

**THE INFLUENCE OF PEER PRESSURE ON WILLINGNESS TO
PARTICIPATE IN ENGLISH LANGUAGE LEARNING CLASSROOM**

THESIS

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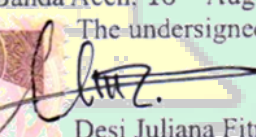
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is genuinely my own work, except for quotations and references which have been properly cited. Should there be any mistakes or inaccuracies contained therein, I shall take full responsibility.

Thus, I sincerely make this statement for its proper use.

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Banda Aceh, August 14th, 2025

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ABSTRACT

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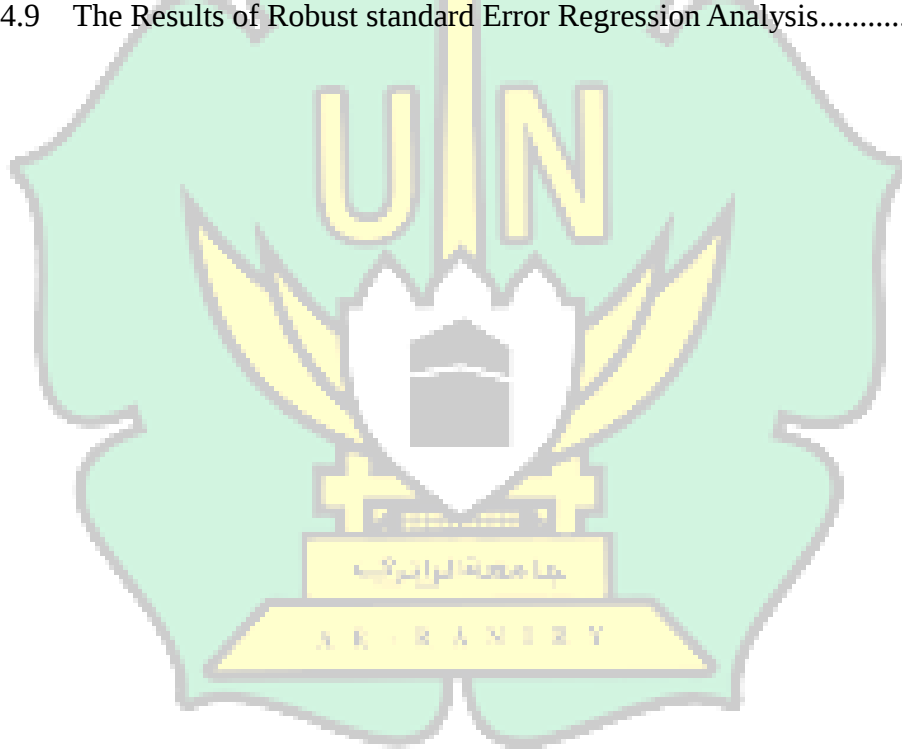
This study investigates the influence of peer pressure on students' willingness to participate in English language learning classrooms and identifies the type of peer pressure that has the most impact. The research employed a quantitative correlational design with a sample of 61 students from the English Education Department at UIN Ar-Raniry, selected through purposive sampling. Data were gathered using two modified questionnaires: the Peer Pressure Questionnaire-Revised (PPQ-R) and the Willingness to Verbally Communicate in English Classrooms scale. Both instruments used a four-point Likert scale and demonstrated high reliability ($\alpha = 0.729$ for peer pressure and $\alpha = 0.886$ for willingness to participate). The results of the bootstrap regression analysis revealed that peer pressure significantly and positively influences students' willingness to participate in English learning activities ($B = 0.389$, $p = 0.010$), with a 95% bias-corrected and accelerated confidence interval of 0.139–0.627. Regarding the second research question, the analysis indicated that positive peer pressure—particularly peer encouragement, active participation by classmates, and supportive group norms—was the most influential type. Students reported feeling more motivated and confident when their peers encouraged them or modeled active engagement. The study concludes that fostering positive peer interactions can enhance students' confidence and motivation to participate in English learning. It is recommended that educators create supportive classroom environments that promote constructive peer influence and reduce negative social pressures.

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CHAPTER I

INTRODUCTION

This chapter provides an overview of the study, including background of the study, research questions, research aims, and significance of the study, research hypothesis, and definitions of key terms. It introduces the context of peer pressure and its potential influence on students' willingness to participate in English language learning classrooms.

A. Background of Study

In Indonesia, English is taught from primary school through to higher education. Despite this, many students find it difficult to participate actively in English lessons. Student's active participation in the classroom plays an important role in the success of English Learning. This participation encompasses not only engaging in discussions and speaking, but also includes listening, reading and writing activities within the context of language learning. Active participation allows students to better understand the subject matter, enrich their vocabulary and improve their communication skills (Zein, 2020).

The significance of participation in English language learning can be attributed to its impact on the acquisition of fundamental language competencies. English, as an international language, necessitates effective interaction to facilitate its users' ability to function effectively in a multitude of social and professional contexts. Consequently, in an English classroom setting, active engagement is a pivotal element in enhancing speaking and listening abilities (Sadiqzade, 2025).

Furthermore, students' engagement in the English language learning process is also closely associated with the motivational factor. Students who are actively involved in the learning process are more likely to feel motivated and confident in using English in practical contexts in their daily lives. They are more open to attempting to speak in the language being learned, although initially they may feel hesitant or afraid of making mistakes. In such cases, teachers have an important role in creating an environment that supports student engagement through approaches that encourage communication without fear or embarrassment (Dornyei, 2001).

Nevertheless, it is evident that not all students are at ease when it comes to actively engaging in English language learning. Research conducted by Firna et al. (2024) has identified that English speaking anxiety is influenced by a multitude of factors, including psychological element such as a lack of self-confidence and fear of judgment, as well as environmental factors such as social pressure and a lack of support.

One of the factors affecting students' participation levels is peer pressure, which can deter students from speaking or using English in class (Pradestina, S. P., & Agustin, A. 2020). Student who feel pressured by the social expectations of their peers may experience anxiety and reluctance to engage in learning activities, such as speaking in front of class or discussing with classmates. It is therefore imperative to gain an understanding of the factors that influence students' desire to participate, including the influence of peers, in order to create a more inclusive and supportive classroom environment for all students.

Peer Pressure refers to the influence exerted by peers-whether friends, classmates, or social groups-on individuals to conform to certain behaviors, attitude, or values. It plays a significant role in shaping decisions, particularly among adolescents and young adults (Charulatha, 2024). Peer pressure is frequently regarded as a form of social pressure, manifesting when an individual feels compelled to act or think in accordance with the norms or behaviors of their peer group. In an educational context, this can impact students' motivation to engage actively in the learning process, particularly in the context of a foreign language such as English.

Recent studies have demonstrated that the influence of peer pressure does not always have a deleterious effect. A study by Bhujbal & Verma, (2024) indicates that peer pressure can serve as a positive motivator, particularly when students are in groups with similar academic objectives. A supportive peer group can foster an environment where students feel comfortable speaking or participating without fear or embarrassment. In the context of English language learning, students who feel accepted by their peers are more likely to interact in the language, which can subsequently enhance their English speaking and comprehension abilities.

Conversely, if peer pressure is focused on social norms that demean or avoid the use of English, less confident students may feel isolated or unmotivated to participate. This can occur if there is an erroneous perception of English-speaking ability among peers, which causes students to feel apprehension about being perceived as lacking in intelligence or accuracy.

when speaking. Consequently, students tend to refrain from actively engaging in classroom activities involving English (Khusnia, 2016)

A study conducted by Bhujbal & Verma (2024) revealed a significant correlation between peer pressure and students' confidence levels in the context of language learning. The findings indicate that students who perceive greater acceptance from their peer group tend to show increased confidence in speaking a foreign language, including English. Conversely, students who feel compelled to align with specific social norms often experience a decline in self-assurance, which subsequently diminishes their motivation to engage actively in English language learning.

In addition, research by de Guzman (2007) demonstrated that peer pressure can assume a dual role. On the one hand, peers can motivate students to engage more actively. However, on the other hand, they can also impede this engagement. For instance, in a competitive social setting, students who perceive themselves as less confident than their peers are more likely to refrain from speaking. This research underscored the pivotal role of self-confidence in how students perceive their acceptance within social groups.

Based on the results of research by Fadare (2021), it was found that peer pressure influences students' confidence and participation in learning. Specifically, 65% of students in a supportive peer environment was reported increased active participation in class. They felt more confident speaking in public and engaging in group discussions. In contrast, 35% of students who experienced negative peer pressure, such as criticism or ridicule, showed a tendency to withdraw and reduce interaction during learning (IJSMS, 2021).

Another study by Adeyemi (2022), *Peer Group Influence on Academic Achievement of Students*, also reported consistent findings. A total of 60% of students indicated that peers with positive attitudes enhanced their motivation and willingness to speak English during the learning process. Conversely, 40% of students reported that negative peer pressure, such as fear of making mistakes, reduced their confidence. Furthermore, 70% of the students stated that productive peer support positively influenced their English-speaking ability (Adeyemi, 2022).

Based on my prior observation in the English class of Unit 2, Semester 7 at UIN Ar-Raniry in May 2024, this phenomenon was clearly demonstrated. One student shared, *“I didn’t dare to speak in front of the class because there was a classmate who might laugh if I made a mistake while speaking.”* This statement illustrates how negative peer pressure lowered the student’s confidence and reduced their willingness to participate in classroom activities.

In contrast, on June 5, 2024, in unit 1, semester 7, English class, UIN Ar-Raniry, another student stated, *“I really enjoy studying in this class, because none of the students here are judgmental. So, I feel confident even when I have to speak in front of the class.”* This statement illustrates how a supportive peer environment can increase students' confidence to actively participate in learning.

These contrasting situations emphasize the impact of peer pressure on students' willingness to participate in English learning. Negative peer pressure, such as the fear of being judged, can create anxiety and reluctance to speak,

while positive peer influence fosters confidence and active engagement. (Connor, 1994). This aligns with the focus of my research, which explores how the presence of peer support or pressure within student communities shapes their motivation and participation in learning English. Understanding this influence can help in developing strategies to create a more encouraging and inclusive learning environment.

B. Research Question

The following research question inform this study:

1. Does peer pressure have a significant influence on students' willingness to participate in English learning activities in classroom?
2. What type of peer pressure has the most influence on students' willingness to participate in English learning classroom?

C. Research Aims

The objectives of this study are as follows:

1. To examine whether peer pressure significantly influences students' willingness to participate in English Learning activities in classroom.
2. To determine type of peer pressure that has the most influence on students' willingness to participate in English classroom learning.

D. Significance of The Study

This study aims to explore how peer pressure influences students' willingness to participate in English language learning. The results are expected to provide both theoretical and practical benefits for various stakeholders:

1. Theoretical Significance

The findings of this study are expected to provide insight into the field of social dynamics in educational settings, particularly the role of peer pressure in influencing students' participation in English language classes. This research can also be a reference for further research on similar topics.

2. Practical Significance

a. For educators

The result of this study will help educators to understand the impact of peer pressure on student engagement. As a result, educators can implement strategies that encourage active participation and create a more supportive classroom environment.

b. For students

By raising awareness of peer influence, this study aims to encourage students to be more confident and motivated to actively participate in the English language classroom without being influenced by negative peer pressure.

c. For schools/University

Schools/University can use the result of this study to design programmes or policies that support a student in dealing with peer pressure, especially in English language learning. This is expected to promote positive cooperation among students and minimize the negative influence of peer pressure.

E. The Research Hypothesis

The hypothesis of this research is formulated follow:

Ho: There is no correlation between peer pressure and willingness to participate.

Ha: There is correlation between peer pressure and willingness to participate.

In this study, the writer uses the alternative hypothesis. It is necessary to prove the notion of correlation between peer pressure and willingness to participate.

F. Terminology

In order to establish a clear understanding of the key concepts in this study, this section provides definitions of relevant terms based on previous research and academic sources. These definitions will help frame the discussion and interpretation of findings within the context of students' willingness to participate in English learning activities.

1. Peer pressure

Peer pressure refers to the social influence exerted by peers that encourages individuals to conform to group norms, attitudes, and behaviors. According to de Guzman (2007), peer pressure can be either positive, motivating students to engage in beneficial behaviors, or negative, discouraging participation or reinforcing avoidance behaviors. Similarly, Liem & Martin (2011) emphasizes that peer pressure plays a crucial role in adolescent decision-making, affecting academic performance and classroom engagement.

In the context of language learning, peer pressure can either encourage students to actively use the target language or create anxiety that hinders participation (Dornyei & Ushioda, 2021). This study examines how peer pressure within a language learning classroom influences students' willingness to participate, exploring whether it fosters confidence or contributes to language anxiety and reluctance.

2. Willingness to participate

Willingness to participate is the degree to which an individual is ready to engage in a specific activity, particularly in academic interactions. MacIntyre et al. (2011) define willingness to participate in language learning as a student's inclination to communicate, influenced by personal motivation, confidence, and classroom dynamics.

Ghonsooly et al (2013) further states that students who perceive a supportive and non-judgmental environment are more likely to actively engage in classroom discussions. In the context of this study, willingness to participate refers to students' readiness to engage in language learning activities despite external pressures, including the influence of peers.

3. Language learning classroom

A language learning classroom is an educational setting where students engage in learning a new language through structured instruction. Richards and Rodgers (2014) describe it as an interactive environment designed to develop core language skills (listening, speaking, reading, and writing) using communicative teaching approaches.

Lightbown and Spada (2013) argue that classroom dynamics, including peer interactions, significantly impact language acquisition. In this study, the language learning classroom refers to a space where peer pressure may shape students' willingness to participate, influencing their confidence in using the target language.

