

## **PREFACE**

This thesis explores how EFL (English as a Foreign Language) students develop speaking confidence through informal peer interactions. While many learners experience anxiety and low confidence in formal classroom settings, informal conversations with peers often provide a more relaxed space for natural language use and self-expression.

Motivated by personal observations of peers who improved their fluency through casual English conversations, I was inspired to investigate how such interactions contribute to speaking confidence. This study offers insights that may support more learner-centered approaches in English language teaching.

The thesis is structured into five chapters: Chapter One outlines the background and rationale; Chapter Two reviews relevant literature; Chapter Three explains the methodology; Chapter Four presents and discusses the findings; and Chapter Five concludes the study with key insights and suggestions for future research.

I hope this work contributes meaningfully to the understanding of speaking confidence in EFL contexts and encourages further exploration of informal learning opportunities in language education.

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