



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
4. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
5. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking ability is an essential component of English language learning because it directly influences students' academic performance and communication skills. The ability to articulate ideas clearly and concisely in spoken language is frequently used to characterize effective communication (Asnaini, Tohamba, and Rusli, 2025: 57). Effective speaking does not only involve correct pronunciation but also includes expressing ideas, delivering arguments, participating in discussions, and responding appropriately in academic contexts. In the 21st century, English speaking skills are considered a crucial requirement for global communication, academic engagement, and professional development. Therefore, speaking skill is recognized as one of the most fundamental competencies that students must master in higher education.

Despite its importance, speaking performance is strongly influenced by affective factors, particularly students' self-confidence. Many students possess adequate linguistic knowledge but are still unable to express their ideas orally due to low confidence. In learning English, a lack of self-confidence often becomes a barrier that makes students reluctant to engage in active communication (Amalia and Dalimunte, 2025:8). According to Supriyanto et al. (2024:62) Students who believe in their abilities tend to participate more actively in classroom activities, including contributing to group discussions and delivering presentations to their peers. Self-confidence strongly influences



Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
 2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
 3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
- Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri

speaking performance, as confident learners are more willing to take communicative risks and engage in meaningful interactions necessary for developing fluency. According to Tauchid (2025:125), A lack of self-confidence can substantially impede learners' performance and active engagement in the classrooms.

Students' self-confidence in speaking does not develop independently but is closely related to the social support they receive in the learning environment. Social support, particularly from teachers and peers, plays a significant role in shaping students' willingness to speak and engage in oral communication. Support from peers and teachers plays a vital role in determining speaking proficiency, especially within language learning settings (Tauchid, 2025:129). In this study, the term enhancing refers to the process of strengthening and improving students' self-confidence through continuous emotional, motivational, and instructional support that enables them to participate more actively in speaking activities. These crucial sources of support provide essential emotional, motivational, and instructional scaffolding that helps students overcome ingrained less-confidence, enhance self-belief, and actively increase their participation in oral communication. Support from the instructor is vital because the educator, as the authority figure, can directly impact a student's sense of competence by providing clear structure, consistent positive reinforcement, and constructive feedback. According to Hayati (2025:844) Teacher support encompasses instructional guidance, motivation, mentoring, and personalized feedback.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri

However, Based on the researcher's experience during teaching practice at SMK Dr. Indra Adnan Indragiri College, many students experience fear, embarrassment, nervousness, and less-confidence when speaking English in class. They are afraid of making mistakes, being judged by others, and lack sufficient opportunities to practice speaking. According to Soha (2025:2), students frequently feel anxious about making errors and being judged, which reduces their confidence and willingness to participate in speaking activities. These conditions clearly indicate that low self-confidence in speaking is closely connected to limited emotional and instructional support in the classroom.

Previous studies have examined the relationship between social support and students' speaking-related outcomes from different perspectives. Tauchid (2025), for example, examined teacher and peer support in relation to students' speaking anxiety and speaking proficiency in an online EFL learning environment. Meanwhile, Ayu et al. (2026) investigated peer support in relation to students' self-confidence and English speaking proficiency among EFL students. Similarly, Khairunnisa et al. (2025) examined the correlation between peer support and English speaking confidence among eleventh-grade students at SMA Negeri 1 Tembilahan Hulu. These studies indicate that peer support and teacher support are relevant to students' speaking experiences and confidence. However, the existing studies have mainly examined peer support separately, or have focused on speaking anxiety, speaking proficiency, or specific learning environments. The combined consideration of peer and teacher support in relation to students' self-confidence in speaking performance, particularly



among vocational high school students, remains less specifically addressed. Therefore, this study focuses on analyzing peer and teacher support in relation to students' self-confidence in speaking performance at SMK Dr. Indra Adnan Indragiri College.

B. Identification of the Problem

Based on the background of the study, several real problems are identified among tenth grade students of SMK Dr. Indra Adnan Indragiri College:

1. Many tenth grade students at SMK Dr. Indra Adnan Indragiri College experience low self-confidence when speaking English in front of the class. They feel nervous, are afraid of making mistakes, and worry about being judged or criticized by lecturers and peers.
2. Many students show reluctance to participate in speaking activities due to anxiety, embarrassment, and fear of negative evaluation, which limits their willingness to express ideas orally.
3. Many students have limited opportunities to practice speaking English, which reduces their confidence and fluency in oral communication.

C. Limitation of the Problem

Based on the background of the study, This research is limited to examining peer support and teacher support in enhancing students' self-confidence in speaking performance. This research is conducted among tenth grade students of SMK Dr. Indra Adnan Indragiri College?



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
 2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
 3. Penggunaan juga dilarang untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
- Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

D. Research Question

Based on the background of the problem, this study is formulated with the following question: How is peer and teacher support enhance students' confidence in speaking performance among tenth grade students at the SMK Dr. Indra Adnan Indragiri College?

E. Objective of the Research

Based on the research question above, the objective of this study is to examine how is peer and teacher support enhance students' confidence in speaking performance among tenth grade students at SMK Dr. Indra Adnan Indragiri College.

F. Signification of the Research

1. For Students, This research provides valuable insight for students in understanding the importance of peer and teacher support in enhancing their self-confidence in speaking English. A supportive learning environment from teachers and classmates helps students overcome fear of making mistakes, reduce anxiety, and increase their willingness to participate in speaking activities. When students receive encouragement, constructive feedback, and emotional support, they feel more confident to express their ideas and practice speaking English actively. Peer collaboration, such as participating in group discussions and giving mutual feedback, strengthens speaking confidence and reduces fear of negative judgment. As a result, students develop stronger self-confidence and communicate more effectively in both academic and social contexts.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
4. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
5. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri

2. For Teachers, This research provides teachers with practical insight into the importance of both peer support and teacher support in enhancing students' self-confidence in speaking performance. Teachers apply these findings by providing consistent encouragement, constructive feedback, and clear guidance during speaking activities. They also design classroom activities that promote peer collaboration, such as pair work, group discussions, and peer feedback sessions, to create a supportive speaking environment. These strategies help students reduce fear of making mistakes, increase their confidence, and participate more actively in speaking tasks. Teachers are encouraged to create a safe, supportive, and inclusive classroom atmosphere where students feel comfortable expressing their ideas and developing their speaking performance.
3. For Future Researchers, The findings of this study provide a specific reference for future researchers who intend to examine the combined role of peer support and teacher support in enhancing students' self-confidence in speaking performance. Future researchers replicate this study using different research designs, such as experimental or longitudinal approaches, to measure the direct effect of peer and teacher support on students' speaking performance. They expand the scope by involving different educational levels, such as junior high school, senior high school, or university students, to compare the influence of social support across contexts. In addition, future studies investigate the relationship between peer and teacher support and other affective variables, such as speaking



anxiety, motivation, or classroom engagement, to provide a broader understanding of students' speaking development.

G. Definition of Key Terms

1. Peer and Teacher Support

Teacher and peer support, a kind of special social support in school environment is the concern and help for students' studies as well as the encouragement and affirmation offered by teachers and peers (Xie & Guo 2023:440) It includes teachers providing guidance, motivation, and constructive feedback, as well as peers offering cooperation and emotional support. Together, they create a positive atmosphere that helps reduce students' low confidence in speaking English and encourages them to participate more actively in class.

2. Self-Confidence

Self-confidence becomes a success factor for students in learning to speak English (Asnaini et al., 2025:59). It refers to a student's confidence in their ability to speak English correctly and successfully in the context of language instruction. Pupils who are confident in themselves are more likely to participate in discussions, share their thoughts, and get over their fear of speaking incorrectly.

3. Speaking Performance

Speaking performance refers to the ability of students to express ideas, opinions, and feelings orally in English accurately, fluently, and appropriately. Speaking is a productive skill, meaning that students need to



Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
4. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
5. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri

practice the language by speaking performance to demonstrate their competence Hasanah, (2019) in (Sintayani and Adnyayanti 2022:84). Speaking performance is a measure of a student's success in oral communication and is the language skill that most determines a person's proficiency in using a language (Jaya, Petrus, and Pitaloka 2022:106).

