypothesis testing using Pearson Product Moment Correlation, in which the calculated t-value of 1.99 is greater than the t-table value of 1.67 at a significance level of 0.05. Therefore, the first research question is answered, namely that peer pressure indeed has a significant relationship with students' speaking ability.

The relationship between peer pressure and students' speaking performance is very low and positive, as indicated by the correlation coefficient value of  $r = 0.26$ . This shows that, in practice, peer pressure does not strongly contribute to the improvement of students' speaking ability, and it even tends to decrease the English-speaking ability of eighth-grade students at SMPN 01 Abung Timur.

Thus, the second research question can be answered that the relationship is negative and very weak.

The contribution of peer pressure to the English-speaking ability of eighth-grade students at SMPN 01 Abung Timur is considered very low, as shown by the coefficient of determination ( $R^2$ ) of 0.067. This means that only about 6.7% of the variation in students' English-speaking ability can be explained by the peer pressure variable, while the rest is influenced by other factors.

The third research question can be concluded that peer pressure does not provide a significant contribution to students' speaking ability. It is explained that each increase of one unit in peer pressure will only be followed by an increase of 6.7% in students' English-speaking ability.

The results of this study are consistent with previous research, particularly the study conducted by Putri Radisa Aulia (2024), which found that peer pressure influences students' learning motivation and academic achievement. This similarity shows that peer interaction not only plays a role in emotional aspects but also affects the improvement of academic competence.

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