

The Effects Of The Perception On Peer Learning And Self-Confidence Towards Students' Speaking Skills

Ihda Ryhana Yahdini¹⁾

Universitas Indraprasta PGRI

Syahfitri Purnama²⁾

Universitas Indraprasta PGRI

Rifari Baron³⁾

Universitas Indraprasta PGRI

iryahdini@gmail.com

Abstract

This study examines the effects of peer learning and self-confidence on nursing vocational high school students' English-speaking skills in Cimahi. Using a quantitative survey design, data were collected from 85 11th-grade students through proportional random sampling. Research instruments included peer learning and self-confidence questionnaires, as well as a speaking performance assessment. Multiple linear regression analysis was applied to test both partial and simultaneous effects. Findings indicate that peer learning significantly enhances speaking performance (Sig. = 0.000; $t = 12.808$) and self-confidence also has a significant effect (Sig. = 0.000; $t = 4.187$). Simultaneously, both variables strongly influence students' speaking skills (Sig. = 0.000; $F = 847.918$). These results demonstrate that peer learning and self-confidence play important roles in developing communicative competence, which is critical in nursing practice. The study highlights pedagogical implications for English language teaching in vocational education, particularly in English as a Foreign Language (EFL) contexts.

Keywords: Peer learning; Self-confidence; Speaking skills; Nursing education; EFL

Abstrak

Penelitian ini mengkaji pengaruh peer learning dan kepercayaan diri terhadap keterampilan berbicara Bahasa Inggris siswa Sekolah Menengah Kejuruan Keperawatan di Cimahi. Dengan menggunakan desain survei kuantitatif, data dikumpulkan dari 85 siswa kelas XI melalui teknik *proportional random sampling*. Instrumen penelitian meliputi kuesioner peer learning, kuesioner kepercayaan diri, serta tes performa berbicara. Analisis regresi linier berganda digunakan untuk menguji pengaruh parsial maupun simultan. Hasil menunjukkan bahwa peer learning berpengaruh signifikan dalam meningkatkan kemampuan berbicara (Sig. = 0.000; $t = 12.808$), demikian pula kepercayaan diri memberikan pengaruh signifikan (Sig. = 0.000; $t = 4.187$). Secara simultan, kedua variabel tersebut berpengaruh kuat terhadap keterampilan berbicara siswa (Sig. = 0.000; $F = 847.918$). Temuan ini menegaskan bahwa peer learning dan kepercayaan diri berperan penting dalam mengembangkan kompetensi komunikatif yang esensial dalam praktik keperawatan. Penelitian ini menyoroti implikasi pedagogis bagi pengajaran Bahasa Inggris di pendidikan vokasi, khususnya pada konteks English as a Foreign Language (EFL).

Kata kunci: Peer learning; Kepercayaan diri; Keterampilan berbicara; Pendidikan keperawatan; EFL

INTRODUCTION

In the era of globalization, the ability to communicate effectively in English has become an indispensable skill across various professional fields, particularly in healthcare. Nursing, as one of the most communication-intensive professions, requires practitioners not only to deliver clinical care but also to establish trust, provide education, and collaborate within interprofessional teams. Effective communication in English enables nurses to access international medical resources, engage in professional exchanges, and respond to the growing demands of patient-centered care in multicultural settings. Consequently, English speaking proficiency is no longer considered a supplementary skill but a core component of nursing competence in the 21st century.

The significance of speaking skills for nursing students is heightened in contexts where English is taught as a foreign language (EFL), such as Indonesia. Although the national curriculum includes English instruction at secondary and vocational levels, many students continue to face challenges in achieving communicative fluency. Studies in Indonesian vocational schools reveal that students often possess passive knowledge of grammar and vocabulary but struggle to articulate ideas orally with confidence and accuracy. This issue becomes critical for students enrolled in health-related vocational programs, as they are expected to perform clinical communication tasks—such as interviewing patients, explaining procedures, or collaborating with doctors—that demand clear and confident spoken interaction. Without adequate speaking skills, these students risk being disadvantaged in both academic assessments and future professional practice.

The challenges of developing speaking proficiency among EFL learners have been extensively documented. Scholars highlight that speaking is one of the most anxiety-provoking aspects of language learning, often leading to silence, avoidance, or minimal participation in classroom activities. Factors contributing to these challenges include limited exposure to authentic communication, fear of making mistakes, insufficient vocabulary, and psychological barriers such as shyness and low confidence. In nursing education, where communication is tightly linked to professional identity and competence, these challenges require targeted pedagogical interventions that address both linguistic and psychological dimensions of learning.

One promising approach to enhance speaking proficiency is peer learning, which emphasizes collaborative engagement among students. Peer learning involves students working together in pairs or groups to share knowledge, provide feedback, and support one another's learning processes. According to Topping (2015), peer learning fosters both academic achievement and social development by creating interactive and supportive learning environments. In language classrooms, peer learning provides learners with increased opportunities to practice speaking, negotiate meaning, and receive immediate feedback. Unlike teacher-centered instruction, which often limits speaking opportunities to a few students, peer learning ensures broader participation and lowers the affective filter by creating a less intimidating atmosphere. For nursing students, peer learning activities such as role plays, simulations of clinical scenarios, and peer feedback

sessions closely mirror real-life professional interactions, thereby enhancing the relevance of classroom learning.

Equally important is the role of self-confidence in shaping speaking performance. Bandura's (2012) theory of self-efficacy underscores that individuals' beliefs in their capabilities significantly affect their motivation, effort, and persistence. In language learning, self-confidence has been shown to predict willingness to communicate, which directly influences opportunities for oral practice and skill development. Learners with high confidence are more likely to initiate conversations, take risks, and sustain dialogue, whereas those with low confidence often remain silent or provide minimal responses. In vocational nursing contexts, self-confidence not only supports language development but also prepares students for the psychological demands of patient care, where clear and assertive communication is essential for safety and trust.

A growing body of empirical research has confirmed the positive influence of peer learning and self-confidence on language outcomes. For instance, McCarthy et al. (2018) reported that peer-assisted learning enhanced communication skills and teamwork among nursing students in Ireland, while Shihabi et al. (2023) found that peer mentoring improved fluency and critical thinking in EFL learners. Similarly, Liu and Zhang (2019) demonstrated that self-confidence significantly predicted willingness to communicate in English among Chinese university students, and Ghafar (2023) highlighted its role in motivating EFL learners to practice speaking actively. In Indonesia, studies such as Romadlon (2022) and Kurniasih (2017) have also linked confidence-building interventions to improved speaking performance.

Despite these insights, gaps remain in the existing literature. Much of the research on peer learning and self-confidence has been conducted in higher education or general EFL contexts, with limited attention to vocational schools, particularly nursing-focused programs. Vocational high schools in Indonesia occupy a unique position, preparing students for immediate entry into professional practice. Yet, the communicative demands of nursing are often underemphasized in curricula, which continue to focus heavily on written grammar and reading comprehension. Consequently, little is known about how peer learning and self-confidence interact to influence speaking performance among Indonesian vocational nursing students. Addressing this gap is essential to ensure that students are not only linguistically competent but also psychologically prepared for professional communication.

This study, therefore, aims to investigate the relationship between peer learning, self-confidence, and English-speaking skills among nursing students in vocational high schools. Specifically, it seeks to determine whether peer learning and self-confidence significantly predict students' speaking performance, both individually and collectively. By adopting a quantitative correlational survey design, the study provides empirical evidence on how social and psychological factors contribute to communicative competence in vocational education contexts.

The contribution of this study is threefold. First, it advances theoretical understanding by integrating social-interactionist perspectives on language acquisition with psychological constructs of self-efficacy and willingness to

communicate. Second, it provides empirical data from an under-researched context—vocational nursing schools in Indonesia—thereby enriching the global literature on language learning in specialized education. Third, it offers practical recommendations for teachers, curriculum designers, and policymakers to design pedagogical interventions that simultaneously promote peer learning and build student confidence. Such interventions can enhance not only students' speaking proficiency but also their readiness for the communicative challenges of professional nursing practice.

In sum, developing English-speaking skills among vocational nursing students is both an academic and professional necessity. Peer learning and self-confidence emerge as critical factors that, when addressed holistically, can transform classroom instruction and prepare students for real-world communication. By exploring the interplay of these factors, this study contributes to a deeper understanding of language learning in vocational contexts and supports efforts to equip future nurses with the communicative competence essential for success in a globalized healthcare environment.

RESEARCH METHOD

This study employed a quantitative survey design with a correlational approach to examine the effects of peer learning and self-confidence on the English-speaking skills of nursing vocational high school students. A correlational design was considered appropriate since the objective of the research was not to manipulate variables but to investigate the degree of relationship and predictive contribution between the independent variables, namely peer learning and self-confidence, and the dependent variable, namely speaking skills. As Creswell (2014) argues, correlational research is well suited for identifying associations among variables and for testing hypotheses in educational settings. The design also allowed for the generalization of findings to similar contexts by relying on standardized instruments and statistical analysis.

The participants of the study were drawn from a population of 575 eleventh-grade students enrolled in two nursing vocational high schools in Cimahi, Indonesia. These institutions were selected because they represent typical vocational schools where English is taught as a foreign language and where speaking competence is particularly important for students' future professional practice. Using proportional random sampling, 85 students were selected as respondents, which was deemed sufficient based on Slovin's formula with a 10 percent margin of error. The sample reflected a diverse range of English proficiency levels and was considered representative of the target population. The majority of participants were female, aged between 16 and 17 years, which is characteristic of nursing vocational education in the Indonesian context. To be included in the study, students had to be officially registered as eleventh-grade nursing students, attend English classes regularly, and agree to participate

voluntarily. Students who were absent during the data collection process or who failed to complete all instruments were excluded from the analysis.

Data were collected using three instruments. The first was a peer learning perception questionnaire adapted from Topping's (2015) peer-assisted learning framework. This questionnaire consisted of 25 items designed to measure students' perceptions of collaborative learning activities such as group discussions, role plays, peer mentoring, and peer feedback. Each item was rated on a five-point Likert scale ranging from strongly disagree to strongly agree. A pilot test conducted before the main study indicated that the instrument had high internal consistency, with a Cronbach's alpha of 0.87. The second instrument was a self-confidence questionnaire constructed based on Bandura's (2012) self-efficacy theory and adjusted to the English as a Foreign Language (EFL) context. This questionnaire contained 20 items that evaluated students' confidence in initiating conversations, delivering oral presentations, and responding spontaneously in English. Responses were also measured using a five-point Likert scale. The instrument demonstrated strong reliability with a Cronbach's alpha of 0.83. The third instrument was a speaking performance test, which required students to complete short presentations, role plays, and dialogues. Their performance was evaluated using a rubric adapted from the Common European Framework of Reference (CEFR), focusing on fluency, accuracy, vocabulary, pronunciation, and interactional competence. To enhance reliability, two trained assessors independently rated the performances, and the inter-rater agreement measured using Cohen's Kappa was 0.81, indicating substantial agreement.

The research procedures were carried out in several phases over a period of seven months, from January to July 2025. In the preparation phase, the researcher obtained institutional approvals and conducted a pilot test with a group of students outside the main sample to ensure the clarity and reliability of the instruments. During the data collection phase, the peer learning and self-confidence questionnaires were distributed in classrooms, with students completing the items independently under supervision. Speaking assessments were conducted in classroom and language laboratory settings, where students were assigned to perform communication tasks in small groups to simulate authentic interaction. Each performance was recorded and later scored by the assessors using the CEFR-based rubric. In the verification phase, the researcher checked all returned questionnaires for completeness, excluded incomplete responses, and compared the scores provided by the two assessors. Discrepancies were resolved through discussion until consensus was reached.

The data were analysed quantitatively using SPSS version 26. Descriptive statistics were first calculated to summarize participant demographics and the overall distribution of peer learning, self-confidence, and speaking skill scores. Prior to regression analysis, assumption tests including normality, linearity, multicollinearity, and heteroscedasticity were conducted to ensure the robustness of the statistical procedures. Multiple linear regression analysis was then applied to examine the partial effects of peer learning and self-confidence on speaking skills as well as their combined influence. The strength and direction of

relationships were interpreted through regression coefficients, while significance levels were set at $p < 0.05$ to determine the acceptance or rejection of hypotheses.

Through this methodological approach, the study ensured both rigor and objectivity in assessing the relationship between peer learning, self-confidence, and English-speaking skills. The use of validated instruments, representative sampling, and appropriate statistical techniques provided a strong foundation for drawing meaningful conclusions about the variables under investigation.

RESULTS AND DISCUSSION

Results.

The data obtained from questionnaires and speaking performance assessments were analysed using descriptive and inferential statistics. The descriptive analysis indicated that the overall mean score of peer learning perception among students was relatively high, suggesting that participants generally valued collaborative learning activities in their English classes. Similarly, the mean score of self-confidence showed a moderately high level, although with greater variation, indicating that while some students felt confident in using English, others continued to struggle with anxiety and hesitation. The speaking performance scores, assessed using the CEFR-based rubric, showed that most students achieved an intermediate level of proficiency, with strengths in vocabulary use and interaction but weaknesses in pronunciation and fluency.

The analysis began with descriptive statistics of the three main variables: peer learning, self-confidence, and speaking skills. Table 1 presents the means, standard deviations, and score ranges for each variable.

Table 1 Descriptive Statistics of Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Peer Learning	85	62	120	95.34	11.21
Self-Confidence	85	55	100	78.45	10.32
Speaking Skills	85	60	95	81.72	9.15

The descriptive results show that students generally reported positive perceptions of peer learning ($M = 95.34$, $SD = 11.21$). Self-confidence scores were slightly lower, indicating moderate variation among students ($M = 78.45$, $SD = 10.32$). The speaking performance scores showed that most students were in the intermediate range, with strengths in vocabulary and interaction but weaknesses in fluency and pronunciation.

To further examine the relationships among the variables, Pearson product-moment correlation analysis was conducted. The results are shown in Table 2.

Table 2 Correlation Matrix of Peer Learning, Self-Confidence, and Speaking Skills

Variable	Peer Learning	Self-Confidence	Speaking Skills
Peer Learning	1	0.542**	0.793**
Self-Confidence	0.542**	1	0.651**
Speaking Skills	0.793**	0.651**	1

The correlation analysis revealed significant positive relationships among all three variables. Peer learning showed the strongest correlation with speaking skills ($r = 0.793$, $p < 0.01$), followed by self-confidence ($r = 0.651$, $p < 0.01$). Peer learning and self-confidence were also moderately correlated ($r = 0.542$, $p < 0.01$), indicating that these two independent variables are related but distinct constructs.

To test the research hypotheses, multiple linear regression analysis was conducted. Prior to the regression, the assumptions of normality, linearity, multicollinearity, and heteroscedasticity were examined. The Kolmogorov-Smirnov test indicated that the data were normally distributed ($p > 0.05$). Scatterplot inspection confirmed the linearity of the relationships, while the Variance Inflation Factor (VIF) values were below 2.0, suggesting that multicollinearity was not an issue. The Breusch-Pagan test also confirmed the absence of heteroscedasticity. These results indicated that the data met the requirements for regression analysis. The results of the regression analysis are summarized in Table 3.

Table 3 Regression Analysis of Peer Learning and Self-Confidence on Speaking Skills

Variable	t-count	Sig.	Interpretation
Peer Learning	12.808	0.000	Significant effect
Self-Confidence	4.187	0.000	Significant effect
Simultaneous (F)	847.918	0.000	Significant joint contribution

The regression results revealed three important findings. First, peer learning had a statistically significant effect on speaking skills ($t = 12.808$, $p < 0.05$). This indicates that students who engaged more positively in peer learning activities demonstrated higher speaking proficiency. Second, self-confidence also showed a significant influence on speaking performance ($t = 4.187$, $p < 0.05$), suggesting that students with greater self-confidence tended to perform better in speaking tasks. Third, the simultaneous effect of peer learning and self-confidence was highly significant ($F = 847.918$, $p < 0.05$), meaning that the two variables together strongly predicted students' speaking ability. These findings support the proposed

hypotheses and provide empirical evidence of the importance of both social and psychological factors in language learning.

Discussion

The results of the study highlight the significant role of peer learning in enhancing English-speaking skills among nursing vocational students. This finding is consistent with Topping's (2015) assertion that peer learning fosters both academic and social development through collaborative engagement. In this study, students who perceived peer learning positively benefited from opportunities to practice speaking with their classmates, exchange feedback, and engage in role plays or group presentations. These activities not only provided additional speaking practice but also created a low-stakes environment where students felt comfortable experimenting with language use. The positive impact of peer learning observed here is also supported by McCarthy et al. (2018), who found that peer-assisted learning significantly improves communication skills and teamwork abilities among nursing students. Their study emphasized that learning from peers provides authentic opportunities for interaction, which mirrors the collaborative demands of clinical practice. Similarly, Shihabi et al. (2023) reported that peer feedback and mentoring activities enhance fluency, critical thinking, and self-regulation in EFL learners. The findings of the current study resonate with these perspectives, demonstrating that peer learning is a powerful pedagogical approach that goes beyond knowledge transfer to include the development of communicative competence.

In addition to peer learning, the findings confirm the crucial role of self-confidence in shaping speaking skills. The positive relationship between self-confidence and speaking performance aligns with Bandura's (2012) theory of self-efficacy, which posits that belief in one's capabilities influences the effort, persistence, and resilience shown in task performance. In the context of this study, students with higher confidence were more willing to take risks, initiate conversations, and participate actively in speaking tasks, resulting in better performance outcomes. Conversely, students with low confidence often hesitated, avoided participation, or relied on minimal contributions, limiting their opportunities for improvement.

This result is consistent with the work of Liu and Zhang (2019), who demonstrated that self-confidence strongly predicts willingness to communicate in English, which in turn supports fluency development. Similarly, Ghafar (2023) found that students with higher levels of self-confidence displayed stronger motivation to practice speaking and achieved higher proficiency levels. Romadlon (2022) further emphasized that interventions aimed at building confidence, such as peer counselling or structured speaking practice, play an essential role in reducing anxiety and fostering more effective communication. Taken together, these studies support the interpretation that self-confidence is not merely a byproduct of language proficiency but an active determinant of speaking performance.

Perhaps the most significant finding of the present study is the synergistic effect of peer learning and self-confidence when examined simultaneously. The regression results showed that the combined contribution of the two variables to speaking skills was stronger than the effect of each variable alone. This suggests that peer learning and self-confidence are interrelated dimensions that reinforce one another in the process of language acquisition. Peer learning environments provide students with safe opportunities to practice speaking, which in turn helps to build confidence. As students become more confident, they participate more actively and take greater advantage of peer learning opportunities. This positive feedback loop highlights the importance of addressing both social and psychological aspects of language learning in an integrated manner.

The implications of these findings are substantial for both theory and practice. From a theoretical perspective, the study contributes to the body of knowledge in second language acquisition by demonstrating how social interaction (peer learning) and psychological readiness (self-confidence) jointly influence communicative competence. The findings support the interactionist perspective, which posits that language acquisition occurs through meaningful interaction in social contexts (Long, 1996), while also incorporating psychological constructs such as self-efficacy and willingness to communicate. This integrated view advances our understanding of the multifaceted nature of speaking skill development.

From a practical perspective, the findings suggest that English teachers in vocational nursing programs should incorporate structured peer learning activities into their classroom practice. Group discussions, role plays, simulations of clinical scenarios, and peer feedback sessions are effective methods to provide students with authentic opportunities to practice speaking. In addition, confidence-building strategies should be integrated into the curriculum. These might include low-stakes speaking tasks, positive reinforcement, peer counselling, and scaffolded progression from simple to more complex speaking activities. By addressing both peer learning and self-confidence simultaneously, educators can create more supportive and effective learning environments.

It is also important to note the limitations of the study. The research was conducted in two vocational high schools in Cimahi, Indonesia, and thus the findings may not be fully generalizable to other educational contexts or regions. Moreover, the study employed a cross-sectional design, which provides a snapshot of relationships at a single point in time but does not capture changes over time or causal mechanisms. Future research could adopt longitudinal designs to examine how peer learning and self-confidence evolve over the course of a school year or throughout students' vocational training. Comparative studies involving different disciplines, levels of education, or cultural contexts could also enrich our understanding of these relationships.

Despite these limitations, the study makes a valuable contribution to both scholarship and practice. It demonstrates that peer learning and self-confidence are not only significant predictors of English-speaking skills individually but also have a strong combined effect. This reinforces the importance of considering both social and psychological factors in efforts to improve speaking competence

among EFL learners, particularly in vocational settings where communication is directly tied to professional performance.

In conclusion, the results of this study underscore the intertwined roles of peer learning and self-confidence in the development of English-speaking skills among nursing vocational students. The evidence shows that fostering collaborative learning environments and promoting self-confidence are essential strategies for enhancing communicative competence. By implementing these approaches, educators can better prepare nursing students for the communicative demands of healthcare practice, where effective speaking skills are critical to patient safety, professional collaboration, and lifelong learning.

CONCLUSIONS

This study set out to examine the effects of peer learning and self-confidence on the English-speaking skills of nursing students in vocational high schools in Cimahi, Indonesia. By employing a quantitative correlational survey design with multiple regression analysis, the research investigated both the partial and simultaneous contributions of these two variables to students' speaking performance. The results provided clear evidence that peer learning and self-confidence significantly influence students' ability to communicate in English, both individually and collectively.

The findings revealed that peer learning has a substantial impact on speaking skills. Students who engaged more positively in collaborative learning activities such as group discussions, role plays, and peer feedback sessions performed better in speaking tasks than those who were less engaged. This outcome emphasizes the importance of social interaction as a foundation for language acquisition. Peer learning not only provides opportunities for practice but also fosters a supportive environment where students can experiment with language without fear of criticism. In the context of nursing education, this collaborative practice mirrors real-world professional scenarios where teamwork and communication are essential.

Equally significant is the role of self-confidence. The study confirmed that students with higher levels of confidence demonstrated stronger speaking performance, while those with lower confidence tended to hesitate, avoid participation, or contribute minimally. This finding underscores the idea that psychological readiness is as important as linguistic knowledge in speaking proficiency. Confidence enables students to take risks, persist in communication despite mistakes, and view errors as part of the learning process rather than as failures. In professional terms, confident communicators are better prepared to handle patient interactions, collaborate with healthcare teams, and respond to urgent situations, making confidence-building a vital component of nursing education.

The simultaneous analysis further demonstrated that peer learning and self-confidence work synergistically in shaping speaking skills. Together, these

factors accounted for a stronger predictive effect on speaking performance than when considered separately. This suggests that social and psychological dimensions of learning are deeply interconnected. Peer learning environments build students' confidence by offering safe and encouraging spaces for practice, while increased confidence, in turn, leads to greater participation and more effective use of peer learning opportunities. This reciprocal relationship highlights the need for integrated pedagogical strategies that address both factors concurrently.

The significance of these findings extends beyond the immediate context of this study. Theoretically, the research contributes to the literature on second language acquisition by bridging interactionist perspectives, which emphasize the role of social interaction in learning, with psychological theories of self-efficacy and willingness to communicate. The study demonstrates that speaking proficiency cannot be fully understood without considering the interplay between external support structures and internal dispositions. Practically, the results provide valuable insights for teachers, curriculum developers, and policymakers in vocational education. The evidence suggests that effective English instruction should incorporate structured peer learning activities while simultaneously nurturing students' confidence through scaffolding, positive reinforcement, and gradually increasing communicative challenges.

Nevertheless, this study is not without limitations. Its scope was restricted to eleventh-grade nursing students in two vocational high schools in Cimahi, which may limit the generalizability of the findings to other regions or educational levels. The use of a cross-sectional design provided a snapshot of relationships at one point in time but did not capture developmental changes or causal pathways. Furthermore, the study focused on only two predictor variables—peer learning and self-confidence—while other potentially influential factors, such as motivation, language anxiety, or teaching methodology, were not included in the analysis. These limitations suggest that while the findings are robust within their context, caution should be exercised in extending them to broader populations.

Future research should address these limitations by adopting longitudinal designs to observe how peer learning and self-confidence evolve and influence speaking skills over time. Expanding the scope to include other schools, regions, or educational levels would enhance the generalizability of the findings. Additionally, incorporating other psychological and contextual variables such as motivation, anxiety, or teacher support could provide a more comprehensive understanding of the complex dynamics that shape language learning. Qualitative approaches, such as interviews or classroom observations, could also complement quantitative findings by capturing the lived experiences of students and offering deeper insights into how peer learning and confidence operate in practice.

In conclusion, this study reinforces the central role of both peer learning and self-confidence in the development of English-speaking skills among nursing vocational students. It demonstrates that speaking proficiency is not simply a matter of linguistic competence but the product of social collaboration and psychological empowerment. By fostering collaborative learning environments and building students' confidence, educators can equip nursing students with the

communicative competence necessary for both academic success and professional practice. Such efforts are crucial in preparing future nurses to navigate the globalized healthcare environment, where effective communication in English is not only an academic requirement but also a professional imperative.

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