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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Peer and Teacher Support

a. Definition of Peer and Teacher Support

Peer support is defined as the assistance and encouragement students receive from their classmates through collaboration, idea sharing, and mutual motivation. Meanwhile, Teacher support refers to the academic and emotional assistance provided by teachers through instructional guidance, encouragement, and the creation of a supportive learning atmosphere. Social support from peers and teachers plays a very important role in improving students' academic success. According Hu & Talib (2023:38) A positive relationship between students and teachers is characterized by mutual trust, respect, and effective communication, and students become more engaged and motivated in the learning process. Students will be more motivated to participate actively in learning activities and to engage in more extensive activities in order to meet academic challenges if they perceive that their teachers are kind and emotionally supportive. This indicates that teacher support affects not just cognitive aspects but also practical aspects related to students self-confidence. Within the higher education context, perceived peer support, as a significant component of social support, demonstrates substantial influence on students' academic adjustment processes (Zhu

et al., 2025:2). Peer support establishes a safe and supportive environment for students, helping them better navigate academic and social challenges.

Furthermore, it fosters motivation, positive collaboration, ultimately boosting their adaptability and confidence in the learning process. According Hayatunnufus and Utari (2025:664) peer interactions enable adolescents to assess ideas, develop understanding, and engage in shared learning experiences, particularly within collaborative educational settings such as schools. Likewise, Ulpa, Tahir, and Amin (2025:371) emphasize that teachers shape students' confidence through the learning atmosphere they establish and the teaching strategies they apply. These two perspectives complement each other, as both peer and teacher support play crucial roles in creating a positive and motivating learning environment. When teachers encourage cooperative learning and students receive continuous support from their peers, they are more likely to feel confident and capable of expressing their ideas during speaking activities. This is because both sources of support peers and teachers provide emotional reassurance, constructive feedback, and a sense of belonging that helps strengthen students' self-confidence in language performance. Thus, peer collaboration and



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teacher guidance together form a strong foundation for students' development of self-confidence in speaking performance.

b. The Role of Peer and Teacher Support in Students' Self-Confidence in Speaking Performance

In the process of language learning, especially in speaking performance, students' success is not only determined by their linguistic competence but also by the social and emotional support they receive from both peers and teachers. These forms of support play a crucial role in shaping students' confidence, and active participation in speaking activities. Peer support activities in English serves as an activity that aims to enhance students' confidence in speaking. Through this activity, students have opportunities to discuss potential solutions and openly share their experiences related to English proficiency. It also provides a platform for them to interact more frequently with their peers, ask questions, and exchange ideas or elaborate on various topics collaboratively (Romadlon 2022:823). This interaction among peers not only enhances students' language skills but also builds their confidence to express ideas in English. When students communicate regularly in a supportive peer environment, they tend to feel less anxious and more motivated to participate in speaking activities. Thus, supportive peer interaction can be seen as an effective form of peer support that helps students develop both their communicative competence and self-confidence in speaking.



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Teachers' supportive behavior is reflected in students' self-confidence. By offering emotional support and positive feedback, teachers foster a sense of security and competence that encourages students to participate actively and perform better in speaking tasks (Wu and Cai 2025:3). This supportive environment helps learners feel safe and confident and encourages them to participate actively in speaking activities. As a result, students become more enthusiastic about participating in class, feel less afraid of making mistakes, and show greater confidence in demonstrating their communication skills, which ultimately improves their speaking performance. Therefore, support from peers and teachers plays an important complementary role in boosting students' confidence and speaking skills, creating a supportive learning environment where students can learn and express themselves effectively. The five roles of peer and teacher support in the learning process

a. Enhancing Academic Engagement and Motivation

When students feel emotionally supported by peers and teachers they are more motivated to actively engage in learning activities.

b. Building Self-Confidence in Learning and Speaking Performance

Support from teachers and peers provides a greater sense of security and confidence in speaking and expressing ideas.



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c. Creating a Supportive and Positive Learning Climate

Teacher support through empathetic teaching strategies and peer support through cooperation create a positive and calming learning environment.

d. Reducing Learning Anxiety and Increasing Emotional Security

The combination of teacher guidance and peer support helps students reduce anxiety, especially in the context of public speaking.

e. Facilitating Social and Academic Adjustment

Support from peers plays a major role in helping students adjust to the academic environment, build social relationships, and overcome learning difficulties.

c. Type of Peer and Teacher Support Enhancing Student' Self-confidence in Speaking Performance

According to Xie & Guo, (2023:441) the construct of teacher and peer support in English learning can be categorized into four main aspects, peer academic support, peer emotional support teacher academic support, and teacher emotional support. These aspects provide a comprehensive framework to understand how social support functions within the EFL classroom context.

1. Peer Academic Support, Involves students helping one another to understand speaking tasks, exchange ideas, and practice collaboratively in order to enhance communicative competence.



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2. Peer Emotional Support, Highlights emotional reassurance and a sense of belonging among classmates, which contribute to creating a safe, supportive, and motivating environment for speaking.
3. Teacher Academic Support, Refers to the extent to which teachers assist students in achieving learning goals by providing instructional guidance, constructive feedback, and opportunities to practice speaking skills.
4. Teacher Emotional Support, Emphasizes the teacher's role in offering encouragement, empathy, and a caring attitude that helps foster students' confidence and reduce anxiety during speaking activities.

These four dimensions collectively shape students' academic engagement, emotional well being, and self-confidence in speaking English. Therefore, in the present study, the indicators of peer and teacher support are adopted and adapted from the peer and teacher support in English learning scal. In view of its functional aspects, social support theory suggests that social support consists of four main characteristics emotional, instrumental, informational, and appraisal (Luo et al., 2024:10). Each of these types serves a distinct yet complementary function in facilitating individuals' academic, social, and emotional well being.



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1. Emotional support refers to expressions of empathy, care, and encouragement that help individuals feel valued and secure. Thus, this can boost self-confidence.
2. Instrumental support involves providing tangible assistance or practical help, such as study materials, resources, or direct aid that enables students to accomplish learning tasks effectively.
3. Informational support encompasses guidance, advice, and constructive feedback that help learners solve problems, enhance performance, and make informed academic decisions.
4. Appraisal support relates to positive reinforcement, affirmation, or evaluative feedback that helps individuals assess their progress and strengthen their self-confidence.

Within the educational context, these four types of support often interact dynamically. Peers tend to offer instrumental and emotional assistance through collaboration and shared learning experiences teachers primarily provide emotional and informational support through motivation, feedback, and empathy, while. When effectively combined, these various forms of support foster a positive learning environment that motivates student participation, provides emotional security, and enhances their confidence, especially in speaking performance, where confidence and social interaction play a crucial role in learning outcomes.

2. The Concept of Students' Self-Confidence in Speaking

Performance

Self-confidence plays a crucial role in determining students' speaking performance, especially in second language communication (Jaya et al., 2022:106). In the context of English language learning, particularly in oral communication, self-confidence can be defined as an individual's belief in their ability to express ideas, emotions, and opinions verbally in a clear, coherent, and socially appropriate manner using the target language. It reflects the extent to which learners trust their linguistic competence, feel comfortable using English in various communicative situations, and are willing to take initiative in expressing themselves. According to Permatasari and Volya (2024:483) self-confidence is an essential factor for students since it enables them to perform different aspects of speaking smoothly and effectively. Students with high self-confidence tend to take linguistic risks, engage actively in classroom discussions, and express their ideas openly without excessive fear of making mistakes. This emotional assurance helps them overcome anxiety, reduce communication apprehension, and participate more dynamically in oral activities.

Other hand, according to Rahmah and Susilowati (2024:52) explain that several affective factors such as low confidence, fear of making mistakes, shyness, anxiety, and lack of motivation may hinder students' speaking performance. These barriers can significantly reduce learners' willingness to communicate and limit their opportunities to practice speaking in





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authentic contexts. Self-confidence also contributes to students' ability to perform different dimensions of speaking, including pronunciation, fluency, accuracy, and interactional skills. Students who possess strong self-confidence are generally more prepared to participate actively in learning activities, articulate their thoughts with clarity, and maintain positive attitudes toward speaking tasks. They are also more capable of viewing errors as a natural part of the learning process rather than as failures. As a result, learners who believe in their own abilities tend to show greater participation, motivation, and resilience in improving their speaking performance. This suggests that self-confidence not only supports linguistic competence but also fosters communicative willingness and leads to better oral proficiency. Self-assured learners are more likely to engage actively in classroom interactions, participate in discussions, and express their opinions without being hindered by fear or lack of confidence. Their confidence encourages them to use English more frequently, which eventually enhances their fluency and overall speaking ability. Consequently, self-confidence becomes an important psychological factor that promotes students' readiness to communicate, strengthens their motivation, and improves their speaking performance in English.

Given the significant role of self-confidence in enhancing students' speaking performance, it becomes essential to identify specific indicators that can effectively measure this construct within the context of oral communication. Burton and Platts (2006) in Aulia and Apoko (2022:552)



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Ten core aspects of self-confidence are proposed for in depth exploration, including clarity of direction and values, motivation, emotional stability, a positive mindset, self-awareness, adaptability in dealing with situations, a desire for personal growth, physical health and energy, willingness to face uncertainty, and a sense of purpose. These aspects collectively reflect the multifaceted nature of self-confidence, which influences individuals' thoughts, emotions, and behaviors when engaging in challenging situations, particularly in learning and communication contexts.

a. The Role of Self-confidence in Speaking Performance

Self-confidence is widely recognized as a crucial affective factor that clearly improves students' English speaking ability. Akbari and Sahibzada (2020) in Supriyanto et al. (2024:62) emphasize that a strong sense of confidence supports the overall development of English language skills, particularly in oral communication. Similarly, Suratullah et al. (2023) in Supriyanto et al. (2024:62) highlight that self-confidence plays an essential role in helping learners master various aspects of speaking proficiency. According to Permatasari and Volya (2024:484), students with higher levels of self-confidence are more capable of performing the key components of speaking such as fluency, accuracy, pronunciation, vocabulary use, and interactional competence more effectively.

Confident learners tend to express their ideas more clearly, convey their opinions more fluently, and speak with more confidence without

much hesitation. Their level of confidence also helps improve their pronunciation skills, better control of grammatical structures, and more appropriate word choice during speaking. As stated by Mubarok (2017) in Permatasari and Volya (2024:483), self-confidence helps students reduce nervousness, overcome lack of self-confidence, and minimize communication apprehension, enabling them to speak more comfortably and spontaneously in various communicative situations. In addition, students who possess strong self- confidence are more willing to take linguistic risks, engage actively in interactive exchanges, and respond more effectively to their interlocutors, which strengthens their interactional competence.

Therefore, self-confidence plays a role as a psychological factor that supports students' linguistic performance. Self-confidence increases students' willingness to communicate in various speaking situations. Self-confidence helps reduce lack of self-confidence that often hinders spoken language production. In addition, self-confidence also fosters motivation and encourages students to actively participate in speaking activities. As a result, students are able to perform with more confidence and be more communicative in various speaking tasks and contexts.



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B. Review of Related Findings

The researcher presents several previous studies that are relevant to the present research. These studies discuss peer support and teacher support, and students' self-confidence in relation to speaking performance. The first previous research is *"The Effects of Teacher and Peer Support on EFL Learners' Speaking Anxiety and Speaking Proficiency in Online Learning."* By Tauchid (2025) This study aimed to investigate the effect of teacher and peer support on students' speaking anxiety and speaking proficiency in an online EFL context. Using a true experimental design, the study involved 26 university students in Indonesia. The findings showed a significant reduction in speaking anxiety and a significant improvement in speaking proficiency among students who received teacher and peer support. This study is relevant to the present research because it highlights the importance of teacher and peer support in improving students' speaking related outcomes, although the present study focuses on students' self-confidence in speaking performance rather than speaking anxiety and proficiency in an online setting.

The second previous research is *"English Peer Counseling to Engage Students' Speaking Confidence and Motivation in Higher Education"* conducted by Farid Noor Romadlon (2022). This study employed a qualitative case study design and aimed to investigate students' perceptions of English peer counseling toward their speaking confidence and motivation. The findings revealed that students generally had a positive perception of English peer counseling in enhancing their speaking confidence and motivation. The study



also found that English peer counseling encouraged students to be more active in small conversations and discussions, helped them feel more confident when interacting with peers, and increased their motivation to speak. This study is relevant to the present research because it highlights the role of peer support in fostering students' speaking confidence, although the present research focuses on the analysis of peer and teacher support in a different educational context.

The last previous research used by the researcher is "*The Correlation Between Peer Support and English Speaking Confidence Among Eleventh Grade Students at SMA Negeri 1 Tembilahan Hulu.*" By Khairunnisa (2025). This study aimed to determine the relationship between peer support and students' English speaking confidence. Using a correlational research design, the study involved 98 eleventh-grade students, with data collected through questionnaires using Likert scales and analyzed using the Pearson Product Moment correlation formula. The findings showed a low but significant positive correlation between peer support and English speaking confidence, indicating that higher peer support was associated with higher speaking confidence among students. This study is relevant to the present research because it highlights the contribution of peer support to students' speaking confidence. However, the present research expands the scope by also examining the role of teacher support in enhancing students' self-confidence in speaking performance.

Based on the three previous studies, it is concluded that social support and psychological factors play an important role in the development of students' English speaking skills. Support from peers and teachers reduces students' low

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self-confidence and increases their confidence in speaking activities. Peer support also positively influences students' confidence and motivation to speak, which encourages more active participation and interaction in speaking performance. Although previous studies highlight the importance of peer support or teacher support, most of them examine these factors separately or focus on different outcomes such as anxiety, motivation, or speaking ability. This study differs from previous studies in that it analyzes the influence of peer support and teacher support on student self-confidence as a key factor in speaking performance in vocational high school environments, particularly at Dr. Indra Adnan Indragiri College.



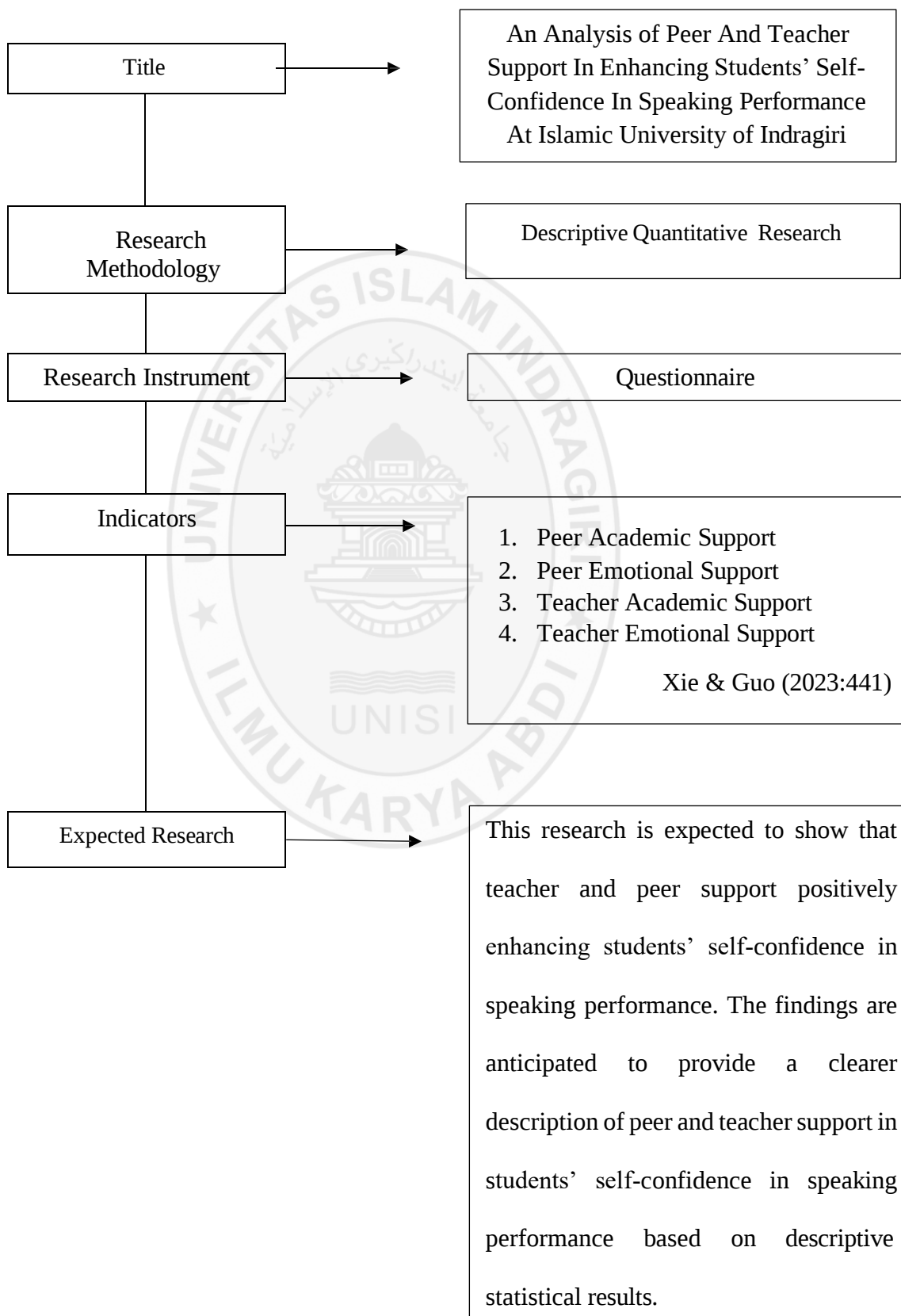
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C. Conceptual Framework

The conceptual framework this research can see below:



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Based on the conceptual framework, this research concludes that peer and teacher support play an important role in enhancing students' self-confidence in speaking performance. Peer and teacher support, which consist of academic and emotional support, are expected to positively enhancing students' confidence in speaking English. Through descriptive quantitative research using questionnaires as the research instrument, this study aims to describe how these forms of support enhance to students' speaking performance. Overall, the conceptual framework indicates that academic and emotional support from peers and teachers enhances students' self-confidence, which in turn improves their speaking performance.

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